

# Assessing Teachers' Pedagogy, Curriculum and Assessment Adherence to Philippine Professional Standards for Teachers

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## ABSTRACTS

This study examined the level of adherence of public school teachers to the Philippine Professional Standards for Teachers (PPST), with a specific focus on the domains of content knowledge and pedagogy, curriculum and planning, and assessment and reporting. It further investigated whether adherence levels significantly differ across demographic and professional variables, including school level, sex, age, highest educational attainment, frequency of participation in professional development seminars, and length of service. Employing a descriptive-comparative research design using a survey method, the study drew data from 137 public school teachers selected through stratified random sampling. The sample size was determined using Slovin's formula at a 5% margin of error. Findings revealed that the overall level of adherence among both elementary and secondary school teachers was very satisfactory. Among the three domains, teachers demonstrated the strongest adherence to content knowledge and pedagogy, followed by assessment and reporting, and then curriculum and planning. Statistical analysis indicated a significant difference in adherence across age groups, whereas no significant differences were found based on sex, educational attainment, school level, frequency or sponsoring entity of professional development seminars, or tenure. These results underscore the importance of targeted support for teachers at different career stages, particularly in sustaining adherence to professional standards across age demographics.

*Keywords: content knowledge and pedagogy assessment, descriptive-comparative research in education, Philippine Professional Standards for Teachers, public school teacher performance, teacher adherence to professional standards*

## INTRODUCTION

The Philippines has undergone significant reforms in its educational system, most notably with the enactment of Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, signed into law by President Benigno S. Aquino III on May 15, 2013. This legislation extended the basic education cycle from 10 to 12 years and aimed to enhance the curriculum to better prepare Filipino learners for higher education, employment, and entrepreneurship.

In alignment with the objectives of the K to 12 Program, the Department of Education (DepEd)

promulgated DepEd Order No. 42, s. 2017, entitled National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). This policy established a comprehensive framework for teacher quality, designed to assess performance, identify professional development needs, and provide targeted support. It clearly delineates expectations for teacher proficiency across career stages—from beginning to distinguished practice—emphasizing the pivotal role of teachers in nation-building. High-quality teachers are seen as key to cultivating holistic, value-oriented learners equipped with 21st-century skills—individuals envisioned to contribute meaningfully to national progress. This aligns with DepEd's vision, as stated in DepEd Order No. 36, s. 2013, of producing competent, values-driven, and patriotic Filipinos.

In connection with the PPST's implementation, Gepila (2020) conducted a study focusing on the instructional proficiency of teachers in Southern Luzon. The study revealed that while most teachers rated

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themselves highly in managing the learning environment, they reported only moderate proficiency in addressing learner diversity. This underscores the ongoing need for teachers to enhance their responsiveness to diverse classroom needs. The findings further suggested that while teachers generally perceived themselves as proficient across the PPST domains, sustained individual and institutional efforts are necessary to elevate their practice and ensure community-wide educational benefits. Gepila emphasized that schools must focus on teacher competency to ensure the delivery of quality education.

This study centers on three of the seven PPST domains: Content Knowledge and Pedagogy, Curriculum and Planning, and Assessment and Reporting. These domains are foundational in evaluating teacher performance and guiding professional development.

The theoretical underpinning of the study draws from the framework of Pedagogical Content Knowledge (PCK), which represents the intersection of content mastery and effective instructional practice. Alonzo and Kim (2016) assert that PCK legitimizes the teaching profession by highlighting the integration of theoretical knowledge and classroom experience. Through training and reflective practice, PCK evolves into a dynamic force for instructional effectiveness.

DepEd Order No. 73, s. 2012 affirms that educators, having acquired foundational knowledge and understanding, are expected to deliver lessons with minimal supervision. However, reports from SEI-DOST and MATHTED (2011) suggest that many teachers still struggle with content mastery. Subject-matter expertise, as emphasized by Pompea and Walker (2017), is crucial in designing meaningful and responsive curricula.

The concept of critical pedagogy, as discussed by Cortez (2016), is often misunderstood in the Philippine context. Cortez (2013a, 2013b) notes the limited integration of Freirean philosophy in formal education and attributes this to a broader disconnection from Filipino philosophical traditions. Atim (2017) reinforces the role of critical pedagogy in analyzing contemporary sociopolitical and economic realities, while Viola (2009) critiques the impact of neoliberal structures on the Philippine education system, documenting stark inequalities in student experiences.

Curriculum design must also be responsive and relevant. Biggs and Tang (2007) advocate for learning environments that are contextually grounded and curriculum content that fosters student engagement and readiness for academic advancement. However, Ornstein and Hunkins (2018) lament that despite teachers' central role in instruction, they are often excluded from curriculum decision-making bodies. Caup and Buda (2017) maintain that the spiral progression embedded in the K to 12 curriculum equips

learners with foundational knowledge before introducing more complex concepts, thus reinforcing mastery.

Assessment practices, according to Hussin (2018), are evolving to accommodate emerging learning paradigms. Plata (2018) affirms that Philippine education employs varied assessment strategies; however, there are lingering concerns about their alignment with real-world competencies. Despite the incorporation of both traditional and authentic assessment methods, the current system may still fall short in preparing students for the demands of the workforce.

It is within this context that the present study was conceptualized. It seeks to assess the extent to which public school teachers have adapted and aligned their professional practices with the three selected domains of the PPST: Content Knowledge and Pedagogy, Curriculum and Planning, and Assessment and Reporting. This assessment provides essential input for designing programs that further enhance teacher competence and the overall quality of education delivery.

The theoretical foundation of the study is anchored in self-efficacy theory, which refers to an individual's belief in their capacity to execute behaviors necessary to achieve specific performance outcomes. Learning, in this context, is viewed as a process through which self-efficacious behaviors are cultivated via mastery experiences, modeling, imitation, and social persuasion. These theoretical perspectives serve as the backbone of the study and enrich its conceptual framework.

## METHODOLOGY

### Research Design

A descriptive-comparative survey research design was employed in this study. Respondents were selected through stratified random sampling to ensure representative coverage across key subgroups. The sample size of 137 was determined using Slovin's formula with a 5% margin of error. The demographic profiles of the respondents are presented in Table 1.

### Data Gathering Instrument

The primary data-gathering instrument used in this study was a structured questionnaire aligned with the Philippine Professional Standards for Teachers (PPST) as outlined in DepEd Order No. 42, s. 2017. The indicators were organized according to three core domains of the PPST: Content Knowledge and Pedagogy, Curriculum and Planning, and Assessment and Reporting. The questionnaire consisted of two sections: the first captured the demographic profile of the respondents, while the second assessed the level of teacher adherence to the aforementioned domains. To

Table 1. Respondents' Profiles

Profiles	Frequency	%
<b>Age in years</b>		
15 - 24	19	14
25 - 54	101	74
55 - 64	17	12
<b>Sex</b>		
Male	16	12
Female	121	88
<b>School Level</b>		
Elementary	92	67
Junior High School	37	27
Senior High School	8	6
<b>Educational Attainment</b>		
Bachelor's Degree	111	81
Master's Degree	26	19
<b>Number of Attendance in Professional Education Seminars per Year (Ave.)</b>		
1 -3	86	63
4 - 6	34	25
More than 6	17	12
<b>Sponsoring Entity</b>		
DepEd	109	80
Private Organization	12	9
Personal	16	11
<b>Tenure of Service (in years)</b>		
3 and below	20	15
4 - 10	32	23
11 - 20	44	32
21 and above	41	30

enhance clarity, accessibility, and face validity, the questionnaire was formatted using a Likert-type scale.

To ensure content validity, the initial draft of the instrument was reviewed by five experts in research and education. Feedback and suggestions were integrated into the revised version of the questionnaire. Subsequently, the instrument was pilot-tested with a group of 30 respondents who were not part of the actual study sample. The reliability of the instrument was then assessed using Cronbach's Alpha, with a reliability coefficient of 0.70 which is acceptable.

## RESULTS AND DISCUSSION

### Level of Adherence of Teachers to CKP, C&P, and A&R

When the respondents were taken as a whole, the overall level of adherence of public school teachers, both in elementary and high school, was found to be very satisfactory ( $M = 3.83$ ). Specifically, the domain of CKP recorded a mean score of 3.78, C&P had a mean of 3.73, and A&R followed closely, all interpreted as very satisfactory. These results suggest that teachers

consistently demonstrate strong alignment with the Philippine Professional Standards for Teachers (PPST) across the three selected domains.

The high levels of adherence indicate that public school teachers are striving to meet the expected competencies in content delivery, curriculum development, and assessment practices. These findings support the assertion of Harrison and Killion (2017) that the strength of an educational system is closely tied to the quality of its teachers. The data suggest that teachers in the study are progressing in that direction—demonstrating the attributes of effective educators committed to professional excellence.

When grouped by age, teachers in the early working age group exhibited the highest overall adherence to CKP, C&P, and A&R ( $M = 4.05$ ), followed by those in the mature working age group ( $M = 3.99$ ), and then the prime working age group ( $M = 3.77$ ). These findings imply that younger teachers (aged 15–24) tend to be more aligned with professional standards, potentially motivated by the need to stay current and responsive in an evolving, globalized educational landscape.

Specifically, early working-age teachers demonstrated very satisfactory adherence in CKP ( $M = 4.05$ ), with slightly lower levels in A&R ( $M = 3.98$ ) and C&P ( $M = 3.87$ ). Prime working-age teachers showed strong performance in CKP ( $M = 3.92$ ), but lower in A&R ( $M = 3.70$ ) and C&P ( $M = 3.69$ ). Mature working-age teachers recorded high adherence in A&R ( $M = 4.04$ ) and CKP ( $M = 4.01$ ), while C&P remained relatively lower ( $M = 3.85$ ). Across all age groups, CKP emerged as the strongest domain, while C&P consistently showed the greatest need for improvement.

When grouped by sex, female teachers exhibited a higher overall adherence ( $M = 3.86$ ) compared to male teachers ( $M = 3.66$ ). Male teachers performed best in CKP ( $M = 3.86$ ) but had lower adherence in A&R ( $M = 3.65$ ) and C&P ( $M = 3.64$ ). Female teachers reported very satisfactory adherence in both CKP ( $M = 3.97$ ) and A&R ( $M = 3.80$ ), with slightly lower results in C&P ( $M = 3.75$ ). These findings align with Regalado (2017), who emphasized that the teaching profession in the Philippines is predominantly female, and that female teachers tend to show higher adherence to the PPST domains.

With respect to school level, senior high school teachers reported the highest overall adherence ( $M = 4.11$ ), followed by elementary teachers ( $M = 3.82$ ), and junior high school teachers ( $M = 3.81$ ). Among elementary teachers, CKP ( $M = 3.96$ ) and A&R ( $M = 3.77$ ) were rated highest, while C&P ( $M = 3.71$ ) was lower. Junior high school teachers showed strong adherence in CKP ( $M = 3.94$ ), but slightly lower scores in both C&P ( $M = 3.74$ ) and A&R ( $M = 3.74$ ). Senior high school teachers reported very satisfactory levels

Table 2. Level of Adherence of Teachers towards Content Knowledge and Pedagogy, Curriculum and Planning, and Assessment and Reporting

Profiles	CKP		C&P		A&R		Overall	
	M	Int.	M	Int.	M	Int.	M	Int.
Entire Group	3.96	VS	3.73	VS	3.78	VS	3.83	VS
Age in years								
15 - 24	4.09	VS	3.87	VS	3.98	VS	4.05	VS
25 – 54	3.92	VS	3.69	VS	3.70	VS	3.77	VS
55 – 64	4.01	VS	3.85	VS	4.04	VS	3.99	VS
Sex								
Male	3.86	VS	3.64	VS	3.65	VS	3.66	VS
Female	3.97	VS	3.75	VS	3.80	VS	3.86	VS
School Level								
Elementary	3.96	VS	3.71	VS	3.77	VS	3.82	VS
Junior High School	3.94	VS	3.74	VS	3.74	VS	3.81	VS
Senior High School	4.00	VS	4.03	VS	4.08	VS	4.11	VS
Educational Attainment								
Bachelor's Degree	3.96	VS	3.76	VS	3.82	VS	3.87	VS
Master's Degree	3.95	VS	3.63	VS	3.62	VS	3.69	VS
Number of Attendance in Professional Education Seminars per Year (Ave.)								
1 -3	3.96	VS	3.75	VS	3.79	VS	3.84	VS
4 – 6	3.92	VS	3.70	VS	3.76	VS	3.81	VS
7 and above	4.01	VS	3.73	VS	3.78	VS	3.85	VS
Sponsoring Entity								
DepEd	3.95	VS	3.72	VS	3.78	VS	3.82	VS
Private Organization	3.89	VS	3.86	VS	3.80	VS	3.85	VS
Personal	4.06	VS	3.74	VS	3.81	VS	3.89	VS
Tenure of Service (in years)								
3 and below	4.03	VS	3.77	VS	3.73	VS	3.84	VS
4 – 10	3.99	VS	3.82	VS	3.76	VS	3.88	VS
11 – 20	4.01	VS	3.67	VS	3.76	VS	3.80	VS
21 and above	3.84	VS	3.72	VS	3.84	VS	3.83	VS

**Legend:** 4.20 – 5.00 -Outstanding (O); 3.40 – 4.19- Very Satisfactory (VS); 2.60 – 3.39-Satisfactory (S); 1.80 – 2.59 Fair (F); 1.00 – 1.79-Poor (P)

across all three domains: A&R (M = 4.08), C&P (M = 4.03), and CKP (M = 4.00). These results suggest that senior high school teachers may be benefiting from more updated pedagogical training and content specialization.

When analyzed by educational attainment, teachers holding a bachelor's degree reported higher overall adherence (M = 3.87) than those with a master's degree (M = 3.69). Those with a bachelor's degree demonstrated high adherence in CKP (M = 3.96) and slightly lower in C&P (M = 3.76). Teachers with a master's degree also showed strong adherence in CKP (M = 3.95), but lower levels in A&R (M = 3.62) and C&P (M = 3.63). These results suggest that regardless of academic qualification, teachers generally perform best in CKP, while instructional planning and assessment remain areas for growth.

Based on the frequency of professional education seminars attended, teachers who participated in seven or

more seminars annually reported the highest adherence (M = 3.85), followed by those attending one to three seminars (M = 3.84), and four to five seminars (M = 3.81). Across all groups, CKP consistently received the highest ratings. Teachers attending one to three seminars recorded high adherence in CKP (M = 3.96), but slightly lower in C&P (M = 3.75) and A&R (M = 3.79). Similarly, those attending four to five seminars reported strong adherence in CKP (M = 3.92), and somewhat lower in A&R (M = 3.76) and C&P (M = 3.70). Teachers attending seven or more seminars demonstrated strong adherence in CKP (M = 4.01), with lower adherence in C&P (M = 3.73) and A&R (M = 3.78). These findings underscore the value of sustained and frequent professional development in reinforcing pedagogical strengths.

When grouped according to the sponsoring entity of the seminars attended, teachers who personally funded their professional development showed the

highest overall adherence ( $M = 3.89$ ), followed by those whose seminars were sponsored by private organizations ( $M = 3.85$ ), and DepEd-sponsored participants ( $M = 3.82$ ). DepEd-sponsored teachers showed strong adherence in CKP ( $M = 3.95$ ), with lower adherence in C&P ( $M = 3.72$ ). Participants trained through private organizations reported high adherence across CKP ( $M = 3.89$ ), C&P ( $M = 3.86$ ), and A&R ( $M = 3.80$ ). Meanwhile, self-funded teachers exhibited particularly strong adherence in CKP ( $M = 4.06$ ), though C&P ( $M = 3.74$ ) remained an area for improvement. These findings reflect a high level of personal commitment among teachers to pursue professional growth, despite limited institutional resources—a concern echoed in the World Bank (2014) report on underutilized training budgets and professional learning time.

Finally, when grouped by tenure of service, teachers with four to ten years of experience recorded the highest overall adherence ( $M = 3.88$ ), followed by those with three years or less ( $M = 3.84$ ), more than 20 years ( $M = 3.83$ ), and 11 to 20 years ( $M = 3.80$ ). Teachers with three years or less showed high adherence in CKP ( $M = 4.03$ ), but slightly lower in A&R ( $M = 3.73$ ). Those with four to ten years also reported high adherence in CKP ( $M = 3.99$ ), while A&R ( $M = 3.76$ ) remained slightly lower. Teachers with 11 to 20 years of service recorded strong performance in CKP ( $M = 4.01$ ), but relatively lower adherence in C&P ( $M = 3.67$ ). Meanwhile, teachers with more than 20 years of service showed their highest adherence in C&P ( $M = 3.72$ ). These findings suggest that both early-career and mid-career teachers demonstrate strong pedagogical commitment, while curriculum design and assessment competencies remain areas for ongoing development. In summary, across all demographic and professional classifications, public school teachers demonstrated very satisfactory adherence to CKP. However, there is a consistent need to strengthen teacher competencies in C&P and A&R—two critical components of quality instruction and learner achievement.

### Test of Significant Difference Based on Sex and Educational Attainment

An independent samples t-test was conducted to examine whether there were statistically significant differences in the level of adherence to the three domains of the Philippine Professional Standards for Teachers (PPST)—Content Knowledge and Pedagogy (CKP), Curriculum and Planning (C&P), and Assessment and Reporting (A&R)—when respondents were grouped by sex. The results (Table 3) indicated that there was no significant difference in the overall level of adherence between male and female teachers,  $t(135) = -1.636$ ,  $p > .05$ . This suggests that both groups exhibit

Table 3. *t*-test Comparison on Level of Adherence of Teachers by Sex and Educational Attainment ( $n=137$ ;  $df=135$ )

Variables	<i>t</i>	<i>p</i>
<b>Sex</b>		
Overall Adherence	-1.636	.104
CKP	-0.910	.364
C&P	-0.798	.426
A&R	-1.007	.316
<b>Educational Attainment</b>		
Overall Adherence	1.827	.070
CKP	0.067	.946
C&P	1.139	.257
A&R	1.625	.107

similarly high and very satisfactory adherence to the PPST domains.

When analyzed by individual domain, no statistically significant differences were observed in CKP ( $t(135) = -0.910$ ,  $p > .05$ ), C&P ( $t(135) = -0.798$ ,  $p > .05$ ), and A&R ( $t(135) = -1.007$ ,  $p > .05$ ). These results imply that gender does not significantly influence adherence to professional standards. Male and female teachers alike demonstrate comparable levels of commitment and performance across all three domains, although ongoing professional development remains essential for continuous improvement.

Accordingly, the null hypothesis stating that there is no significant difference in adherence to CKP, C&P, and A&R based on sex was not rejected.

A similar independent samples t-test was conducted to determine whether significant differences exist in adherence levels between teachers with a bachelor's degree and those with a master's degree. The analysis revealed no statistically significant difference in overall adherence,  $t(135) = 1.827$ ,  $p > .05$ , indicating that teachers, regardless of academic attainment, display similarly high levels of adherence to the PPST domains.

Further analysis by domain also showed no significant differences in CKP ( $t(135) = 0.067$ ,  $p > .05$ ), C&P ( $t(135) = 1.139$ ,  $p > .05$ ), and A&R ( $t(135) = 1.625$ ,  $p > .05$ ). These findings indicate that whether a teacher holds a bachelor's or master's degree does not significantly impact their alignment with professional standards.

Thus, the null hypothesis stating that there is no significant difference in the level of adherence to CKP, C&P, and A&R based on educational attainment was not rejected.

### Tests of Significant Differences Based on Age, School Level, Seminar Attendance, Sponsoring Entity, and Tenure of Service

In terms of school level, senior high school teachers demonstrated a high level of adherence to the PPST domains (Table 4). This may be attributed to the

relatively recent inclusion of the senior high school curriculum, accompanied by updated training and orientation. However, the findings suggest that additional professional development in CKP, C&P, and A&R is still necessary for elementary and junior high school teachers to enhance their practice in these domains.

This finding aligns with the study by Roberto and Madrigal (2019), who found no significant differences in teaching standards, competence, and performance when teachers were grouped according to sex, educational attainment, marital status, and employment status.

A one-way ANOVA was conducted to determine whether significant differences existed in teachers' level of adherence to CKP, C&P, and A&R when grouped by age. The results revealed a significant difference among the age groups ( $F(2, 134) = 4.452, p < .05$ ). Post hoc analysis further showed a significant difference between early working-age teachers and prime working-age teachers ( $p = .012$ ), while no significant difference was found between early working-age and mature working-age teachers ( $p = .708$ ). This indicates that both early and mature working-age teachers demonstrated higher levels of adherence to the three domains compared to those in the prime working-age group.

Therefore, the null hypothesis stating that there is no significant difference in the level of adherence to CKP, C&P, and A&R when grouped by working age was not rejected, except in the case of early versus prime working age.

These results are promising, but they also suggest that teachers in the prime working-age group (typically managing personal and professional demands) may require targeted support and more frequent training opportunities. This is consistent with the findings of Abay and Morallo (2019), who observed that many young teachers, though new in service, had already engaged in professional development activities, albeit mostly at the local or school-based level.

Specifically, a significant difference was observed in A&R ( $F(2, 134) = 4.250, p < .05$ ), where early and mature working-age teachers demonstrated better adherence compared to their prime working-age counterparts. No significant differences were observed in C&P ( $F(2, 134) = 1.499, p > .05$ ), indicating that adherence to this domain is consistent across age groups.

When teachers were grouped according to school level (elementary, junior high school, and senior high school), the results of a one-way ANOVA showed no significant difference in overall adherence ( $F(2, 134) = 1.619, p > .05$ ). Likewise, no significant differences were found in CKP ( $F(2, 134) = 0.054, p > .05$ ), C&P ( $F(2, 134) = 1.392, p > .05$ ), and A&R ( $F(2, 134) = 1.265, p > .05$ ). These findings suggest that regardless of school level, public school teachers exhibit similarly

Table 4. Result of Test of Significant Difference in the Level of Adherence of Teachers

Profile	Source of Variation	SS	df	MS	F	p
<b>Age</b>						
Overall	Between	1.753	2	.877		
	Within	26.385	134	.197	4.452	.013*
	Total	28.138	136			
CKP	Between	0.503	2	.252		
	Within	28.460	134	.212	1.185	.309
	Total	28.963	136			
C&P	Between	.792	2	.396		
	Within	35.377	134	.264	1.499	.227
	Total	36.169	136			
A&R	Between	2.490	2	1.245		
	Within	39.260	134	.293	4.250	.016*
	Total	41.751	136			
<b>School Level</b>						
Overall	Between	.664	2	.332		
	Within	27.474	134	.205	1.619	.202
	Total	28.138	136			
CKP	Between	.023	2	.012		
	Within	28.940	134	.216	.054	.947
	Total	28.963	136			
C&P	Between	.736	2	.368		
	Within	35.432	134	.264	1.392	.252
	Total	36.169	136			
A&R	Between	.774	2	.387		
	Within	40.977	134	.306	1.265	.285
	Total	41.751	136	.316		
<b>Seminar Attendance</b>						
Overall	Between	.022	2	.011	.053	.949
	Within	28.116	134	.210		
	Total	28.138	136			
CKP	Between	.101	2	.051	.235	.791
	Within	28.862	134	.215		
	Total	28.963	136			
C&P	Between	.059	2	.029	.109	.897
	Within	36.110	134	.269		
	Total	36.169	136			
A&R	Between	.014	2	.007	.023	.978
	Within	41.737	134			
	Total	41.751	136			
<b>Sponsoring Entity</b>						
Overall	Between	.063	2	.031		
	Within	28.075	134	.210	.150	.861
	Total	28.138	136			
CKP	Between	.237	2	.119		
	Within	28.726	134	.214	.554	.576
	Total	28.963	136			
C&P	Between	.180	2	.090		
	Within	35.989	134	.269	.335	.716
	Total	36.169	136			
A&R	Between	.013	2	.006		
	Within	41.738	134	.311	.020	.980
	Total	41.751	136			
<b>Tenure of Service</b>						
Overall	Between	.101	3	.034		
	Within	28.037	133	.211	.159	.924
	Total	28.138	136			
CKP	Between	.861	3	.287		
	Within	28.102	133	.211	1.358	.258
	Total	28.963	136			
C&P	Between	.452	3	.151	.561	.641
	Within	35.716	133	.269		
	Total	36.169	136			
A&R	Between	.246	3	.082		
	Within	41.504	133	.312	.263	.852
	Total	41.751	136			

\* Difference among groups is significant

high and very satisfactory adherence across all three domains.

Thus, the null hypothesis stating that there is no significant difference in adherence to CKP, C&P, and A&R when grouped by school level was not rejected.

When grouped by the frequency of attendance at professional education seminars, the results showed no significant difference in overall adherence among teachers who attended an average of 1–3, 4–6, or 7 or more seminars per year ( $F(2, 134) = 0.053, p > .05$ ). Similarly, no significant differences were observed in CKP ( $F(2, 134) = 0.235, p > .05$ ), C&P ( $F(2, 134) = 0.109, p > .05$ ), and A&R ( $F(2, 134) = 0.023, p > .05$ ).

These results indicate that the level of adherence to the three PPST domains is comparable across teachers regardless of how frequently they attend seminars. Hence, the null hypothesis stating that there is no significant difference in adherence when grouped by seminar frequency was not rejected. While the frequency may not statistically influence adherence, regular and high-quality professional development remains essential in sustaining teacher competence.

Grouping teachers by the sponsoring entity of professional development seminars (DepEd-sponsored, privately sponsored, or self-funded) also yielded no significant difference in overall adherence ( $F(2, 134) = 0.150, p > .05$ ). Further analysis confirmed no significant differences in CKP ( $F(2, 134) = 0.554, p > .05$ ), C&P ( $F(2, 134) = 0.335, p > .05$ ), and A&R ( $F(2, 134) = 0.020, p > .05$ ).

These results suggest that the source of sponsorship does not significantly influence teachers' level of adherence. Therefore, the null hypothesis stating that there is no significant difference in adherence when grouped by sponsoring entity was not rejected.

Notably, the findings show that teachers are often willing to personally invest in their own professional growth. While DepEd and private institutions provide support, access remains selective. Regardless of the sponsor, all training opportunities contribute to the larger goal of delivering quality education.

Finally, when respondents were grouped according to tenure of service (3 years and below, 4–10 years, 11–20 years, and 21 years and above), no significant differences were observed in overall adherence ( $F(2, 134) = 0.159, p > .05$ ), nor in CKP ( $F(2, 134) = 1.358, p > .05$ ), C&P ( $F(2, 134) = 0.561, p > .05$ ), or A&R ( $F(2, 134) = 0.263, p > .05$ ).

These findings indicate that teachers, regardless of length of service, demonstrate similar and very satisfactory adherence to the PPST domains. Thus, the null hypothesis stating that there is no significant difference in adherence when grouped by tenure was not rejected.

Interestingly, teachers with 3 years or less in service displayed high enthusiasm and competence,

which may reflect the benefits of recent training and motivation. A possible dip in adherence was observed among those with 11–20 years of service, potentially indicating mid-career fatigue or burnout. However, an apparent recovery in commitment was seen among those nearing retirement, suggesting a renewed sense of purpose. This trend was consistently observed across CKP, C&P, and A&R domains.

## CONCLUSION

This study underscores that public school teachers exhibit the highest proficiency in the domain of Content Knowledge and Pedagogy (CKP). Notably, this competence is most prominent among early-career educators particularly those in the early working age cohort, with 1 to 3 years of teaching experience, and those who engage in seven or more professional development seminars annually. These findings highlight the pivotal role of sustained and recent pedagogical training in fostering subject-matter expertise and instructional effectiveness.

Conversely, the domain of Curriculum and Planning (C&P) emerged as comparatively underdeveloped. Effective curricular practice requires more than content knowledge; it necessitates adaptive, learner-centered planning aligned with evolving educational standards and learner diversity. Teachers with 11 to 20 years of service, as well as those teaching at the elementary level, were identified as strategic targets for intensified professional support. This necessitates a coordinated response from the Department of Education (DepEd), including the design and facilitation of contextually responsive training programs spearheaded by curriculum specialists.

Moreover, Assessment and Reporting (A&R) remains a critical domain requiring systemic reinforcement. While assessment frameworks are in place, their uneven implementation across schools signals a need for greater coherence, standardization, and capacity building. Addressing this requires institutionalized interventions such as nationwide in-service training, policy-driven recalibration of reporting practices, and comprehensive monitoring and evaluation mechanisms.

Cultivating a culture of reflective practice among educators is imperative. Through a nuanced understanding of their professional strengths and developmental needs, teachers can actively engage in continuous improvement processes. In turn, this supports the overarching aim of delivering equitable, high-quality, and future-ready education responsive to the demands of a globalized world. Strategic investments in teacher development particularly in the domains of C&P and A&R will strengthen the

transformative role of educators in shaping resilient, competent, and globally competitive Filipino learners.

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## CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest associated with this study. They assume sole responsibility for the study's conception and design, data collection, analysis, interpretation of results, and preparation of the manuscript. All authors have reviewed and approved the final version of the manuscript for publication.

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