

Effects of Philippine Professional Standards for Teachers (PPST) on the Teaching Practices of Proficient Teachers

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Date Submitted:

March 27, 2026

Date Accepted:

May 11, 2026

Date Published:

July 20, 2026

DOI:

10.5281/zenodo.21460540

ABSTRACT

The study aimed to determine the effects of Philippine Professional Standards for Teachers (PPST) on the teaching practices of proficient teachers of upland public elementary schools in Tanay, Sub-Office during the School Year 2023-2024. These schools include Aguho Elementary School, Alas-Asin Elementary School, Camp Mateo Capinpin Elementary School, Cayabu Elementary School, Cuyambay Elementary School, Daraetan Elementary School, Laiban Elementary School, Magata-Manggahan Elementary School, Madilay-dilay Elementary School, Mamuyao Elementary School, Monte de Tanay Elementary School, Nayon Elementary School, Pinagsabiran Elementary School, Sampaloc Elementary School, San Andres Elementary School, Sta. Ines Elementary

School, Sto. Niño Elementary School, Tablon Elementary School and Tinucan Elementary School. The respondents of the study included the total population of proficient teachers in the said schools. This consists of 220 teachers. They were described in terms of age, sex, civil status, educational attainment, position title, length of service and in-service trainings attended. Descriptive survey research design was applied utilizing a research questionnaire checklist based on the domains of the Performance Indicator on Philippine Professional Standards for Teachers (PPST) such as content knowledge and pedagogy, learning environment, diversity of learner's curriculum and planning, assessment and reporting, community linkages and professional engagement and personal growth and professional development. Documentary analysis was also applied since the teachers' latest ratings in their Individual Performance Commitment and Review (IPCR) for the School Year 2022-2023 were obtained as basis of their level of performance. The study revealed that Teacher-respondents are relatively young, predominantly female, mostly married; earned units in Masters' Degree. Most of them are holding a Teacher I position, teaching for 10 years and below and attended in-service trainings in various levels. PPST has high extent effects on the teaching practices of the proficient teachers with respect to 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. There is no significant difference in the perceived extent of effects of PPST for teachers on the teaching practices of proficient teachers with respect to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development in terms of age, civil status, educational attainment, position title and in-service training. The teachers have a very satisfactory performance as revealed by their latest rating in the IPCR. The study concluded that teachers of age, civil status, educational attainment, position title and in-service training are not significant on the effects of PPST on the teaching practices; while sex and length of service are significant in some aspects. Teaching practices are associated with the level of work performance of teachers. The study recommended that school administrators may provide workshops, seminars, or orientation sessions to familiarize teachers with the expectations, criteria, and the overall purpose of the PPST. School administrators may align the PPST with broader educational goals and objectives so that teachers can see a clear connection between the standards and the

overall mission and vision of the educational institution, they are more likely to embrace and internalize the standards into their teaching practices. School administrator may offer professional development opportunities aligned with the PPST. This could include workshops, courses, or mentoring programs designed to help teachers enhance their skills in areas identified by the standards. School administrators may consider incorporating incentives for teachers who consistently demonstrate excellence in meeting or exceeding the PPST like recognition, awards, or opportunities for leadership roles can motivate teachers to strive for continuous improvement. The proposed action plan is recommended for implementation. Similar studies may be conducted considering other variables.

Keywords: *Philippine Professional Standards for Teachers (PPST), Teaching Practice, Proficient Teachers, Public Elementary Schools, Teacher Performance, Individual Performance Commitment and Review (IPCR), Professional Development, Teaching Standards, School Administration, Upland Schools*

INTRODUCTION

Education is a procedure of learning where knowledge , skills, attitudes move from one generation to the other. It is considered as the most powerful tool for the development of an individual . It is the mandatory elements that helps in making people valuable. Moreso , it is necessary for the growth of life for everyone. It has the same value for all equally and having the right to learn.

As stipulated in Article XIV Section 1 of the 1987 Philippine Constitution:

“ The State shall protect and promote the right of all citizen to quality education at all levels and shall take appropriate steps to make such education accessible to all”

In each educational institution , teachers play a multidimensional role in learner’s life . They are the main ingredients in maintaining and enhancing the quality of education. The teachers being the agent in education must be competent and knowledgeable so they will pursue professional development to uplift themselves in their career.

As stated in Code of Ethics for Professional Teachers Article IV

The Teacher and the Profession Section 2 :

“Every teacher shall uphold the highest possible standards of quality education, shall make the best preparation for the career of teaching, and shall be at his best at all time in the practice of his profession”.

In the Department of Education there is a performance appraisal of teachers. It is a systematic and periodic process of measuring an individual's work performance against the established requirements of the job. It's a subjective evaluation of the employee's strengths and weaknesses, relative worth to the organization, and future development potential.

An effective appraisal system focuses on how well teachers are supporting the learning of all students. It provides teachers with support and incentives to continually develop their teaching competencies and assume roles that contribute to the development of the teaching profession.

Monitoring and appraising teachers is central to improving schools and learning environments. If well designed, teacher appraisal and feedback systems can be used as a tool to increase teacher effectiveness and achieve better student learning outcomes. Appraisal can help to increase the focus on teaching and teachers’ professional learning. Teachers need feedback on their performance to help them identify how to improve their teaching practice and, with the support of effective school leadership, to develop schools as professional learning communities. Appraisal and feedback systems can also help to build better school organization by allowing

teachers to progress in their career and to take on new roles and responsibilities based on a solid evaluation of their performance. It is also an opportunity for recognizing and rewarding effective teaching.

In line with the new professional standards for teachers, the Department of Education (DepEd), through the Teacher Education Council (TEC), issued this DepEd Order entitled National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST). (DO 42 s. 2017)

The DepEd recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers, and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement. Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long term and sustainable nation building.

It stated also that the changes brought about by various national and global frameworks such as the K to 12 Reform, Asian Integration , globalization and the changing character of the 21st century learners necessitate the improvements and call for the rethinking of the National Competency-Based Teacher Standards (NCBTS) ; hence the development of the PPST.

Moreover, the Philippine Professional Standards for Teachers (PPST) aims to set out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice ; engage teachers to actively embrace a continuing effort in attaining proficiency ; and apply a uniform measure to assess teacher performance, identify needs and provide support for professional development.

Furthermore, as included in this DepEd Order 42 s. 2017 ; The PPST shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of teachers. All performance appraisals for teachers shall be based on this set of standards.

As stated in Code of Ethics for Professional Teachers Article IV
The Teacher and the Profession Section 23 :

“ Every teacher shall participate in the continuing education (CPE) program of the Professional Regulation Commission, and shall pursue such other studies as will improve his efficiency , enhance the prestige of the profession , and strengthen his competence , virtues and productivity in order to be nationally and internationally competitive”.

The Department of Education as true to the continuing professional development and advancement of teachers , DepEd Memorandum No.008, s. 2023 issued a Multi-Year Guidelines on the Results –Based Performance Management System-Philippine Professional Standards for Teachers . Consistent with DepEd Order (DO) No.2 2015 prescribing the Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd) and pursuant to Section 5 of D) 42 on the National Adoption and Implementation of the Philippine Standards for Teachers (PPST) , which mandates that all performance appraisals for teachers shall be based on this set of standards into the RPMS for teachers.

Geared towards competency-based performance management, professional development and career progression , the PPST-based RPMS for teachers shall utilize all the 37 indicators of the PPST and shall be distributed across three school years (Sys) : SY 2022-2023, SY 2023-2024 and SY 2024-2025. This DepEd Memorandum titled Multi- Year Guidelines on the Results-Based Performance management System-Philippine Professional Standards for Teachers (RPMS –PPST) details the enclosed procedures and all other necessary information and the adoption and implementation of performance management and appraisal teachers. The tools , forms and protocols are developed and modified to ensure that the measures of teacher performance through the

next three Sys are appropriate, adaptive and relevant to capture teachers' actual performance and are applicable to all contexts and scenarios faced by the schools adopting learning modalities.

Based on the PPST-Based Performance Requirement when the career progression of teachers will soon be implemented, each position requires the achievement of specific PPST indicators demonstrated in teachers' performance and measured through IPCRF the following: T1 to T2 10 Proficient Indicators at VS, T3 20 Proficient Indicators at VS, T4 37 Proficient Indicators at VS, T5 7 Proficient Classroom Observable Indicators at Outstanding and 3 Proficient Non Classroom Observation Indicators at VS, T6 12 Proficient Classroom Observable Indicators at Outstanding; 8 Proficient Non Classroom Observation Indicators at VS, T7 18 Proficient Classroom Observable Indicators at Outstanding; 16 Proficient Non Classroom Observation Indicators at VS.

In light of this cited facts, the researcher as she herself a Master Teacher who evaluates and rates teacher's performance it will help a lot on the career progression of every teachers where they will be heading to. Finally, as EXECUTIVE ORDER No. 174 Establishing the Expanded Career Progression System for Public School Teachers had been disseminated last August 01, 2022 and waiting only for the Implementing Rules and Guidelines (IRR) which officially create new teaching positions from Teacher 4 to Teacher 7 and Master Teacher 3 to Master Teacher 5. This research proposal is very timely for all the teachers who want to intend to uplift their profession. Hence, the competence of PPST will be one of the Civil Service Commission approved qualification standards and the career progression of teachers will be based on Philippine Performance Standards of Teachers (PPST) requirements.

Setting of the Study

The study will be conducted in Public Elementary School of Upland Area in Tanay Sub-Office, Division of Rizal. It consists of 19 elementary schools namely Aguho Elementary School, Alas-Asin Elementary School, Camp Mateo Capinpin Elementary School, Cayabu Elementary School, Cuyambay Elementary School, Daraetan Elementary School, Laiban Elementary School, Magata-Manggahan Elementary School, Madilay-dilay Elementary School, Mamuyao Elementary School, Monte de Tanay Elementary School, Nayon Elementary School, Pinagsabiran Elementary School, Sampaloc Elementary School, San Andres Elementary School, Sta. Ines Elementary School, Sto. Niño Elementary School, Tablon Elementary School and Tinucan Elementary School.

These schools are aligned with the vision of the Department of Education in dreaming of Filipinos who passionately love their country and whose competencies and values enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders. The DepEd's mission is to protect and promote the right of every Filipino to quality, equitable, culture-based and complete basic education where: students learn in a child-friendly, gender sensitive, safe and motivating environment. Teacher facilitate learning and constantly nurture every learner. Other stakeholders are actively engaged and share responsibility for developing life-long learners. The schools conduct School Learning Action Session (SLAC) to uplift the teacher's performance and instructional competence. They participated also in various in-service training and seminar-workshops for faculty development.

METHODS

The study will use the descriptive method of research to determine the performance indicator of the 15 objectives of Philippine Professional Standards for Teachers, the Individual Performance Commitment and Review will be utilized and will be assessed to gather data and information for the study. According to Calmorin (2016) the descriptive method is designed to gather information about the evaluation of present/existing conditions. It is helpful to express the cause of the phenomena. It involved collection of data to test hypothesis or answer question concerning the current status of the study. Since the nature of the study involves the gathering and interpreting of detailed information to be used as a basis to assess the effect of Philippine Professional Standards for Teachers in their Career Progression.

Furthermore, this method is the most appropriate one to describe the extent of the effect of Philippine Professional Standards for Teachers on their Career Progression in all proficient teachers in upland public elementary schools

of Tanay Sub-Office. More so, this study is timely because of the Executive Order No. 174 Establishing Career Progression for Public School Teachers .

Documentary analysis will be used also since the Philippine Professional Standards for Teachers (PPST) 15 objectives of the respondents and the corresponding performance indicators will be taken on their Individual Performance Commitment and Review (IPCR) .

Likewise , the rating on their Individual Performance Commitment and Review (IPCR) School Year 2022-2023 will be evaluated.

Research Locale

This study will aim to assess the effects of extent of the effect of Philippine Professional Standards for Teachers(PPST) on their career progression in Upland Public Elementary Schools in Tanay Sub-Office,SDO Rizal during the School Year 2022-2023 . These schools include Aguho Elementary School ,Alas-Asin Elementary School ,Camp Mateo Capinpin Elementary School, Daraetan Elementary School, Cayabu Elementary School ,Cuyambay Elementary School, Daraetan Elementary School, Laiban Elementary School, Magata-Manggahan Elementary School, Madilay-dilay Elementary School , Mamuyao Elementary School , Monte de Tanay Elementary School, Nayon Elementary School, Pinagsabiran Elementary School, Sampaloc Elementary School , San Andres Elementary School, Sta.Ines Elementary School , Sto.Niño Elementary School , Tablon Elementary School and Tinucan Elementary School.

The respondents of the study will be the total populations of proficient teachers in the said schools. These will comprise the Two hundred twenty two (222) proficient teachers in these schools.

They will be described in terms of age , sex , civil status , position title , educational attainment , length of service and seminars and trainings attended. Descriptive survey research design will be applied utilizing a research questionnaire checklist based on the result of the Performance Indicator on Philippine Professional Standards for Teachers(PPST) and the rating of teacher's Individual Performance Commitment and Review (IPCR) for the School Year 2022-2023.

Sampling Technique

The respondents of the study will be the total population of proficient teachers of upland public elementary schools in Tanay Sub-Office, SDO Rizal. These consists of Two-hundred twenty-two (222) teachers. They will be described in terms of age, sex, civil status, position title , educational attainment , length of service and seminars and training attended.

Respondents of the Study by School

Table 1 shows the respondents of the study by school.

No.	Schools	Population
1.	Aguho Elementary School	4
2.	Alas-asin Elementary School	6
3.	Camp Mateo Capinpin Elementary School	18
4.	Cayabu Elementary School	8
5.	Cuyambay Elementary School	8
6.	Daraetan Elementary School	18
7.	Laiban Elementary School	6
8.	Magata-Manggahan Elementary School	6
9.	Madila-dilay Elementary School	9
10.	Mamuyao Elementary School	6
11.	Monte de Tanay Elementary School	9
12.	Nayon Elementary School	6

13.	Pinagsabiran Elementary School	8
14.	Sampaloc Elementary School	67
15.	San Andres Elementary School	7
16.	Sta. Ines Elementary School	9
17.	Sto. Niño Elementary School	9
18.	Tablon Elementary School	11
19.	Tinucan Elementary School	7
Total		222

Instrumentation

The researcher will be utilizing a researcher-made questionnaire-checklist. Part I is gathering the needed data of the profile of the respondents such as age, sex, civil status, position title, educational attainment, length of service and seminars and training attended.

Part II will deal on the level of performance indicator of the Philippine Professional Standards of Teachers (PPST) fifteen (15) objectives and the latest Individual Performance Commitment Review will be used. The following 15 PPST Objectives are:

1. Applied knowledge of content within and across curriculum teaching areas
2. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills
3. Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills
4. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments
5. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments
6. Used differentiated developmentally appropriate learning experiences to address learner's gender, needs, strengths, interests and experiences.
7. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts
8. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice
9. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals
10. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements
11. Monitored and evaluated learner progress and achievement using learner attainment data
12. Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/ guardians
13. Applied a personal philosophy of teaching that is learner-centered
14. Set the professional development goals based on the Philippine Standards for Teachers
15. Performed various related works/activities that contribute to the teaching-learning process

Another instrument to determine the effects of Philippine Professional Standards for Teachers on their career progression, Part III is the Individual Performance Commitment Review (IPCR) will be used based on their latest rating. It is a 5-point Likert scale with the corresponding verbal interpretation.

Range	Verbal Interpretation
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-2.499	Satisfactory
1.500-2.499	Unsatisfactory
1.000-1.499	Poor

RESULTS AND DISCUSSION

This chapter presents the results, analysis and interpretation of data relative to the questions raised to the effects of Philippine Professional Standards for Teachers (PPST) on the teaching practices of proficient teachers in upland public elementary schools in Tanay, Sub-Office during the school year 2023-2024.

Profile of the Respondents in Terms of the Selected Variables

Table 2 presents the profile of the teachers in terms of age, sex, civil status, position title, educational attainment, length of service and in-service trainings attended.

As shown in the table, out of 220 respondents, there are 82 or 37.3 percent you belong to age bracket 31-40 years old; followed by aged 21-30 years old with 58 or 26.4 percent and 51 or 23.2 percent are teachers who are aged 41-50 years old; while only 29 or 13.2 percent who are aged 51 years old and above. In terms of sex, there are 193 or 87.7 percent are female and only 27 or 12.3 percent are males. As regard to civil status, most of the respondents are married with 161 or 73.2 percent; followed by single with 48 or 21.8 percent and only 7 or 3.2 percent are widow/widower and separated respectively. Among the 220 respondent, majority of them are pursuing Master's degree with 86 or 39.1 percent; 79 or 35.9 percent who obtained Masters' Degree; 44 or 20.0 percent are Baccalaureate Degree holders; while there are only 8 or 3.6 percent who are

Table 2. *Profile of the Teacher -Respondents in Terms of the Selected Variables*

Age	Frequency	Percent	Rank
21 – 30 years old	58	26.4	2
31 - 40 years old	82	37.3	1
41 – 50 years old	51	23.2	3
51 years old and above	29	13.2	4
Total	220	100.0	
Sex			
Male	27	12.3	2
Female	193	87.7	1
Total	220	100.0	
Civil Status			
Single	48	21.8	2
Married	161	73.2	1
Widow/Widower	7	3.2	3
Separated	4	1.8	4
Total	220	100.0	
Educational Attainment			
Doctoral Degree	3	1.4	5
With Doctorate Units	8	3.6	4
Master's Degree	79	35.9	2
Master's Degree Units	86	39.1	1
Baccalaureate Degree	44	20.0	3
Total	220	100.0	
Position Title			
Teacher III	82	37.3	2
Teacher II	31	14.1	3
Teacher I	107	48.6	1
Total	220	100.0	
Length of Service			

10 years and below	126	57.2	1
11- 20 years	69	31.4	2
21-30 years	18	8.2	3
31 - above years	7	3.2	4
Total	220	100.0	
In-service Trainings Attended			
International Level	13	5.9	6
National Level	38	17.3	3
Regional Level	48	21.8	2
Division Level	68	30.9	1
District Level	22	10.0	5
School Level	31	14.1	4
Total	220	100.0	

Pursuing Doctorate Degree and 3 or 1.4 obtained a Doctoral Degree. In terms of position title, several of them are holding a Teacher I position with 107 or 48.6 percent; followed by Teacher III position with 82 or 37.3 percent and only 31 or 14.1 percent are with Teacher II position. As to their length of service, majority of them are teaching for 10 years and below with 126 or 57.2 percent; followed by 11-20 years of experience with 69 or 31.4 percent while only 18 or 8.2 percent are teaching for 21-30 years and 7 or 3.2 percent are teaching for 31 and above years. They attended in-service trainings in the Division Level and Regional Level with 68 or 30.9 percent and 48 or 21.8 percent respectively; while few of them have attended in-service trainings in the District and International Levels.

Extent of Effects of Philippine Professional Standards for Teachers on the Teaching Practices of Proficient Teachers as Perceived by Themselves with Respect to the Different Aspects

Table 3 presents the extent of effects of Philippine Professional Standards for Teachers on the teaching practices of proficient teachers as perceived by themselves with respect to content knowledge and pedagogy.

As reflected in the table with respect to content knowledge and pedagogy, the composite mean obtained is 4.24 verbally interpreted as Frequently with two items also interpreted as Always, four items are interpreted as Frequently and the remaining one (1) item is interpreted as Sometimes. Among the items, Item 1 “I ensure that the content knowledge I possess is applied within and across curriculum areas” as first in rank with an obtained weighted mean of 4.55 verbally interpreted as Always; while Item 2 “I implement research-based knowledge and principle of

Table 3. *Extent of Effects of Philippine Professional Standards for Teachers for Teachers on the Teaching Practices of Proficient Teachers as Perceived by Themselves with Respect to Content Knowledge and Pedagogy*

Content Knowledge and Pedagogy	Weighted Mean	Verbal Interpretation	Rank
1. ensure that the content knowledge I possess is applied within and across curriculum areas.	4.55	Always	1
2. implement research-based knowledge and principles of teaching and learning.	3.47	Sometimes	7
3. provide positive use of ICT in the classroom.	4.02	Often	6
4. provide strategies for promoting literacy and numeracy.	4.36	Often	4.5
5. provide strategies for developing critical and creative thinking, as well as other higher-order thinking skills.	4.36	Often	4.5

6. utilize Mother Tongue, Filipino and English in teaching and learning.	4.50	Always	2
7. use classroom management strategies.	4.38	Often	3
Composite Mean	4.24	Often (High Extent)	

teaching and learning” as last in rank with an obtained weighted mean of 3.47 verbally interpreted as Sometimes.

It can be noted from the findings that Philippine Professional Standards for Teachers frequently affects teaching practices of proficient teachers with respect to content knowledge and pedagogy. This means that with the Philippine Professional Standards for Teachers for teachers, they were able to use classroom management strategies effectively and utilize variety of language in the teaching and learning process.

The results imply that the teachers believed that with Philippine Professional Standards for Teachers, they are effective teacher that requires them to make a combination of strong content knowledge and sound pedagogical practices. This further implies that teachers who excels in both areas is well equipped to engage pupils, facilitate meaningful experiences, and contribute to their overall academic and personal development.

This is related to the statements of Asuncion (2019) that a teacher must also be able to tailor content to the needs of his or her students. In any given classroom, no two students will have exactly the same knowledge or skills about the subject matter. Content pedagogy refers to the pedagogical (teaching) skills teachers use to impart the specialized knowledge/content of their subject area(s).

Table 4 presents the extent of effects of Philippine Professional Standards for Teachers on the teaching practices of proficient teachers as perceived by themselves with respect to learning environment.

It can be gleaned from the table that with respect to learning environment, the composite mean obtained is 4.61 verbally interpreted as Always (Very High Extent) with all the items also interpreted as Always. Among the items, ranked first is Item 1 “I ensure learner safety and security” with an obtained weighted mean of 4.78 verbally interpreted as Always; otherwise, ranked last is Item 5 “I promote purposive learning” with an obtained weighted mean of 4.51 also interpreted as Always.

Table 4 Extent of Effects of Philippine Professional Standards for Teachers on the Teaching Practices of Proficient Teachers as Perceived by Themselves with Respect to Learning Environment

Learning Environment	Weighted Mean	Verbal Interpretation	Rank
1. ensure learner safety and security.	4.78	Always	1
2. provide fair learning environment for all learners.	4.72	Always	2
3. implement management of classroom structure and activities.	4.60	Always	3
4. have the ability to support learner participation	4.55	Always	4
5. promote purposive learning.	4.51	Always	6
6. have the ability to manage learner behavior.	4.52	Always	5
	4.61	Always (Very High Extent)	
Composite Mean			

It can be inferred from the findings that Philippine Professional Standards for Teachers always affects the teaching practices of proficient teachers with respect to learning environment. This means that the proficient teachers make sure that the learning environment is safe and secured for the pupils. This further means that preparing a conducive and sound classroom environment makes teaching-learning effective.

The results imply that proficient teachers believed that Philippine Professional Standards for Teachers creates an effective learning environment that involves intentional planning, ongoing reflection, and a

commitment to meeting the diverse needs of the pupils, thus it contributes significantly to pupils' engagement, motivation and academic success.

This is supported by the citation of Jimena (2019), that to be fully effective in teaching and capable of adjusting to the changing needs of learners in a world of rapid social, cultural, economic and technological change, teachers themselves need to reflect on their own learning requirements in the context of their particular school environment. The teacher can use a variety of instructional methods in their classroom to meet students' learning needs, create a relaxing environment and cater for the needs of the learners regarding language, motivation and interests.

Table 5 presents the extent of effects of Philippine Professional Standards for Teachers on the teaching practices of proficient teachers as perceived by themselves with respect to diversity of learners.

Table 5. Extent of Effects of Philippine Professional Standards for Teachers on the Teaching Practices of Proficient Teachers as Perceived by Themselves with Respect to Diversity of Learners

Diversity of Learners	Weighted Mean	Verbal Interpretation	Rank
1. respect learner's gender, needs, strengths, interests and experiences.	4.69	Always	1
2. respect learner's linguistic, cultural, socio-economic and religious backgrounds.	4.56	Always	3
3. attend to learners with disabilities and recognizes the learners' giftedness and talents.	4.40	Often	5
4. guide learners in difficult circumstances.	4.53	Always	4
5. recognize learners from indigenous groups.	4.61	Always	2
Composite Mean	4.56	Always (Very High Extent)	

Extent of Effects of Philippine Professional Standards for Teachers on the Teaching Practices of Proficient Teachers as Perceived by Themselves with Respect to Diversity of Learners

The table reflects that with respect to diversity of learning, the composite mean obtained is 4.56 verbally interpreted as Always with four of the items also interpreted as Always and the remaining one item interpreted as Frequently. From the items, first in rank is Item 1 "I respect learner's gender, needs, strengths, interests and experiences" with an obtained weighted mean of 4.69 verbally interpreted as Always, however, last in rank is Item 3 "I attend to learners with disabilities and recognized the learners' giftedness and talents" with an obtained weighted mean of 4.40 verbally interpreted as Frequently.

It can be surmised from the findings that always affects the teaching practices of proficient teachers with respect to diversity of learners. This means that implementing PPS for teachers, as proficient teachers they are sensitive enough to these differences of learners and strive to create an equitable learning environment.

This implies that the proficient teachers believed that with Philippine Professional Standards for Teachers, they were able to create environments where all learners, regardless of their differences, felt welcome, respected, and supported in their learning journey, hence teachers play a key role in fostering inclusivity and adapting their instructional approaches to meet the diverse needs of their students.

The result of the study is in consonance with the ideas of Prieto (2019), that teachers must recognize the diversity and complexity in the classroom, be it the ethnicity, gender, culture, language abilities and interests. Getting students to work and learn in class is largely influenced in all these areas. Classroom diversity exists not only among students and their peers but may be also exacerbated by language and cultural differences between teachers and students. To teach ethics to teachers is the revitalization of the correct attitude in the workplace. These professionals are taught with manners, values and the proper behavior expected from them.

Table 6 presents the extent of effects of Philippine Professional Standards for Teachers on the teaching practices of proficient teachers as perceived by themselves with respect to curriculum and planning.

Table 6 Extent of Effects of Philippine Professional Standards for Teachers on the Teaching Practices of Proficient Teachers as Perceived by Themselves with Respect to Curriculum and Planning

Curriculum and Planning	Weighted Mean	Verbal Interpretation	Rank
1. plan and manage teaching and learning process.	4.45	Often	2
2. ensure that learning outcomes are aligned with learning competencies.	4.55	Always	1
3. provide relevance and responsiveness of learning programs.	4.36	Often	4
4. practice professional collaboration with my colleagues to enrich my teaching skills.	4.39	Often	3
5. ensure that teaching and learning includes ICT.	4.32	Often	5
Composite Mean	4.42	Often (High Extent)	

The table reflects that with respect to curriculum planning, the obtained composite mean is 4.42 verbally interpreted as Frequently (High Extent) with four items also interpreted as Frequently and only one item interpreted as Always. Among the items, Item 2 “I ensure that learning outcomes are aligned with learning competencies” obtained a weighted mean of 4.55 interpreted as Always and ranked first; whereas, Item 5 “I ensure that teaching and learning includes ICT” with an obtained weighted mean of 4.32 verbally interpreted as Frequently and ranked last.

It can be noted from the findings that Philippine Professional Standards for Teachers on the Teaching frequently affects the teaching practices of the proficient teachers with respect to curriculum planning. This indicates that teachers who undergone with Philippine Professional Standards for Teachers on the Teaching can easily plan and manage teaching and learning process and establish good collaboration with other teachers to enrich their instructional skills.

It can be implied that teachers agreed that Philippine Professional Standards for Teachers on the Teaching make proficient teachers flexible and able to adapt their plans based on student needs, unexpected circumstances, or feedback. This further implies that they continuously reflect on their teaching practices and make adjustments as needed, thus incorporate a variety of active learning strategies into their lessons, hence include group activities, hands-on practices, discussions, and other engaging methods to promote student participation and understanding.

This is parallel with the discussion of Majadas (2019), that subject-matter knowledge has been found to be a key factor in teacher effectiveness. However, measures of pedagogical knowledge including knowledge learning, teaching methods and curriculum have more often been found to influence teaching performance, and frequently used to exert even stronger effects than subject matter content. Although many researchers and policy makers argue for creating a single weighted composite of different measures of teachers’ effectiveness, placing teachers into a single category wherever possible may over simplify the complex nature of teaching.

Table 7 presents the extent of effects of Philippine Professional Standards for Teachers on the Teaching on the teaching practices of proficient teachers as perceived by themselves with respect to assessment and reporting.

Table 7 Extent of Effects of Philippine Professional Standards for Teachers on the Teaching on the Teaching Practices of Proficient Teachers as Perceived by Themselves with Respect to Assessment and Reporting

Assessment and Reporting	Weighted Mean	Verbal Interpretation	Rank
1. design, select, organize and utilize assessment strategies.	4.44	Often	4
2. monitor and evaluate learner’s progress and achievement	4.52	Always	1
3. provide feedback to improve learning.	4.51	Always	2

4. communicate learner's needs progress and achievement to key stakeholders.	4.38	Often	5
5. use assessment data to enhance teaching and learning practices and programs.	4.45	Often	3
Composite Mean	4.46	Often (High Extent)	

The table depicts that with respect to assessment and reporting, the composite mean obtained is 4.46 verbally interpreted as Frequently with three items also interpreted as Frequently and the remaining two items are verbally interpreted as Always. First in rank is Item 2 "I monitor and evaluate learner's progress and achievement" with a weighted mean of 4.52 verbally interpreted as always; while last in rank is Item 4 "I communicate learner's needs progress and achievement to key stakeholders" with a weighted mean of 4.38 verbally interpreted as Frequently.

It can be deduced from the results that Philippine Professional Standards for Teachers on the Teaching frequently affects the teaching practices of the proficient teachers with respect to assessment and reporting. This means that Philippine Professional Standards for Teachers on the Teaching affects the teaching practices of the proficient teachers since they were able to provide feedback in order to improve teaching and learning processes. This further means that the teachers become proficient as indicated by the monitoring and evaluating of learners' progress and achievement.

This implies that the use of Philippine Professional Standards for Teachers on the Teaching to the teaching practices make proficient teachers to use these practices not only to measure student achievement but also to guide instructional decisions, support individual student needs, and foster effective communication with student and parents. This further implies that proficient teachers use clear criteria and rubrics to assess student work, thus this transparency helps students understand expectations and provides a basis for consistent and fair evaluation.

This is related to the citation of Belluck (2019), that assessment and reporting are integral parts of the teaching and learning program and important aspects of the work of teachers and students. Assessment and reporting combine to support students to achieve high standards and to provide the basis for guiding further learning, as well as informing parents about their child's achievement. Assessment refers to all the ways we gather information about progress in a student's learning. Assessment tasks should reflect the objectives and criteria and be meaningful and relevant. They may include tests, observations, peer discussions, work samples, presentations/performances and projects.

Table 8 presents the extent of effects of Philippine Professional Standards for Teachers on the teaching practices of proficient teachers as perceived by themselves with respect to community linkages and professional engagement.

Table 8 Extent of Effects of Philippine Professional Standards for Teachers on the Teaching on the Teaching Practices of Proficient Teachers as Perceived by Themselves with Respect to Community Linkages and Professional Engagement

Community Linkages and Professional Engagement	Weighted Mean	Verbal Interpretation	Rank
1. establish learning environments that are responsive to community context	4.32	Often	4
2. engage parents and the wider school community in the educative process.	4.36	Often	3
3. practice professional ethics.	4.56	Always	1
4. Implement school policies and procedures.	4.55	Always	2
Composite Mean	4.45	Often (High Extent)	

It can be seen from the table that with respect to community linkages and professional engagement, the composite mean obtained with 4.45 verbally interpreted as Frequently with two items also interpreted as Frequently and the remaining two items interpreted as Always. Among the items, ranked first is Item 3 “practice professional ethics” with an obtained weighted mean of 4.56 verbally interpreted as Always; however, ranked last is Item 1 “I establish learning environments that are responsive to community context” with an obtained weighted mean of 4.32 verbally interpreted as Frequently.

It can be indicated from the findings that Philippine Professional Standards for Teachers frequency affects the teaching practices of the proficient teachers with respect to community linkages and professional engagement. This means that teachers with the Philippine Professional Standards for Teachers established collaboration with parents and school community in the educative process. This further indicates that they were able to implement rule and regulations of the school.

The results imply that teachers become proficient due to Philippine Professional Standards for Teachers since they foster strong community linkages and professional engagement, contribute to a supportive and collaborative educational environment, thus enhance the overall effectiveness of teaching, promote student success, and strengthen the connections between schools and their surrounding communities.

This is supported by the statements of Collins (2019), that school does not only stand on its own, rather it is accompanied by the community, linkages and other organizations with the goal of improving education and making education accessible to all. Linkages and networks only show that even distant countries are making ways to communicate and share whatever they know and impart learning with each other. With these ideas about linkages and networks in existence, pre-service teachers are given assurance that the teacher species is making its way to success and improvement, that many people believe in the ability and importance of teachers, and that many people still value the importance of education in the fast-changing world.

Table 9 presents the extent of effects of Philippine Professional Standards for Teachers on the teaching practices of proficient teachers as perceived by themselves with respect to personal growth and professional development.

The table depicts that with respect to personal growth and professional development, the composite mean obtained is 4.43 verbally interpreted as Frequently with most of the items are also interpreted Frequently and only one item interpreted as Always. Among the items, Item 2 “demonstrate dignity of teaching as a profession” as ranked first with an obtained weighted mean of 4.59 verbally interpreted as Always; otherwise Item 5 “attain professional development goals” as ranked last with an obtained weighted mean of 4.33 verbally interpreted as Frequently.

Table 9 Extent of Effects of Philippine Professional Standards for Teachers on the Teaching Practices of Proficient Teachers as Perceived by Themselves with Respect to Personal Growth and Professional Development

Personal Growth and Professional Development	Weighted Mean	Verbal Interpretation	Rank
1. have a sound philosophy of teaching	4.38	Often	4
2. demonstrate dignity of teaching as a profession	4.59	Always	1
3. practice professional links with colleagues.	4.40	Often	3
4. practice professional reflection and learning to improve practice	4.43	Often	2
5. attain professional development goals	4.33	Often	5
Composite Mean	4.43	Often (High Extent)	

Personal Growth and Professional Development	Weighted Mean	Verbal Interpretation	Rank
6. have a sound philosophy of teaching	4.38	Often	4
7. demonstrate dignity of teaching as a profession	4.59	Always	1
8. practice professional links with colleagues.	4.40	Often	3
9. practice professional reflection and learning to improve practice	4.43	Often	2
10. attain professional development goals	4.33	Often	5
Composite Mean	4.43	Often (High Extent)	

It can be deduced from the findings that Philippine Professional Standards for Teachers frequently affects the teaching practices of the proficient teachers with respect to personal growth and professional development. This means that Philippine Professional Standards for Teachers guided the teachers to become proficient as indicated by their practice of professionalism in dealing with peers and colleagues.

This implies that Philippine Professional Standards for Teachers guided teachers to become proficient in way by which they involve themselves on ongoing efforts to enhance their skills, knowledge, and overall effectiveness as educators. This further implies that this process includes both personal and professional aspects, contributing not only to the individual teacher's growth but also to the improvement of educational practices and student outcomes, thus continuous learning helps them stay abreast of new developments in their field and deepen their expertise. This is supported by the discussion of Padillio (2021) that professional development can be enhanced through faculty development activities such as instructional planning, instructional delivery, knowledge of the subject matter, rapport with the students and classroom management.

Table 10 presents the summary on the extent of effects of the table depicts that with respect to personal growth and professional development, the composite mean obtained is 4.43 verbally interpreted as Frequently with most of the items are also interpreted Frequently and only one item interpreted as Always. Among the items, Item 2 "demonstrate dignity of teaching as a profession" as ranked first with an obtained weighted mean of 4.59 verbally interpreted as Always; otherwise Item 5 "attain professional development goals" as ranked last with an obtained weighted mean of 4.33 verbally interpreted as Frequently on the teaching practices of proficient teachers as perceived by themselves with respect to the different aspects.

As reflected from the table that among the aspects of teaching practices, the overall mean obtained is 4.45 verbally interpreted as High Extent with five of the aspects also interpreted as High Extent and the remaining two aspects are interpreted Very High Extent. "Learning Environment" obtained the highest weighted mean of 4.61 verbally interpreted as Very High Extent; followed by "Diversity of Learners" with an obtained weighted mean of 4.56 also interpreted as Very High Extent; while "Curriculum Planning" and "Content Knowledge and Pedagogy" got the lowest weighted means of 4.42 and 4.24 respectively both interpreted as High Extent.

Table 10 Summary on the Extent of Effects of Philippine Professional Standards for Teachers on the Teaching Practices of Proficient Teachers as Perceived by Themselves with Respect to the Different Aspects

Aspects	Weighted Mean	Verbal Interpretation	Rank
Content Knowledge and Pedagogy,	4.24	High Extent	7
Learning Environment	4.61	Very High Extent	1
Diversity of Learners	4.56	Very High Extent	2
Curriculum and Planning	4.42	High Extent	6
Assessment and Reporting	4.46	High Extent	3
Community Linkages and Professional Engagement,	4.45	High Extent	4
Personal Growth and Professional Development	4.43	High Extent	5
Overall Mean	4.45	High Extent	

It can be inferred from the findings that Philippine Professional Standards for Teachers has high extent of effects on the teaching practices of the proficient teachers with respect to 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.

Findings imply that teachers believed that with Philippine Professional Standards for Teachers their teaching practices makes them more proficient in teaching. This further implies that proficient teachers exhibit a range of effective teaching practices that contribute to student learning and overall classroom success, thus establish and maintain a positive and well-managed classroom environment.

This relates with the discussion of Korir (2022) that globally competitive teachers are encultured with the ideals, aspirations and traditions of sufficient pedagogical knowledge and skills for quality education. All efforts to improve the quality of education are dependent on the instructional competence of teachers and their capacity to undertake the various important roles and functions. These endorse the need for teachers embrace concrete mechanisms of enhancing their instructional competences to constantly innovate and adapt to dynamic student needs for their Competency-based mastery.

Significant Difference on the Extent of Effects of Philippine Professional Standards Philippine Professional Standards for Teachers on the Teaching Practices of Proficient Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of their Profile

Table 11 presents the result of the test on the significant difference on the extent of effects of PPST on the teaching practices of proficient teachers as perceived by themselves with respect to the different aspects in terms of their profile.

Registered on the table are the p-values for all the aspects higher than 0.05 when the respondents were grouped by age, civil status, educational attainment, position title and in-service training which accepted the null hypothesis. However, results showed that the null hypothesis was rejected in terms of sex with respect to diversity of learners, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Likewise, the null hypothesis was rejected for assessment and reporting vary in terms of their length of service.

It can be concluded that there is no significant difference in the perceived extent of effects of Philippine Professional Standards for Teachers on the teaching practices of proficient teachers as perceived by themselves with respect to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development in terms of age, civil status, educational attainment, position title and in-service training.

However, the male and female teachers differ in their perceive effect of Philippine Professional Standards for Teachers with respect to diversity of learners, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Further, their perception also differs on assessment and reporting vary in terms of their length of service.

This could imply that teachers' maturity level, their status in life, education attained, their position title and in-service trainings attended do not affect the PPST in the teaching practices of proficient teachers, which means that the older they become, whether they are married or not, whatever education they attained, the highest position they have, and the more seminars they attended, has nothing to do with their teaching practices as proficient teachers.

This is related to the findings on the study of Roberto (2019), that no significant difference in both the teaching standards competence and performance when the teachers were grouped the teaching standards competence and performance when the teachers were grouped according to sex, educational attainment, marital status, and status of employment.

Table 11 *Significant Difference on the Extent of Effects of Philippine Professional Standards for Teachers on the Teaching Practices of Proficient Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of their Profile*

Variables/Aspects	F-value	p-value	Null Hypothesis	Verbal Interpretation
Age				
Content Knowledge and Pedagogy	0.928	0.448	Accepted	Not Significant
Learning Environment	1.288	0.276	Accepted	Not Significant
Diversity of Learners	1.056	0.379	Accepted	Not Significant
Curriculum and Planning	0.539	0.707	Accepted	Not Significant
Assessment and Reporting	1.677	0.156	Accepted	Not Significant
Community Linkages and Professional Engagement	1.761	0.138	Accepted	Not Significant
Personal Growth and Professional Development	0.929	0.448	Accepted	Not Significant
Sex				
Content Knowledge and Pedagogy	1.488	0.224	Accepted	Not Significant
Learning Environment	2.014	0.157	Accepted	Not Significant
Diversity of Learners	7.112	0.008	Rejected	Significant
Curriculum and Planning	3.442	0.065	Accepted	Not Significant
Assessment and Reporting	5.486	0.020	Rejected	Significant
Community Linkages and Professional	8.004	0.005	Rejected	Significant
Personal Growth and Professional Development	7.637	0.006	Rejected	Significant
Civil Status				
Content Knowledge and Pedagogy	1.341	0.256	Accepted	Not Significant
Learning Environment	0.419	0.795	Accepted	Not Significant
Diversity of Learners	0.348	0.845	Accepted	Not Significant
Curriculum and Planning	0.139	0.968	Accepted	Not Significant
Assessment and Reporting	0.707	0.588	Accepted	Not Significant
Community Linkages and Professional	0.927	0.449	Accepted	Not Significant
Personal Growth and Professional Development	0.795	0.529	Accepted	Not Significant
Educational Attainment				
Content Knowledge and Pedagogy	1.231	0.295	Accepted	Not Significant
Learning Environment	0.785	0.561	Accepted	Not Significant
Diversity of Learners	0.755	0.583	Accepted	Not Significant
Curriculum and Planning	1.538	0.179	Accepted	Not Significant
Assessment and Reporting	1.369	0.237	Accepted	Not Significant
Community Linkages and Professional	1.946	0.088	Accepted	Not Significant
Personal Growth and Professional Development	1.887	0.098	Accepted	Not Significant
Position Title				
Content Knowledge and Pedagogy	0.606	0.546	Accepted	Not Significant
Learning Environment	0.466	0.628	Accepted	Not Significant
Diversity of Learners	0.623	0.537	Accepted	Not Significant
Curriculum and Planning	0.988	0.374	Accepted	Not Significant
Assessment and Reporting	0.578	0.562	Accepted	Not Significant
Community Linkages and Professional	0.168	0.845	Accepted	Not Significant

Personal Growth and Professional Development	0.288	0.750	Accepted	Not Significant
Length of Service				
Content Knowledge and Pedagogy	0.447	0.774	Accepted	Not Significant
Learning Environment	1.780	0.134	Accepted	Not Significant
Diversity of Learners	0.929	0.448	Accepted	Not Significant
Curriculum and Planning	1.626	0.169	Accepted	Not Significant
Assessment and Reporting	2.605	0.037	Rejected	Significant
Community Linkages and Professional	1.584	0.180	Accepted	Not Significant
Personal Growth and Professional Development	1.129	0.344	Accepted	Not Significant
In-service Training Attended				
Content Knowledge and Pedagogy	0.855	0.512	Accepted	Not Significant
Learning Environment	1.718	0.132	Accepted	Not Significant
Diversity of Learners	1.549	0.176	Accepted	Not Significant
Curriculum and Planning	0.746	0.590	Accepted	Not Significant
Assessment and Reporting	0.584	0.712	Accepted	Not Significant
Community Linkages and Professional	0.905	0.479	Accepted	Not Significant
Personal Growth and Professional Development	0.719	0.610	Accepted	Not Significant

Level of Performance of Teachers as Revealed by Their Latest Rating in the Individual Performance Commitment and Review (IPCR)

Table 12 presents the level of performance of teachers as revealed by their latest rating in the IPCR.

Table 12. *Level of Performance of the Teacher Respondents*

IPCR Rating	Adjectival Rating	Frequency	Percent	Rank
4.500-5.000	Outstanding	33	15.0	2
3.500-4.499	Very Satisfactory	186	84.5	1
2.500-3.499	Satisfactory	1	0.5	3
1.500-2.499	Unsatisfactory			
below 1.499	Poor	-	-	-
	Total	220	100.0	
Highest Rating = 4.923				
Lowest Rating = 3.470				
Mean Rating = 4.314(VS)				

As indicated by the performance of teachers as revealed by their latest rating in the Individual Performance Commitment and Review (IPCR), among the 220 teachers, there are 186 or 84.5 percent who obtained IPCR Rating of 3.500 – 4.499 verbally interpreted as Very Satisfactory; followed by 33 or 15.0 percent with an obtained IPCR Rating of 4.500-5.000 verbally interpreted as Outstanding and only 1 or 0.5 obtained a rating of 2.500 – 3.499 verbally interpreted as Satisfactory.

It can be noted from the IPCR rating, the highest rating obtained is 4.923 and the lowest rating is 3.470 with a mean rating of 4.314. This means that the teachers have a very satisfactory performance as revealed by their latest rating in the IPCR.

This implies that with the Philippine Professional Standards for Teachers, the teachers are proficient in dealing with the teaching practices. This means that they actively pursue opportunities for professional development and they attend workshops, conferences, and training sessions to stay updated on educational trends, research and effective teaching strategies, thus enhance their work performance.

This is related to the statements of Usha (2022) that changing trends in markets and emerging of the new firms demands and efficient employees in an organization. As human resources the most important role in any organization, they should be monitored and kept in high spirits. The Performance appraisal helps the management to assess the strengths and weakness of the employees. It is a tool for measuring their performance in the current period and also their future potential. It helps the management to easily identify the under performers. Based on the Performance appraisal a proper feedback should be given which helps the employees to improve themselves.

Significant Relationship Between the Perceived Extent of Effects of Philippine Professional Standards on the Teaching Practices and the Level of Performance of Teachers

Table 13 presents the result of the test on the significant relationship between the perceived extent of effects of Philippine Professional Standards for Teachers on the teaching practices and the level of performance of teachers.

Table 13 *Significant Relationship Between the Perceived Extent of Effects of Philippine Professional Standards on the Teaching Practices and the Level of Performance of Teachers*

Aspects	r-value	p-value	Null Hypothesis	Verbal Interpretation
Content Knowledge and Pedagogy	0.136	0.044	Rejected	Significant
Learning Environment	0.169	0.012	Redejected	Significant
Diversity of Learners	0.148	0.028	Rejected	Significant
Curriculum and Planning	0.176	0.009	Rejected	Significant
Assessment and Reporting	0.167	0.014	Rejected	Significant
Community Linkages and Professional Engagement,	0.171	0.011	Rejected	Significant
Personal Growth and Professional Development	0.171	0.011	Rejected	Significant

The test on the significant relationship between the perceived extent of effects of Philippine Professional Standards for Teachers for teachers on the teaching practices and the level of performance of teachers gained p-values lower than 0.05 for all the seven aspects thus the null hypothesis is rejected. Conclusively, there is a positive relationship between the level of performance of teachers and the perceived extent of effects of Philippine Professional Standards for Teachers on the teaching practices with respect to 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.

It can be implied that the relationship between teaching practices and the work performance of teachers is multidimensional and interconnected. This means that effective teaching practices directly contribute to positive student outcomes, a well-managed classroom, and a professional, collaborative, and inclusive e school environment, thus teachers who continually refine and adapt their teaching practices contribute significantly to their overall work performance and the success of their students.

This relates with the findings of Dal Corso (2019) which revealed that perceived performance appraisal justice was positively associated to performance appraisal satisfaction, which, in turn, was positively associated with job performance, job satisfaction, life satisfaction. Consequently, performance appraisal satisfaction totally mediated the relations between performance appraisal justice and the outcomes considered.

CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

1. Teachers' age, civil status, educational attainment, position title and in-service training are not significant on the extent of effects of Philippine Professional Standards for Teachers on the teaching practices; while sex and length of service are significant in some aspects.
2. Teaching practices are associated with the level of work performance of the teachers.

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