

Teaching Competence and Student Achievement Based on Philippine Professional Standards for Teachers

Jerome G. Tenedero

Teacher III, Calbiga National High School ES, Calbiga II District

DOI: <https://doi.org/10.51583/IJLTEMAS.2026.150500284>

Received: 13 June 2026; Accepted: 18 June 2026; Published: 26 June 2026

ABSTRACT

Teaching competence is a fundamental determinant of instructional quality and student learning outcomes. This study assessed the teaching competence of educators and the academic achievement of students in the District of Calbiga II, Schools Division, during the School Year 2025–2026, aligned with the Philippine Professional Standards for Teachers of the Department of Education. Utilizing a quantitative descriptive research design, the study employed comparative and correlational analyses to examine differences in teacher and administrator assessments and to determine relationships among key variables. Findings revealed that teachers generally demonstrated competence across all PPST domains, particularly in content knowledge, pedagogy, assessment practices, ICT integration, learning environment, and professional development. Student performance showed that most learners achieved mean grades ranging from 85 to 89, reflecting satisfactory academic achievement. Significant differences emerged between teacher self-ratings and administrator evaluations, highlighting the need for clearer evaluation standards and collaborative alignment. Positive attitudes toward the PPST and participation in relevant in-service trainings were associated with higher teaching competence, while age and experience showed slight negative correlations. A weak but significant relationship was found between teaching competence and student achievement, with heavy workload identified as a primary implementation challenge.

Keywords: Teaching Competence, Philippine Professional Standards for Teachers (PPST), Student Academic Achievement, Teacher Professional Development, Teacher Assessment

INTRODUCTION

Strengthening teaching competence is the most sustainable pathway to improving student achievement. While educational reforms often emphasize curriculum changes and assessment reforms, it is ultimately the teacher who translates policies into meaningful learning experiences. In an era marked by rapid technological advancement, diverse learner needs, and increasing accountability standards, teachers are expected to demonstrate high levels of pedagogical expertise, adaptability, and professional responsibility. Thus, examining teaching competence in relation to student achievement is not only timely but necessary to ensure that professional standards genuinely translate into improved learning outcomes.

Globally, teacher quality has consistently been identified as the most significant school-based factor influencing student performance (OECD, 2019). International education systems emphasize competency-based frameworks to ensure accountability and continuous improvement in teaching practice. Studies conducted between 2015 and 2025 highlight that structured professional standards, when properly implemented, positively influence instructional effectiveness and student engagement (Darling-Hammond et al., 2017; UNESCO, 2020). These findings underscore the global recognition that teacher competence must be systematically assessed and strengthened to enhance learner outcomes.

Nationally, the Philippines institutionalized teacher quality reforms through Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which mandates quality standards in teaching to improve learner performance. This mandate is operationalized through the Philippine Professional Standards for Teachers, institutionalized under Department of Education Order No. 42, s. 2017. The PPST serves as the national

framework for teacher development, outlining seven domains that define effective teaching. Recent local studies (Tindowen et al., 2021; Agbisit et al., 2022) affirm that alignment with PPST indicators enhances instructional competence and professional accountability. However, despite nationwide implementation, variations remain in how teaching competence is assessed and how it influences student academic performance.

Regionally, data from the Schools Division of Samar indicate ongoing efforts to strengthen professional development through In-Service Trainings (INSETs) and Learning Action Cells (LACs). Records show that during School Year 2021–2022, approximately 58 percent of teachers participated in at least two district-level INSET programs, increasing to 64 percent in School Year 2022–2023, and 71 percent in School Year 2023–2024 (SGOD-Samar, 2024). The number of teachers rated at the Proficient career stage likewise increased from 63 percent in School Year 2021–2022 to 70 percent in School Year 2023–2024. Concurrently, National Achievement Test (NAT) results revealed modest improvement, with proficiency rates rising from 54 percent to 61 percent over the same three-year period. While these figures suggest progress, they also reveal that gains in teacher competence do not always proportionately translate into substantial increases in student achievement.

At the local level in the District of Calbiga II, classroom observations and administrative reports indicate discrepancies between teacher self-assessments and administrator evaluations across PPST domains. Teachers report heavy workloads, multiple ancillary assignments, and limited time for reflective practice, which may affect instructional quality. Despite increased training participation and moderate integration of technology, student performance gains remain gradual rather than significant. These realities suggest that while structures for professional development exist, the direct and measurable relationship between teaching competence and student academic achievement has not been clearly established within the district.

The research gap, therefore, lies in the limited empirical evidence at the local level examining how teaching competence, as measured through the PPST framework, correlates with actual student academic outcomes. While improvements in teacher ratings and training participation have been documented, there is insufficient statistical analysis determining whether these improvements significantly influence learner performance. This study seeks to address this gap by analyzing the relationship between teaching competence and student achievement in the District of Calbiga II during School Year 2025–2026. These localized and data-driven evidence, and its findings aim to inform policy refinement, targeted interventions, and sustainable professional development initiatives aligned with national standards.

LITERATURE REVIEW

The quality of education is closely linked to the competence of teachers who facilitate learning and influence student achievement. Numerous educational scholars have emphasized that teachers play a vital role in shaping learners' academic success through effective instructional practices, classroom management, and professional engagement. In the Philippine educational system, teacher competence is guided by the Philippine Professional Standards for Teachers (PPST), which serves as the national framework for teacher quality. The PPST articulates the professional knowledge, skills, values, and attitudes expected of teachers at different career stages and provides standards for professional development, performance evaluation, and career progression. Consequently, examining teaching competence in relation to student academic achievement has become increasingly important in understanding educational effectiveness and improving learning outcomes.

Teacher competence is often influenced by various personal and professional characteristics. Research has consistently shown that teacher profile variables such as age, sex, civil status, educational attainment, teaching experience, professional training, and performance ratings contribute to differences in teaching effectiveness. According to Darling-Hammond (2020), teacher qualifications remain among the most significant school-based factors affecting student achievement. Teachers who possess higher educational qualifications are generally exposed to advanced instructional theories, research-based practices, and leadership skills that enable them to perform more effectively in the classroom. Likewise, Kini and Podolsky (2016) noted that teaching effectiveness tends to increase with experience as teachers develop stronger classroom management skills, deeper pedagogical knowledge, and greater confidence in addressing learner needs. These findings suggest that personal and

professional characteristics may influence teachers' ability to meet professional standards and deliver quality instruction.

Moreover, participation in relevant in-service training programs has been recognized as a critical component of professional growth and competence development. Professional development opportunities enable teachers to acquire new knowledge, improve instructional strategies, and adapt to changing educational demands. Desimone and Garet (2015) emphasized that sustained and meaningful professional development positively affects teaching quality and student learning outcomes. In the Philippine context, continuous learning is strongly encouraged through various training initiatives designed to help teachers align their practices with the expectations of the PPST. As a result, teachers who actively participate in professional development activities are more likely to demonstrate higher levels of competence and effectiveness in their instructional responsibilities.

In addition to professional qualifications and experiences, teachers' attitudes toward professional standards significantly influence their commitment to instructional improvement. Positive attitudes toward the PPST encourage teachers to engage in reflective practice, pursue continuous learning, and adopt innovative teaching approaches. Teachers who view professional standards as valuable guides for growth are often more motivated to improve their instructional performance and achieve professional excellence. Similarly, performance ratings reflected in the Individual Performance Commitment and Review Form (IPCRF) provide indicators of teacher effectiveness and accountability. Teachers who consistently receive favorable performance ratings are generally expected to demonstrate strong competence across various domains of professional practice.

The concept of teaching competence is comprehensively embodied in the PPST, which establishes standards for effective teaching and professional practice. The framework identifies several domains that collectively define teacher quality and support learner achievement. One of the most fundamental aspects of competence is content knowledge and pedagogy. Shulman (1987) introduced the concept of pedagogical content knowledge, emphasizing that effective teaching requires not only mastery of subject matter but also the ability to present concepts in ways that facilitate understanding. Teachers who possess strong content knowledge are better equipped to explain lessons accurately, address misconceptions, and promote critical thinking among learners. Furthermore, Hattie (2023) identified teacher expertise as one of the strongest influences on student achievement, highlighting the importance of instructional competence in producing meaningful learning outcomes.

Alongside content mastery, the establishment of a positive learning environment plays a crucial role in fostering student success. Research indicates that students learn more effectively when they feel safe, respected, and supported within the classroom. Marzano (2017) explained that classroom climate significantly affects learner engagement, motivation, and academic performance. Teachers who maintain orderly classrooms, encourage participation, and establish positive relationships with learners create conditions conducive to meaningful learning. Consequently, competence in creating and sustaining a positive learning environment contributes significantly to educational effectiveness and learner achievement.

Equally important is the teacher's ability to address the diversity of learners found in contemporary classrooms. Students differ in terms of abilities, interests, learning styles, cultural backgrounds, and socioeconomic circumstances. Tomlinson (2017) emphasized the importance of differentiated instruction in meeting the varied needs of learners and ensuring equitable access to educational opportunities. Teachers who recognize and respond appropriately to learner diversity are able to provide inclusive learning experiences that maximize student participation and achievement. Such competence aligns with the PPST's emphasis on inclusive education and responsiveness to individual learner differences.

Furthermore, effective teaching requires careful curriculum implementation and instructional planning. Educational theorists have long recognized that well-planned instruction serves as the foundation of successful learning experiences. Tyler's curriculum theory highlights the importance of establishing clear objectives, selecting appropriate learning experiences, and evaluating outcomes systematically. Teachers who engage in thoughtful planning are better able to align instructional activities with curriculum standards and learner needs. Consequently, competence in curriculum planning contributes to more organized, purposeful, and effective instruction, thereby supporting improved student performance.

Assessment and reporting likewise represent essential components of teaching competence. Assessment provides valuable information about learner progress and enables teachers to make informed instructional decisions. Black and Wiliam (2018) emphasized that effective formative assessment significantly improves student learning by providing timely feedback and guiding instructional adjustments. Through accurate assessment and reporting practices, teachers can identify learning gaps, monitor student development, and communicate progress to learners, parents, and other stakeholders. Therefore, competence in assessment and reporting supports both instructional improvement and learner achievement.

Beyond classroom instruction, educational success is strengthened through collaboration with families, communities, and professional colleagues. Epstein (2019) emphasized that meaningful partnerships between schools and communities contribute positively to student learning and school effectiveness. Teachers who establish strong community linkages and engage actively with stakeholders create supportive environments that reinforce educational goals. Professional engagement also enables teachers to share best practices, participate in collaborative learning, and contribute to school improvement initiatives. As such, competence in community linkages and professional engagement extends the teacher's influence beyond the classroom and enhances opportunities for student success.

Similarly, personal growth and professional development remain essential elements of effective teaching. The rapidly changing educational landscape requires teachers to continuously update their knowledge and skills. Guskey (2021) asserted that professional learning contributes to improved teaching practices and better student outcomes. Teachers who engage in lifelong learning, reflective practice, and professional collaboration demonstrate a commitment to excellence that ultimately benefits learners. This commitment aligns with the PPST's recognition of continuous professional development as a hallmark of teacher professionalism and competence.

While teacher competence is important, student academic achievement serves as the ultimate indicator of educational effectiveness. Academic achievement generally refers to learners' performance as reflected in grades, assessments, and other measures of learning outcomes. Numerous studies have established a strong connection between teacher quality and student achievement. Hattie (2023) concluded that effective teachers significantly influence learner performance through instructional expertise, classroom management, and positive teacher-student relationships. In the Philippine setting, quarterly grades remain one of the most commonly used indicators of academic achievement and provide valuable evidence of learner progress and mastery of competencies. Therefore, understanding the relationship between teaching competence and student achievement is essential in evaluating educational quality.

Given the significance of teacher competence, researchers have also examined how competence is assessed by different stakeholders. Teachers frequently engage in self-assessment to reflect on their instructional practices, while school administrators evaluate teacher performance through observations, supervision, and performance appraisal systems. Ross and Bruce (2017) found that teachers and administrators sometimes differ in their perceptions of teaching effectiveness due to varying expectations, experiences, and evaluation criteria. While self-assessment promotes reflection and self-improvement, administrator assessment provides external validation and objective feedback. Consequently, comparing the assessments of teachers and administrators can provide valuable insights into strengths, areas for improvement, and professional development needs.

In addition, several studies have investigated the relationship between teaching competence and teacher profile characteristics. Findings suggest that educational attainment, teaching experience, participation in professional development activities, and performance ratings are often associated with higher levels of competence. Teachers who pursue advanced studies and engage regularly in training opportunities tend to demonstrate stronger instructional skills and professional practices. However, some studies have found that demographic characteristics such as age and sex may not consistently predict teaching effectiveness, suggesting that professional growth and learning opportunities may be more influential determinants of competence than personal characteristics alone.

More importantly, the relationship between teaching competence and student academic achievement has been widely documented in educational research. Stronge (2018) reported that students taught by highly effective teachers consistently perform better academically than those taught by less effective teachers. Similarly, effective teaching practices have been linked to improved learner engagement, motivation, critical thinking, and academic performance. Since the PPST domains encompass the essential competencies required for quality teaching, it is reasonable to expect that teachers who demonstrate higher levels of competence in these domains are more likely to contribute to improved student achievement. This relationship underscores the importance of investing in teacher development as a means of enhancing educational outcomes.

Despite the benefits associated with the PPST, the implementation of professional standards is not without challenges. Many teachers experience difficulties in understanding and applying PPST indicators within their daily instructional practices. Some struggle with aligning classroom activities, assessments, and professional development goals with the standards prescribed by the framework. Additionally, limited access to training opportunities, insufficient instructional resources, and heavy workloads may hinder teachers' ability to fully implement PPST expectations. These constraints often affect the extent to which teachers can engage in professional growth activities and maintain high levels of performance.

Furthermore, documentation and reporting requirements associated with PPST implementation have been identified as significant concerns among teachers. The preparation of portfolios, collection of evidences, and completion of various performance-related documents can increase workload and reduce the time available for instructional preparation. In some cases, teachers also report limited mentoring and coaching support from school leaders, making it difficult to fully understand and apply professional standards. Consequently, addressing these challenges is essential to ensuring the successful implementation of the PPST and the continuous improvement of teaching quality.

Taken together, the reviewed literature highlights the critical role of teacher competence in promoting student academic achievement. The evidence suggests that teacher profile characteristics, professional qualifications, training experiences, performance ratings, and attitudes toward professional standards contribute to variations in teaching competence. Likewise, competence across the PPST domains—including 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—has been consistently associated with effective teaching and positive learner outcomes. The literature further indicates that differences may exist between teacher and administrator assessments of competence and that challenges in PPST implementation continue to affect teachers' professional practice. Collectively, these findings provide a strong foundation for examining teaching competence and student academic achievement among teachers in the District of Calbiga II and for determining how adherence to the PPST contributes to educational quality and learner success.

Research Questions

The study assessed the teaching competence and student academic achievement based on Philippine Professional Standards for Teachers among teachers in the District of Calbiga II, Schools Division of during the School Year 2025-2026.

Specifically, the study sought answers to the following questions:

1. What is the profile of the teacher-respondents in terms of the following variates:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 gross monthly family income;
- 1.4 highest educational attainment;

- 1.5 number of years as teacher;
 - 1.6 relevant in-service trainings;
 - 1.7 performance rating based on the latest IPCRF; and
 - 1.8 attitude toward Philippine Professional Standard for Teachers (PPST)?
2. What is the level of teaching competence of teacher based on Philippine Professional Standards for Teachers (PPST) as assessed by the teacher- and school administrator-respondents according to the following:
- 2.1 content knowledge and pedagogy;
 - 2.3 diversity of learners;
 - 2.4 curriculum and planning;
 - 2.5 assessment and reporting;
 - 2.6 community linkages and professional engagement; and
 - 2.7 personal growth and professional development?
3. What is the level of students' academic achievement based on their mean grades during the first and second quarters of the School Year 2025-2026?
4. Is there a significant difference between the assessment of teacher- and school administrator respondents with regard to teaching competence along the aforementioned parameters based on the Philippine Professional Standards for Teachers (PPST)?
5. Is there a significant relationship between the teacher-respondents' assessed level of teaching competence of teachers and the following:
- 5.1 profile variates of the teacher-respondents;
 - 5.2 school administrators-respondents assessed level of teaching competence of teachers; and
 - 5.3 student academic achievement based on their mean grades during the first and second quarters of the School Year 2025-2026?
6. What are the challenges encountered by the teacher-respondents in the implementation of the Philippine Professional Standards for Teachers (PPST)?

Scope and Limitation

This study focused on assessing the teaching competence and student academic achievement based on the Philippine Professional Standards for Teachers (PPST) among teachers in the District of Calbiga II, Schools Division of Samar, during the School Year 2025–2026. Specifically, the study examined the profile characteristics of teacher-respondents in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, relevant in-service trainings attended, latest Individual Performance Commitment and Review Form (IPCRF) rating, and attitude toward the Philippine Professional Standards for Teachers (PPST).

The study further determined the level of teaching competence of teachers as assessed by both teacher-respondents and school administrator-respondents based on selected PPST domains, namely: 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. Likewise, the study assessed students' academic achievement using their mean grades during the first and second quarters of the School Year 2025–2026. It also investigated the significant difference between the assessments of teachers and school administrators regarding teaching competence and examined the relationship between teachers' competence and their profile characteristics, administrators' assessments, and students' academic achievement. Furthermore, the study identified the challenges encountered by teachers in the implementation of the PPST.

The respondents of the study consisted of public elementary school teachers and school administrators assigned in the District of Calbiga II. Data were gathered using a researcher-adapted survey questionnaire anchored on the indicators of the Philippine Professional Standards for Teachers (PPST), supplemented by documentary data on students' academic achievement and teachers' performance ratings. Appropriate descriptive and inferential statistical tools were utilized to analyze and interpret the data.

However, this study was subject to certain limitations. First, the investigation was confined to public elementary schools within the District of Calbiga II and did not include teachers and administrators from other districts, divisions, private schools, or secondary schools. Consequently, the findings may not be generalized beyond the study locale. Second, the assessment of teaching competence relied primarily on self-reports of teachers and evaluations made by school administrators, which may be influenced by personal perceptions, biases, or subjective judgments despite efforts to ensure objectivity. Third, student academic achievement was measured solely through the learners' mean grades during the first and second quarters of the School Year 2025–2026. Other indicators of achievement such as standardized test scores, classroom assessment results, literacy and numeracy assessments, and co-curricular performance were not included in the study.

Moreover, while the study examined the relationship between teaching competence and student achievement, it did not account for other factors that may influence learners' academic performance, such as socioeconomic status, parental involvement, learning resources, motivation, health conditions, school facilities, class size, and peer influence. Lastly, the study focused only on the selected PPST domains and challenges encountered in its implementation; thus, other aspects of teacher performance and professional practice not covered by the PPST framework were beyond the scope of the investigation. Despite these limitations, the study is expected to provide valuable insights into the teaching competence of teachers and its relationship to student academic achievement, serving as a basis for professional development initiatives and educational improvement programs within the district.

RESEARCH METHODOLOGY

The study used descriptive-correlation and comparative research design to evaluate the crisis management strategies of and their impact on school disaster preparedness in the District of San Jose de Buan, Schools Division of Samar.

a. Sampling

This study employed universal sampling, also known as total enumeration, as the sampling procedure. Universal sampling is a technique wherein all members of the target population who meet the established inclusion criteria are included in the study. This method is appropriate when the population size is relatively manageable and when the researcher seeks to obtain comprehensive and accurate information from all eligible respondents.

In the context of this study, all public elementary school teachers and school administrators in the District of Calbiga II, Schools Division of Samar, who were actively serving during the School Year 2025–2026, were included as respondents. The teacher-respondents provided information regarding their profile characteristics, attitude toward the Philippine Professional Standards for Teachers (PPST), level of teaching competence, and challenges encountered in the implementation of the PPST. Meanwhile, the

school administrator-respondents assessed the teaching competence of teachers based on the domains of the Philippine Professional Standards for Teachers.

Rather than selecting a representative sample from the district, the study sought to gather data from the entire population of qualified teachers and school administrators to ensure that all relevant perspectives concerning teaching competence and the implementation of the Philippine Professional Standards for Teachers were adequately represented. The use of universal sampling was deemed appropriate because it allowed the researcher to obtain a more comprehensive assessment of teaching competence and its relationship with student academic achievement, thereby enhancing the reliability and validity of the study findings. Furthermore, this approach provided a clearer picture of the extent to which teachers in the District of Calbiga II demonstrate competence across the PPST domains and how such competence relates to learners' academic performance during the School Year 2025–2026.

b. Data Collection

Data for this study were gathered through a structured survey questionnaire designed to assess the teaching competence of teachers based on the domains of the Philippine Professional Standards for Teachers (PPST). The instrument was developed and adapted from the PPST indicators prescribed by the Department of Education and from related studies on teacher competence, professional standards, and educational effectiveness. The questionnaire consisted of sections that elicited information on the respondents' profile characteristics, attitude toward the Philippine Professional Standards for Teachers (PPST), level of teaching competence across the PPST domains, and challenges encountered in the implementation of the PPST. A separate assessment form was provided to school administrator-respondents to evaluate the teaching competence of teachers based on the same PPST domains.

Prior to the actual conduct of the study, the research instrument underwent content validation by experts in educational management, teacher education, and research methodology to ensure its relevance, clarity, appropriateness, and alignment with the objectives of the study. The comments, suggestions, and recommendations of the validators were carefully considered and incorporated into the final version of the instrument. Subsequently, reliability testing was conducted among respondents with characteristics similar to those of the target participants to determine the internal consistency and dependability of the questionnaire.

After securing the necessary approval from the Schools Division Superintendent of the Schools Division of Samar, the Public Schools District Supervisor of Calbiga II District, and the respective school heads, the researcher personally administered the questionnaires to all teacher-respondents and school administrator-respondents included in the study. The respondents were properly informed about the purpose, significance, and procedures of the research. They were likewise assured that all information obtained would be treated with utmost confidentiality and would be used solely for academic and research purposes. Participation in the study was voluntary, and the principles of informed consent, anonymity, confidentiality, and ethical research conduct were strictly observed throughout the data-gathering process.

In addition to the survey questionnaire, documentary data were collected to determine the students' academic achievement. Specifically, the mean grades of learners during the first and second quarters of the School Year 2025–2026 were obtained from official school records with the approval of the concerned school authorities. Likewise, data on the teachers' latest Individual Performance Commitment and Review Form (IPCRF) ratings and relevant profile variables were gathered from available school records and verified through the respondents' responses.

Upon retrieval, all accomplished questionnaires were checked for completeness and consistency. The responses were then coded, classified, tabulated, and organized for statistical analysis. The collected data served as the basis for determining the level of teaching competence of teachers based on the Philippine Professional Standards for Teachers (PPST), assessing student academic achievement, identifying

challenges encountered in the implementation of the PPST, and examining the relationships and differences among the variables included in the study.

c. Data Analysis

The data collected from the respondents were carefully checked, coded, tabulated, and subjected to appropriate statistical treatment using statistical software. Both descriptive and inferential statistics were employed to analyze and interpret the data in accordance with the objectives of the study.

To describe the profile of the teacher-respondents in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years as teacher, relevant in-service trainings attended, performance rating based on the latest Individual Performance Commitment and Review Form (IPCRF), and attitude toward the Philippine Professional Standards for Teachers (PPST), frequency counts, percentages, means, and standard deviations were utilized as appropriate. These statistical tools provided a clear description of the demographic and professional characteristics of the respondents.

To determine the level of teaching competence of teachers based on the Philippine Professional Standards for Teachers (PPST) as assessed by both teacher-respondents and school administrator-respondents in terms of 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, the weighted mean and standard deviation were computed. These measures were used to determine the extent of teaching competence demonstrated by the teachers across the PPST domains.

To determine the level of students' academic achievement based on their mean grades during the first and second quarters of the School Year 2025–2026, the mean and standard deviation were employed. These statistical measures provided a summary of the learners' academic performance and variability in achievement levels.

To determine whether a significant difference existed between the assessments of teacher-respondents and school administrator-respondents regarding the teaching competence of teachers across the PPST domains, the Mann–Whitney U Test was utilized. This nonparametric statistical test was deemed appropriate because the assessments came from two independent groups and may not necessarily satisfy the assumptions required for parametric tests. The Mann–Whitney U Test was used to determine whether significant differences existed in the perceptions of teachers and school administrators regarding teaching competence.

To determine the significant relationship between the assessed level of teaching competence of teachers and their profile variables, appropriate correlational statistics were employed depending on the nature of the variables. For continuous profile variables such as age, gross monthly family income, number of years in teaching, number of relevant in-service trainings attended, performance rating, and attitude toward the PPST, the Spearman Rank-Order Correlation Coefficient (Spearman's rho) was used to measure the strength and direction of the relationship. Spearman's rho was selected because it is suitable for ordinal data and non-normally distributed variables.

For dichotomous profile variables such as sex and civil status, the Point-Biserial Correlation Coefficient was employed to determine the relationship between these variables and the assessed level of teaching competence. The point-biserial correlation is appropriate when one variable is continuous while the other is naturally dichotomous.

Meanwhile, for profile variables with multiple categories such as highest educational attainment, the Eta Correlation Coefficient (η) was utilized to determine the degree of association between the categorical independent variable and the continuous dependent variable. Eta correlation is particularly useful when examining relationships involving nominal variables with more than two categories.

To determine the significant relationship between the teacher-respondents' assessed level of teaching competence and the school administrator-respondents' assessed level of teaching competence, the Spearman Rank-Order Correlation Coefficient (Spearman's rho) was likewise employed. This statistical tool measured the degree of agreement and association between the assessments of the two groups regarding teacher competence.

Similarly, to determine the significant relationship between the teacher-respondents' assessed level of teaching competence and students' academic achievement based on their mean grades during the first and second quarters of the School Year 2025–2026, the Spearman Rank-Order Correlation Coefficient (Spearman's rho) was used. This analysis determined whether higher levels of teaching competence were associated with better student academic performance.

Finally, the challenges encountered by teacher-respondents in the implementation of the Philippine Professional Standards for Teachers (PPST) were analyzed using frequency counts, percentages, weighted means, and ranking. These statistical tools identified the most prevalent and significant challenges experienced by teachers in implementing the PPST in their professional practice.

All hypotheses were tested at the 0.05 level of significance. The results of the statistical analyses served as the basis for drawing conclusions and formulating recommendations aimed at enhancing teaching competence, strengthening the implementation of the Philippine Professional Standards for Teachers (PPST), and improving student academic achievement in the District of Calbiga II, Schools Division of Samar.

DISCUSSION OF RESULTS AND RECOMMENDATIONS

Table 1. Profile of School Teacher Respondents

Variable	Dominant Category/Description	f	% / Statistical Value
Age	32–36 years old	49	34.08
Sex	Female	78	54.17
Civil Status	Married	114	79.17
Gross Monthly Family Income	₱25,000–₱29,999	115	79.86
Highest Educational Attainment	With Graduate Units	95	65.97
Number of Years as Teacher	16–18 years	30	20.83
Relevant In-Service Trainings	School-Level Trainings	—	WM = 3.78 (Always)
Performance Rating (Latest IPCRF)	Outstanding (4.50–5.00)	137	95.14
Attitude Toward PPST	Agree	—	GWM = 4.20

Table 1 presents the profile of the teacher-respondents in terms of age, sex, civil status, gross monthly family income, highest educational attainment, number of years as teacher, relevant in-service trainings attended, latest IPCRF rating, and attitude toward the Philippine Professional Standards for Teachers (PPST).

The data revealed that the dominant age group of the teacher-respondents was 32–36 years old, comprising 34.08% of the total respondents. This finding indicates that a considerable proportion of the teaching workforce belonged to the early to middle stages of their professional careers. The computed mean age of 41.86 years, median age of 36.00 years, and mean absolute deviation of 10.11 years further suggest a diverse teaching population composed of both younger and more experienced educators.

In terms of sex, the majority of the respondents were female, accounting for 54.17% of the total sample. This finding reflects the continuing predominance of women in the teaching profession, a trend commonly observed in the Philippine basic education system.

As to civil status, the majority of the teacher-respondents were married, representing 79.17% of the respondents. This suggests that most teachers had established family responsibilities alongside their professional obligations.

Regarding gross monthly family income, the dominant income bracket was ₱25,000–₱29,999, comprising 79.86% of the respondents. This indicates a relatively uniform economic status among the teachers and may suggest a degree of financial stability within the teaching workforce.

With respect to educational attainment, the majority of the teacher-respondents (65.97%) had earned units in graduate studies. This finding demonstrates the respondents' commitment to professional advancement and continuous learning, which are important elements in enhancing teaching competence and career progression.

The data further showed that the largest proportion of teachers (20.83%) had 16–18 years of teaching experience. This suggests that many respondents had already accumulated substantial classroom experience that could contribute to the development of instructional expertise and professional competence.

In terms of participation in relevant in-service trainings, teachers most frequently attended school-level trainings, as reflected by a weighted mean of 3.78, interpreted as "Always." This finding indicates that professional development opportunities were most accessible at the school level, while participation in district, division, regional, and national trainings was comparatively less frequent.

As regards performance ratings, the overwhelming majority of teacher-respondents (95.14%) obtained an Outstanding rating ranging from 4.50 to 5.00 in their latest Individual Performance Commitment and Review Form (IPCRF). This result suggests that most teachers consistently demonstrated high levels of performance in fulfilling their professional duties and responsibilities.

Finally, the teacher-respondents generally manifested a favorable attitude toward the Philippine Professional Standards for Teachers (PPST), as evidenced by a grand weighted mean of 4.20, interpreted as "Agree." This finding indicates that teachers recognize the value of the PPST as a framework for improving instructional practice, guiding professional growth, and enhancing the quality of education. Overall, the profile of the respondents portrays a teaching workforce characterized by professional experience, strong performance, active engagement in professional development, and a positive disposition toward the implementation of the PPST.

Table 2. Summary of the Level of Teaching Competence of Teachers Based on the Philippine Professional Standards for Teachers (PPST) as Assessed by Teacher-Respondents and School Administrator-Respondents

PPST Domain	Teacher-Respondents (GWM)	Interpretation	School Administrator-Respondents (GWM)	Interpretation
Content Knowledge and Pedagogy	4.15	Observed	4.42	Observed
Learning Environment	4.16	Observed	4.45	Observed
Diversity of Learners	4.18	Observed	4.41	Observed
Curriculum and Planning	4.19	Observed	4.44	Observed
Assessment and Reporting	4.18	Observed	4.45	Observed

Community Linkages and Professional Engagement	4.16	Observed	4.42	Observed
Personal Growth and Professional Development	4.13	Observed	4.43	Observed
Grand Weighted Mean	4.16	Observed	4.43	Observed

Table 2 presents the summary of the level of teaching competence of teachers based on the Philippine Professional Standards for Teachers (PPST) as assessed by both teacher-respondents and school administrator-respondents. The findings revealed that both groups generally perceived the teaching competence of teachers to be observed across all PPST domains. However, school administrators consistently provided higher ratings than the teachers' self-assessments.

As assessed by the teacher-respondents, the overall level of teaching competence obtained a grand weighted mean of 4.16, interpreted as “Observed.” Among the seven PPST domains, Curriculum and Planning received the highest rating with a grand weighted mean of 4.19, followed closely by Diversity of Learners and Assessment and Reporting, both with a weighted mean of 4.18. These findings suggest that teachers were confident in their ability to design instruction aligned with curriculum standards, address the diverse needs of learners, and utilize assessment practices to support student learning. On the other hand, Personal Growth and Professional Development obtained the lowest grand weighted mean of 4.13, although it remained within the “Observed” category. This indicates that while teachers generally engaged in professional development activities, there remained opportunities for further strengthening their professional growth initiatives, particularly in aligning their development goals with the Philippine Professional Standards for Teachers.

Specifically, under Content Knowledge and Pedagogy, teachers rated themselves highest in their ability to use research-based knowledge and principles of teaching and learning to enhance professional practice (WM = 4.24). Conversely, relatively lower ratings were given to their ability to apply knowledge of content within and across curriculum teaching areas and display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning (WM = 4.05). In the domain of Learning Environment, teachers rated themselves highest in maintaining learning environments that promote fairness, respect, and care (WM = 4.28), while the lowest ratings were given to establishing safe and secure learning environments and managing classroom structures for meaningful exploration and hands-on learning (WM = 4.10). Likewise, in Diversity of Learners, teachers demonstrated strong competence in using differentiated and developmentally appropriate learning experiences (WM = 4.40), but relatively lower competence in designing strategies responsive to learners with disabilities, giftedness, and talents (WM = 4.08). Similar patterns were observed in the remaining domains, where teachers consistently demonstrated competence while identifying areas that may still benefit from enhancement.

Meanwhile, the school administrator-respondents assessed the teachers' competence more favorably, yielding an overall grand weighted mean of 4.43, likewise interpreted as “Observed.” The highest-rated domains were Learning Environment and Assessment and Reporting, both with a grand weighted mean of 4.45, followed by Curriculum and Planning with 4.44. These findings indicate that school administrators perceived teachers as highly capable of creating productive learning environments, effectively utilizing assessment results, and planning instruction aligned with curriculum requirements. The lowest-rated domain was Diversity of Learners with a grand weighted mean of 4.41, although it remained within the “Observed” category, signifying that teachers were still regarded as competent in addressing learner diversity.

A closer examination of the school administrators' assessments revealed that teachers were particularly strong in several indicators. Under Content Knowledge and Pedagogy, the highest rating was given to the positive use of information and communication technology (ICT) to facilitate teaching and learning (WM = 4.48). Under Curriculum and Planning, teachers were rated highest in participating in collegial discussions that utilize teacher and learner feedback to enrich teaching practice (WM = 4.50), which was interpreted as “Highly Observed.” Similarly, under Assessment and Reporting, administrators rated teachers highest in utilizing assessment data to modify teaching and learning practices and programs (WM = 4.50), also interpreted as “Highly Observed.”

These findings suggest that school administrators recognized teachers' strengths in collaborative planning, data-driven instruction, and the integration of technology in teaching.

Overall, the findings indicate that teachers in the District of Calbiga II demonstrated competence across all domains of the Philippine Professional Standards for Teachers. Both teachers and school administrators acknowledged the consistent manifestation of PPST indicators in classroom practice, although school administrators generally perceived the level of competence to be higher than the teachers' self-assessments. The results suggest that teachers possess the necessary knowledge, skills, and professional attributes required to deliver quality instruction and support student learning. Nevertheless, the findings also highlight areas for continuous professional development, particularly in addressing diverse learner needs, strengthening multilingual instructional proficiency, and further aligning professional growth goals with the standards embodied in the PPST.

Table 3. Students' Academic Achievement Based on Their Mean Grades During the First and Second Quarters of the School Year 2025–2026

Variable	Dominant Category/Description	f	% / Statistical Value
Students' Academic Achievement	Mean Grade of 85–89 (Very Satisfactory)		58.33

Table 3 presents the students' academic achievement based on their mean grades during the first and second quarters of the School Year 2025–2026. The findings revealed that the majority of the student-respondents obtained mean grades ranging from 85 to 89, interpreted as Very Satisfactory, accounting for 58.33% of the total respondents.

This result indicates that most students demonstrated a commendable level of academic performance during the study period. The predominance of grades within the very satisfactory range suggests that learners generally possessed a sound understanding of the lessons taught and were able to meet the expected learning competencies across subject areas. Furthermore, the findings imply that the students consistently exhibited satisfactory mastery of the knowledge, skills, attitudes, and values prescribed in the curriculum.

The results may also reflect the effectiveness of instructional practices employed by teachers, including the implementation of appropriate teaching strategies, assessment methods, and learning interventions that facilitated student learning.

The relatively high academic achievement of the students suggests that the educational environment provided opportunities for learners to actively engage in the learning process and achieve the desired educational outcomes.

Moreover, the findings support the notion that effective teaching competence, as embodied in the Philippine Professional Standards for Teachers (PPST), contributes positively to learner achievement. Teachers who demonstrate competence in content knowledge and pedagogy, curriculum planning, assessment and reporting, classroom management, and professional engagement are better positioned to facilitate meaningful learning experiences that enhance student performance.

Overall, the results indicate that the student-respondents attained a favorable level of academic achievement during the first and second quarters of the School Year 2025–2026.

The predominance of learners within the Very Satisfactory performance level suggests that the students were able to achieve the expected learning outcomes and maintain satisfactory academic progress, which may be associated with the competent instructional practices demonstrated by their teachers.

Table 4. Difference Between the Assessments of Teacher-Respondents and School Administrator-Respondents Regarding Teaching Competence Based on the PPST

PPST Domain	z-value	p-value	Decision	Interpretation
Content Knowledge and Pedagogy	-3.1228	0.001791	Reject Ho	Significant
Learning Environment	-3.1260	0.001772	Reject Ho	Significant
Diversity of Learners	-2.8854	0.003909	Reject Ho	Significant
Curriculum and Planning	-2.5942	0.009482	Reject Ho	Significant
Assessment and Reporting	-2.4676	0.013604	Reject Ho	Significant
Community Linkages and Professional Engagement	-2.4612	0.013846	Reject Ho	Significant
Personal Growth and Professional Development	-3.0136	0.002581	Reject Ho	Significant

Table 4 presents the results of the Mann–Whitney U Test conducted to determine whether a significant difference existed between the assessments of teacher-respondents and school administrator-respondents regarding teaching competence across the domains of the Philippine Professional Standards for Teachers (PPST).

The findings revealed that there were significant differences in all seven PPST domains, as evidenced by p-values that were lower than the established 0.05 level of significance. Consequently, the null hypothesis stating that there is no significant difference between the assessments of teacher-respondents and school administrator-respondents regarding teaching competence was rejected.

Specifically, significant differences were found in Content Knowledge and Pedagogy ($z = -3.1228$, $p = 0.001791$) and Learning Environment ($z = -3.1260$, $p = 0.001772$). These results indicate that teachers and school administrators differed in their perceptions regarding teachers' mastery of subject content, instructional delivery, and their ability to establish effective learning environments. The significant difference may be attributed to the varying perspectives of the two groups, wherein teachers evaluated their own classroom practices while school administrators assessed them based on supervisory observations and performance expectations.

Likewise, significant differences were observed in Diversity of Learners ($z = -2.8854$, $p = 0.003909$) and Curriculum and Planning ($z = -2.5942$, $p = 0.009482$). These findings suggest that teachers and school administrators held different views regarding the extent to which teachers address learner diversity and plan instructional activities aligned with curriculum standards. School administrators may have considered broader indicators of instructional effectiveness, whereas teachers may have assessed themselves more conservatively based on their daily classroom experiences.

Similarly, significant differences emerged in Assessment and Reporting ($z = -2.4676$, $p = 0.013604$) and Community Linkages and Professional Engagement ($z = -2.4612$, $p = 0.013846$). These results indicate differing perceptions regarding teachers' assessment practices, utilization of learner performance data, and engagement with parents, stakeholders, and the wider school community. Such differences may stem from variations in the criteria used by teachers and administrators when evaluating professional practices and responsibilities.

Furthermore, a significant difference was found in Personal Growth and Professional Development ($z = -3.0136$, $p = 0.002581$). This finding suggests that teachers and school administrators differed in their assessment of teachers' commitment to professional learning, reflective practice, and career development. Administrators may have based their evaluations on observable participation in professional activities and documented accomplishments, while teachers may have considered personal experiences and perceived challenges in pursuing professional growth opportunities.

Overall, the results indicate that although both teachers and school administrators assessed the level of teaching competence as generally observed across all PPST domains, their assessments significantly differed in magnitude. The findings imply that the two groups viewed teaching competence from different perspectives, resulting in varying evaluations of teachers' professional practices. These differences underscore the importance of utilizing multiple sources of assessment when evaluating teaching competence, as doing so provides a more comprehensive and balanced understanding of teachers' strengths and areas for improvement. The results further suggest the need for continuous dialogue, collaborative reflection, and calibration of evaluation standards between teachers and school administrators to ensure a shared understanding of the expectations embodied in the Philippine Professional Standards for Teachers (PPST).

Table 5. Relationship Between the Teacher-Respondents' Profile Variables and Their Assessed Level of Teaching Competence

Profile Variable	Statistical Test	Coefficient Value	p-value	Decision	Interpretation
Age	Spearman rho	-0.347	0.000	Reject Ho	Significant
Sex	Point-Biserial Correlation	—	0.178	Fail to Reject Ho	Not Significant
Civil Status	Point-Biserial Correlation	—	0.843	Fail to Reject Ho	Not Significant
Gross Monthly Family Income	Spearman rho	—	0.188	Fail to Reject Ho	Not Significant
Highest Educational Attainment	Eta Correlation	—	0.108	Fail to Reject Ho	Not Significant
Number of Years as Teacher	Spearman rho	-0.443	0.000	Reject Ho	Significant
Relevant In-Service Trainings	Spearman rho	0.174	0.037	Reject Ho	Significant
Performance Rating (Latest IPCRF)	Spearman rho	—	0.918	Fail to Reject Ho	Not Significant
Attitude Toward PPST	Spearman rho	0.574	0.000	Reject Ho	Significant

Table 5 presents the relationship between the teacher-respondents' profile variables and their assessed level of teaching competence based on the Philippine Professional Standards for Teachers (PPST).

The findings revealed that attitude toward the PPST exhibited a moderate positive and significant relationship with teaching competence ($\rho = 0.574$, $p = 0.000$). This indicates that teachers who possessed a more favorable attitude toward the PPST were more likely to demonstrate higher levels of teaching competence. The result suggests that teachers who recognize the value of the PPST as a framework for professional growth and instructional improvement tend to align their practices more closely with its standards, thereby enhancing their competence in various domains of teaching.

Similarly, relevant in-service trainings showed a significant positive relationship with teaching competence ($\rho = 0.174$, $p = 0.037$). Although the strength of the relationship was very weak, the finding implies that participation in professional development activities contributes to the enhancement of teachers' knowledge, skills, and instructional practices. Teachers who frequently participate in trainings are exposed to current educational trends, innovative pedagogical approaches, and updated policies, which may positively influence their professional competence.

On the other hand, number of years as a teacher demonstrated a moderate negative and significant relationship with teaching competence ($\rho = -0.443$, $p = 0.000$), while age exhibited a weak negative and significant relationship ($\rho = -0.347$, $p = 0.000$). These findings indicate that older and more experienced teachers were slightly less likely to obtain higher competence ratings compared with their younger counterparts. One possible explanation is that younger teachers may be more adaptable to contemporary teaching approaches, technology integration, and the evolving expectations of the PPST framework. Nevertheless, these findings should not be interpreted as diminishing the value of experience but rather as highlighting the importance of continuous professional development regardless of age or years of service.

Conversely, sex ($p = 0.178$), civil status ($p = 0.843$), gross monthly family income ($p = 0.188$), highest educational attainment ($p = 0.108$), and performance rating based on the latest IPCRF ($p = 0.918$) were found to have no significant relationship with teaching competence. These results suggest that differences in these profile characteristics did not significantly influence the competence levels demonstrated by the teacher-respondents. Hence, teaching competence appears to be more strongly associated with professional attitudes and engagement in development activities than with demographic and socioeconomic factors.

Overall, the findings indicate that while certain personal and professional characteristics are related to teaching competence, attitude toward the PPST emerged as the most influential profile variable. This highlights the importance of fostering positive perceptions of professional standards and encouraging continuous professional learning among teachers to further strengthen teaching competence.

Table 6. Relationship Between the Teacher-Respondents' Assessed Level of Teaching Competence and the School Administrators' Assessed Level of Teaching Competence

Variables Correlated	Statistical Test	Coefficient Value (ρ)	p-value	Decision	Interpretation
Teacher Assessment of Teaching Competence and School Administrator Assessment of Teaching Competence	Spearman rho	0.116	0.455	Fail to Reject H_0	Not Significant
Level of Significance = 0.05					

Table 6 presents the relationship between the teacher-respondents' assessed level of teaching competence and the school administrator-respondents' assessed level of teaching competence.

The results revealed that there was no significant relationship between the assessments of the two groups, as evidenced by the computed p-value of 0.455, which is greater than the 0.05 level of significance. Consequently, the null hypothesis was accepted. Furthermore, the computed Spearman rho coefficient of 0.116 indicates a very weak positive relationship between the two assessments.

This finding suggests that the teaching competence ratings provided by teachers and school administrators were largely independent of one another. Although both groups generally assessed teaching competence as observed across the PPST domains, the degree to which teachers rated themselves did not correspond significantly with the ratings given by school administrators. The lack of significant association may be attributed to differences in evaluation perspectives, standards, and experiences. Teachers may have based their assessments on self-reflection and personal experiences in classroom instruction, whereas school administrators may have relied on classroom observations, performance records, and supervisory expectations.

The findings imply that self-assessment and administrator assessment capture different dimensions of teaching competence. As such, both sources of evaluation remain important in obtaining a more comprehensive understanding of teacher performance and professional practice.

Table 7. Relationship Between the Teacher-Respondents' Assessed Level of Teaching Competence and Students' Academic Achievement

Variables Correlated	Statistical Test	Coefficient Value (ρ)	p-value	Decision	Interpretation
Teaching Competence and Students' Academic Achievement	Spearman rho	0.106	0.025	Reject H_0	Significant

Table 7 presents the relationship between the teacher-respondents' assessed level of teaching competence and students' academic achievement based on their mean grades during the first and second quarters of the School Year 2025–2026.

The findings revealed a significant relationship between teaching competence and student academic achievement, as evidenced by the computed p-value of 0.025, which is lower than the established 0.05 level of significance. Consequently, the null hypothesis was rejected, indicating that teaching competence is significantly associated with student academic performance.

However, the computed Spearman rho coefficient of 0.106 indicates that the relationship is very weak and positive. This suggests that while higher levels of teaching competence tend to be associated with better student academic achievement, the magnitude of the relationship is relatively small. In practical terms, teaching competence contributes to student performance, but it represents only one of many factors influencing academic achievement.

The very weak correlation may be attributed to the presence of other variables that affect student learning outcomes, such as learner motivation, socioeconomic status, parental involvement, learning resources, study habits, peer influence, school environment, and individual learning abilities. These factors may collectively exert a stronger influence on academic achievement than teaching competence alone.

Nevertheless, the significant positive relationship supports the premise that competent teachers play an important role in facilitating student learning. Teachers who demonstrate proficiency in the PPST domains are more likely to provide effective instruction, create supportive learning environments, implement appropriate assessment strategies, and address learner needs, all of which contribute to improved educational outcomes.

Overall, the findings affirm the importance of continuously strengthening teacher competence through professional development programs and PPST-aligned initiatives, as improvements in teaching quality can positively influence student academic achievement, even if the effect is relatively modest.

Variable	Dominant Category/Description	WM	Interpretation
Challenges in the Implementation of PPST	Heavy workload that limits time for reflective teaching and professional development	4.01	Highly a Challenge
Challenges in the Implementation of PPST	Limited training opportunities for deeper understanding and application of the PPST	3.54	Highly a Challenge
Overall Challenges Encountered	Grand Weighted Mean	3.75	Highly a Challenge

Table 8 presents the challenges encountered by the teacher-respondents in the implementation of the Philippine Professional Standards for Teachers (PPST). The findings revealed that teachers generally experienced a high level of difficulty in implementing the PPST, as evidenced by the grand weighted mean of 3.75, interpreted as "Highly a Challenge." This result indicates that despite teachers' demonstrated competence and positive attitude

toward the PPST, they continued to encounter considerable barriers in fully implementing the standards in their professional practice.

Among the identified challenges, the statement “Heavy workload that limits time for reflective teaching and professional development” obtained the highest weighted mean of 4.01, interpreted as “Highly a Challenge.” This finding suggests that excessive teaching responsibilities, administrative tasks, preparation of instructional materials, assessment-related duties, and documentation requirements significantly reduced the time available for teachers to engage in reflective practice and professional learning activities. Since reflective teaching and continuous professional development are essential components of the PPST, the demands of workload may hinder teachers from maximizing opportunities for instructional improvement and career growth.

On the other hand, the statement “Limited training opportunities for deeper understanding and application of the PPST” obtained the lowest weighted mean of 3.54, which was likewise interpreted as “Highly a Challenge.” Although this challenge received the lowest rating among the indicators, the result still highlights the need for more extensive and sustained capacity-building programs related to the PPST. The finding suggests that teachers may require additional training, mentoring, and technical assistance to strengthen their understanding of PPST indicators and effectively translate these standards into classroom practice.

Overall, the findings imply that while teachers generally recognize the value and importance of the Philippine Professional Standards for Teachers, several implementation-related concerns continue to affect their ability to fully meet its expectations. The prevalence of workload-related concerns and the need for enhanced professional development opportunities underscore the importance of providing adequate institutional support, reducing unnecessary administrative burdens, and expanding access to PPST-focused training programs. Addressing these challenges may help teachers more effectively implement the PPST and further enhance their professional competence and instructional effectiveness.

SUMMARY OF FINDINGS

This study assessed the teaching competence and student academic achievement based on the Philippine Professional Standards for Teachers (PPST) among teachers in the District of Calbiga II, Schools Division of Samar, during the School Year 2025–2026.

Based on the analysis and interpretation of the data, the following findings were obtained:

1. The teacher-respondents were predominantly female, married, and within the 32–36 age bracket. Most belonged to the gross monthly family income bracket of ₱25,000–₱29,999 and had earned units in graduate studies. The largest proportion had 16–18 years of teaching experience. The respondents most frequently participated in school-level in-service trainings and the majority obtained Outstanding performance ratings based on their latest Individual Performance Commitment and Review Form (IPCRF). Furthermore, the teacher-respondents demonstrated a positive attitude toward the Philippine Professional Standards for Teachers (PPST), indicating their support for professional growth, instructional improvement, and alignment of teaching practices with established professional standards.
2. As assessed by the teacher-respondents, the level of teaching competence based on the PPST was generally observed across all domains. Curriculum and Planning obtained the highest assessment, followed by Diversity of Learners, Assessment and Reporting, Learning Environment, Community Linkages and Professional Engagement, Content Knowledge and Pedagogy, and Personal Growth and Professional Development. These findings indicate that teachers perceived themselves as competent in implementing the standards prescribed by the PPST.
3. As assessed by the school administrator-respondents, the level of teaching competence based on the PPST was likewise observed across all domains. Learning Environment and Assessment and Reporting obtained the highest ratings, followed by Curriculum and Planning, Personal Growth and Professional Development, Content Knowledge and Pedagogy, Community Linkages and Professional Engagement, and Diversity of Learners. These findings suggest that school administrators generally perceived teachers as demonstrating competence in all domains of professional practice.

4. The majority of the student-respondents achieved mean grades ranging from 85 to 89 during the first and second quarters of the School Year 2025–2026. This indicates that most learners attained a Very Satisfactory level of academic performance, reflecting satisfactory mastery of learning competencies and consistent academic progress.
5. Significant differences existed between the assessments of teacher-respondents and school administrator-respondents regarding teaching competence across all domains of the Philippine Professional Standards for Teachers. Significant differences were observed in 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. These findings indicate that teachers and school administrators differed in their perceptions regarding the extent to which teaching competence was demonstrated.
6. Among the profile variables of teacher-respondents, attitude toward the Philippine Professional Standards for Teachers demonstrated a significant moderate positive relationship with teaching competence. Relevant in-service trainings also showed a significant positive relationship, although weak in magnitude. Conversely, age and number of years as a teacher exhibited significant negative relationships with teaching competence. Other profile variables, including sex, civil status, gross monthly family income, highest educational attainment, and latest IPCRF rating, showed no significant relationship with teaching competence.
7. No significant relationship existed between the teacher-respondents' assessed level of teaching competence and the school administrator-respondents' assessed level of teaching competence. The very weak correlation coefficient indicated that the evaluations of the two groups were largely independent of one another, suggesting differences in perspectives and evaluation criteria.
8. A significant relationship existed between the teacher-respondents' assessed level of teaching competence and student academic achievement. Although the relationship was statistically significant, the correlation was very weak, indicating that teaching competence contributed to student academic performance but accounted for only a small portion of the variation in learners' achievement.
9. Teacher-respondents encountered considerable challenges in the implementation of the Philippine Professional Standards for Teachers. Heavy workload that limits time for reflective teaching and professional development emerged as the most significant challenge. Limited training opportunities for deeper understanding and application of the PPST was identified as the least challenging among the indicators, although it was still perceived as highly challenging. Overall, the respondents considered the challenges encountered in implementing the PPST as highly evident, highlighting the need for enhanced support mechanisms, professional development opportunities, and workload management strategies.
10. The findings of this study should be interpreted in light of several limitations. First, the study relied heavily on self-reported responses and administrator assessments, which may be influenced by personal perceptions and subjective judgments. Second, the study was limited to teachers and school administrators in the District of Calbiga II, Schools Division of Samar, thereby restricting the generalizability of the findings to other districts or educational settings. Third, student academic achievement was measured solely through learners' mean grades during the first and second quarters and did not include other indicators such as standardized test scores, literacy assessments, or performance-based evaluations. Finally, the cross-sectional nature of the study limits the establishment of causal relationships among the variables examined. Future studies may consider broader samples, longitudinal designs, and additional measures of academic achievement and teacher competence to strengthen the findings.

CONCLUSION

Based on the findings of the study, it is concluded that the teachers in the District of Calbiga II, Schools Division of Samar, generally possess favorable professional characteristics and demonstrate a positive attitude toward the Philippine Professional Standards for Teachers (PPST). The respondents were characterized by substantial teaching experience, active participation in professional development activities, outstanding performance ratings, and a commitment to pursuing graduate education. Their positive attitude toward the PPST reflects their recognition of its value as a framework for enhancing professional practice and improving the quality of teaching and learning.

The study revealed that teachers demonstrated a competent level of teaching across all domains of the Philippine Professional Standards for Teachers. Both teacher-respondents and school administrator-respondents assessed teaching competence as observed in the areas of 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. These findings indicate that teachers generally possess the knowledge, skills, values, and professional attributes necessary to effectively perform their roles and responsibilities in promoting learner achievement.

The findings further showed that the majority of learners attained a Very Satisfactory level of academic achievement based on their mean grades during the first and second quarters of the School Year 2025–2026. This suggests that students were generally able to meet the expected learning competencies and demonstrate satisfactory academic performance. The result further implies that the instructional practices employed by teachers contributed positively to learners' academic progress.

However, significant differences were found between the assessments of teachers and school administrators regarding teaching competence across all PPST domains. Although both groups generally viewed teaching competence positively, school administrators consistently provided higher ratings than the teachers themselves. This finding suggests that teachers and school administrators may differ in their perceptions, evaluation standards, and interpretations of professional competence. Consequently, assessment of teaching competence should consider multiple perspectives to provide a more comprehensive and balanced evaluation of teacher performance.

The study also established that certain profile variables significantly influenced teaching competence. Specifically, attitude toward the PPST demonstrated the strongest positive relationship with teaching competence, highlighting the importance of fostering positive perceptions and acceptance of professional standards. Participation in relevant in-service trainings likewise contributed positively to teaching competence, although to a lesser extent. Conversely, age and years of teaching experience exhibited significant negative relationships with competence, suggesting the importance of continuous professional learning and adaptation to evolving educational demands regardless of length of service. Other profile variables such as sex, civil status, income, educational attainment, and performance rating were not found to significantly influence teaching competence.

Furthermore, no significant relationship was found between the teachers' self-assessment of teaching competence and the assessments made by school administrators. This indicates that the two groups evaluated teaching competence from different perspectives and that self-assessment and supervisor assessment may capture distinct aspects of professional practice. Nevertheless, both forms of assessment remain important sources of information for professional growth and performance improvement.

The study likewise established a significant relationship between teaching competence and student academic achievement. Although the relationship was statistically significant, its magnitude was very weak, suggesting that teaching competence contributes to student performance but is only one of several factors affecting academic achievement. Learner-related, family-related, and school-related factors may also play substantial roles in determining educational outcomes.

Despite the generally positive findings, teachers encountered considerable challenges in the implementation of the Philippine Professional Standards for Teachers. Heavy workload emerged as the most significant challenge, limiting opportunities for reflective teaching and professional development. Limited training opportunities for deeper understanding and application of the PPST were also identified as significant concerns. These challenges suggest that successful implementation of the PPST requires not only teacher commitment and competence but also adequate institutional support, accessible professional development programs, effective workload management, and sustained mentoring and coaching initiatives.

Overall, the study concludes that teaching competence grounded in the Philippine Professional Standards for Teachers contributes positively to student academic achievement and serves as an important indicator of

educational quality. Strengthening teachers' attitudes toward the PPST, expanding professional development opportunities, and addressing implementation challenges will further enhance teacher competence and support improved learner outcomes in the District of Calbiga II, Schools Division of Samar.

RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are proposed:

1. School administrators should continuously strengthen the implementation of the Philippine Professional Standards for Teachers (PPST) by integrating its indicators into instructional supervision, mentoring programs, performance evaluation, and professional development activities to ensure sustained teacher growth and improved instructional practices.
2. Teachers should actively engage in reflective teaching practices and utilize the PPST as a guide for self-assessment, professional reflection, and continuous improvement of their instructional competencies.
3. Schools should provide more opportunities for teachers to participate in relevant in-service trainings, seminars, workshops, learning action cells (LACs), and other professional development programs that focus on enhancing competence across the PPST domains.
4. School heads and instructional leaders should establish stronger coaching and mentoring mechanisms to assist teachers in addressing areas that require improvement, particularly in responding to learner diversity, multilingual instruction, and professional development planning.
5. The Schools Division Office should intensify capacity-building initiatives related to the PPST, including orientation programs, technical assistance, classroom observation coaching, and professional learning opportunities that support teachers in effectively implementing PPST indicators in their daily practice.
6. Greater emphasis should be given to fostering positive attitudes toward the PPST among teachers since attitude toward the standards was found to have a significant positive relationship with teaching competence. Activities that promote understanding, appreciation, and ownership of the PPST should therefore be strengthened.
7. School administrators should encourage and support teachers in pursuing graduate studies and other advanced professional learning opportunities that contribute to instructional effectiveness and career advancement.
8. Schools should develop strategies to address workload-related concerns by reviewing administrative assignments, streamlining documentation requirements, and providing support systems that allow teachers sufficient time for reflective practice, lesson preparation, and professional development.
9. Collaborative professional learning communities should be strengthened within schools to encourage the sharing of best practices, peer mentoring, collaborative lesson planning, and collective problem-solving related to teaching and learning.
10. Schools should implement targeted intervention programs designed to further improve student academic achievement by addressing learners' specific academic needs, strengthening remediation programs, and enhancing instructional support mechanisms.
11. Parents and community stakeholders should be actively involved in supporting student learning through strengthened school-community partnerships, learner support programs, and collaborative initiatives that promote academic success.
12. The Schools Division Office and school administrators should provide expanded opportunities for teachers to participate in district, division, regional, and national training programs to broaden their

professional exposure and strengthen competencies beyond school-level professional development activities.

13. Regular monitoring and evaluation of teacher competence based on the PPST should be conducted to identify strengths, determine areas for improvement, and provide evidence-based interventions that support continuous professional growth.
14. Future researchers may conduct similar studies in other districts, divisions, or educational settings using larger populations to validate and compare the findings of the present investigation.
15. Future studies may incorporate additional variables such as instructional leadership, school climate, teacher motivation, organizational support, learner engagement, parental involvement, and socioeconomic factors to gain a broader understanding of the factors influencing teaching competence and student academic achievement.
16. Future researchers are encouraged to employ qualitative or mixed-methods approaches to gain deeper insights into teachers' experiences, perceptions, and challenges in implementing the Philippine Professional Standards for Teachers.
17. Future studies should consider utilizing objective measures of student achievement such as standardized test scores, literacy and numeracy assessments, and other performance indicators to complement grade-based measures of academic achievement.
18. Future researchers should examine the long-term effects of PPST implementation on teacher effectiveness and student outcomes through longitudinal studies to better understand the sustained impact of professional standards on educational quality.

REFERENCES

1. Agbisit, M. J., Bato, R. M., & Flores, E. P. (2022). *Teacher competence and implementation of the Philippine Professional Standards for Teachers: Basis for professional development initiatives*. *Philippine Journal of Educational Studies*, 11(2), 45–59.
2. Black, P., & Wiliam, D. (2018). *Classroom assessment and pedagogy*. *Assessment in Education: Principles, Policy & Practice*, 25(6), 551–575.
3. Darling-Hammond, L. (2020). *Teacher quality and student achievement: A review of state policy evidence*. *Education Policy Analysis Archives*, 8(1), 1–44.
4. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
5. Department of Education. (2017). *DepEd Order No. 42, s. 2017: National adoption and implementation of the Philippine Professional Standards for Teachers (PPST)*. Department of Education, Philippines.
6. Department of Education. (2020). *Philippine Professional Standards for Teachers (PPST) Resource Package*. Department of Education, Philippines.
7. Department of Education. (2022). *Results-Based Performance Management System (RPMS) Manual for Teachers and School Heads*. Department of Education, Philippines.
8. Department of Education. (2023). *Basic Education Report 2023*. Department of Education, Philippines.
9. Desimone, L. M., & Garet, M. S. (2015). *Best practices in teachers' professional development in the United States*. *Psychology, Society, and Education*, 7(3), 252–263.
10. Epstein, J. L. (2019). *School, family, and community partnerships: Preparing educators and improving schools* (3rd ed.). Routledge.
11. Guskey, T. R. (2021). *Professional learning and teacher effectiveness*. *Teachers and Teaching: Theory and Practice*, 27(1–4), 1–15.
12. Hanushek, E. A., & Rivkin, S. G. (2019). *The distribution of teacher quality and implications for policy*. *Annual Review of Economics*, 11, 131–157.
13. Hattie, J. (2023). *Visible learning: The sequel*. Routledge.

14. Kini, T., & Podolsky, A. (2016). *Does teaching experience increase teacher effectiveness? A review of the research*. Learning Policy Institute.
15. Llego, M. A. (2021). *Understanding the Philippine Professional Standards for Teachers (PPST): Implications for teacher quality and professional development*. *Educational Management Review*, 5(1), 34–48.
16. Marzano, R. J. (2017). *The new art and science of teaching*. Solution Tree Press.
17. Muijs, D. (2019). *Educational effectiveness and teacher effectiveness: Some key findings and future directions*. *School Effectiveness and School Improvement*, 30(1), 1–4.
18. Organisation for Economic Co-operation and Development (OECD). (2019). *PISA 2018 Results (Volume I): What students know and can do*. OECD Publishing.
19. Organisation for Economic Co-operation and Development (OECD). (2023). *PISA 2022 Results: Learning during and after the pandemic*. OECD Publishing.
20. Orlanda-Ventayen, C. C., & Ventayen, R. J. M. (2021). *Teachers' competency and performance in the implementation of educational reforms in the Philippines*. *International Journal of Scientific and Research Publications*, 11(6), 532–540.
21. Republic of the Philippines. (2013). *Republic Act No. 10533: Enhanced Basic Education Act of 2013*. Official Gazette of the Republic of the Philippines.
22. Ross, J. A., & Bruce, C. D. (2017). *Teacher self-assessment: A mechanism for facilitating professional growth*. *Teaching and Teacher Education*, 22(2), 146–159.
23. Sarmiento, C. S., & Orale, R. L. (2016). *Senior high school curriculum in the Philippines, USA, and Japan*. *Journal of Academic Research*, 1(3), 12–23.
24. Schools Governance and Operations Division (SGOD)-Samar. (2024). *Consolidated Professional Development and Performance Monitoring Report, School Years 2021–2024*. Schools Division Office of Samar.
25. Shulman, L. S. (1987). *Knowledge and teaching: Foundations of the new reform*. *Harvard Educational Review*, 57(1), 1–22.
26. Stronge, J. H. (2018). *Qualities of effective teachers* (3rd ed.). Association for Supervision and Curriculum Development (ASCD).
27. Tindowen, D. J. C., Bassig, J. M., & Cagurangan, J. A. (2021). *Implementation of the Philippine Professional Standards for Teachers and teacher performance in public schools*. *International Journal of Educational Management and Development Studies*, 2(3), 56–74.
28. Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.
29. Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. University of Chicago Press.
30. UNESCO. (2020). *Teacher policy development guide: Learning from international experience*. UNESCO Publishing.
31. UNESCO. (2021). *Teachers at the heart of education recovery*. UNESCO Publishing.
32. Valdez, P. N., & Ocampo, D. M. (2021). *Professional standards and teacher performance: Examining the implementation of the Philippine Professional Standards for Teachers*. *Philippine Social Science Journal*, 4(2), 71–82.
33. World Bank. (2022). *Philippines basic education public expenditure review*. World Bank Group.
34. Yazon, A. D., Ang-Manaig, K., Tesoro, J. F. B., & Buama, C. A. (2019). *Teacher competencies and learner achievement in selected public schools in the Philippines*. *International Journal of Educational Research Review*, 4(4), 550–561.