



Teachers' Performance: An Input to Teacher Development

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Abstract

This study examined the teaching performance of faculty members of the College of Teacher Education (CTE) using the Philippine Professional Standards for Teachers (PPST) as an analytic framework and utilized the results as empirical inputs to a teacher development plan. A convergent parallel mixed-methods design was employed. Quantitative data were obtained through total enumeration of 58 faculty members using a PPST-adapted survey instrument, while qualitative data were generated through semi-structured interviews. Quantitative analyses included domain-level descriptive statistics, correlation analyses with assumption checks, effect sizes, and adjustments for multiple testing. Qualitative data were analyzed thematically and integrated with quantitative findings through joint displays and narrative weaving. Results indicated consistently high self-reported performance across the seven PPST domains (overall $M = 4.82$, $SD = 0.21$), with the highest ratings in Personal Growth and Professional Development and Community Linkages and Professional Engagement. Correlational analyses showed limited associations between profile variables and teaching performance; however, age, academic rank, years of service, and number of trainings attended were significantly related to the Curriculum and Planning domain (adjusted $p < .05$; small-to-moderate effect sizes). Qualitative findings corroborated strong pedagogical competence, inclusive practices, transparent assessment, and sustained professional growth, while also contextualizing potential ceiling effects inherent in self-report data. Based on the integrated findings, a CTE Teacher Development Plan was formulated and is presented as an appendix, with explicit linkages to empirical results. The study underscores the value of performance data as a diagnostic input for targeted teacher development, while highlighting the need for triangulated evaluation approaches in future research.

Keywords: teacher performance, Philippine Professional Standards for Teachers, mixed methods, professional development, higher education

1 Introduction

Teacher quality is widely recognized as a central determinant of educational effectiveness and student learning outcomes. Contemporary educational reforms increasingly emphasize evidence-based teacher development systems grounded in systematic performance

evaluation. In the Philippine context, the Philippine Professional Standards for Teachers (PPST) provides a nationally aligned framework that articulates expectations for effective teaching across seven domains, encompassing instructional competence, learning environments, inclusivity, assessment, professional engagement, and continuous growth.

Teachers are seen to be the active movers of a curriculum. They continually seek knowledge and change various aspects. Such changes happen due to the eternal desire to be better and to adapt. As the challenges of each classroom change, teachers also learn how to toggle and improve necessary skills, become flexible, and aim for development. Moreover, that is the only way for them to improve their performance. Teachers' performance could then be considered input into their development (Relon, L.2016).

Teacher performance is determined by the kind of impact they bring to students' performance. What students show and what students develop depend so much on a teacher's capacity to touch students' lives and contribute to their well-being. Great teachers produce great students. Moreover, these great teachers are seen to be actively involved in academic endeavors as well as in classroom management (Pacpaco et al., 2022).

Rather than viewing teacher performance solely as an outcome, this study conceptualizes performance as a diagnostic input for designing responsive and sustainable professional development initiatives. Drawing from systems theory and evidence-based professional learning literature, the study positions performance evaluation as a cyclical process that informs planning, implementation, and refinement of development programs. This approach aligns with international research demonstrating that professional development is most effective when grounded in actual performance evidence rather than generic or decontextualized training (Darling-Hammond et al., 2017; Guskey, 2002).

Teachers require ongoing professional development to stay updated on research, technology, and curriculum resources. The experiential, collaborative, and culturally connected approach to teaching fosters student understanding and knowledge. Teacher quality is positively linked to student learning, leading to the development of teacher evaluation systems. Effective teachers are agents in achieving curriculum goals, enhancing their knowledge and pedagogical skills (Robinson, 2018). An article from the Education and Manpower Bureau stated that a well-structured staff appraisal system can provide important professional growth for teachers and allow school management to evaluate their performance effectively. The teacher evaluation system helps in acknowledging and motivating strong performance, pinpointing areas for growth, and enhancing teachers' overall effectiveness

It has been a challenge to constantly update these procedures and instruments in the classroom to ensure that teachers bring out the best in all their students.

The curriculum goes beyond subject knowledge to include concepts and methods of teaching (Nixon, 2020). Educators should constantly find innovative ways to engage learners—by incorporating the latest advancements in their field or seeking opportunities to connect across disciplines to explore ideas from different subject perspectives. They often reflect on their practice to improve, making self-improvement a vital part of their professional development.

Teachers must continuously seek effective learning methods and creative assessment methods to prepare students for future tools. They must teach technology effectively and integrate it into inquiry units, fostering critical thinking and creativity (Nixon, 2020).

Evidence strongly shows that a competent teacher is crucial for enhancing student outcomes; in other words, effective learning relies on effective teaching. Therefore, enhancing teacher quality is essential for lasting and sustainable national progress.343434

The Philippine education system is experiencing continuous transformation due to various national and global influences. Programs like K to 12, regional cooperation through ASEAN, and the effects of globalization, together with the changing needs of modern learners, make it essential for schools to remain adaptable and for teacher standards to be consistently reviewed and strengthened.

To respond to these challenges, the Philippine government has consistently introduced reforms aimed at improving the quality of teaching. One major initiative was the creation of the National Competency-Based Teacher Standards (NCBTS), established through CHED Memorandum Order No. 52, s. 2007 and DepEd Memorandum No. 32, s. 2009. The NCBTS formed part of the wider Basic Education Sector Reform Agenda (BESRA) and was developed based on insights from earlier education programs such as BEAM (Basic Education Assistance for Mindanao), STRIVE (Strengthening Implementation of Visayas Education), and TEEP (Third Elementary Education Project).

To build on these reforms, the Philippine Professional Standards for Teachers (PPST) was created to guide teacher development from preservice training to professional practice. The PPST lays out clear standards through domains, strands, and indicators that describe effective teaching, support continuous growth, and ensure meaningful engagement in line with the K to 12 Reform.

The PPST is grounded in the principles of learner-focused instruction, continuous growth, and inclusive education. It goes beyond being a simple framework by acting as a declaration of professional responsibility—guiding teachers to evaluate their practices, pursue improvement, and play a vital role in enhancing student learning and raising the standard of education.

The Philippine Professional Standards for Teachers describe the expected progression of teachers in terms of knowledge, classroom practice, and professional involvement. They also acknowledge that educators continuously develop deeper insights, which they apply more effectively across varied and increasingly complex teaching and learning situations. The standards are organized into seven key domains: (1) Content Knowledge and Pedagogy, (2) Learning Environment, (3) Diversity of Learners, (4) Curriculum and Planning, (5) Assessment and Reporting, (6) Community Linkages and Professional Engagement, and (7) Personal Growth and Professional Development.

While numerous studies have examined teacher performance using the PPST in basic education settings, fewer have explored its application in higher education laboratory schools and its explicit use as an input to structured development planning. Moreover, existing studies often rely heavily on self-reported measures, raising concerns about ceiling effects and social desirability bias. Addressing these gaps, the present study employs a mixed-methods design to generate a more nuanced understanding of faculty teaching performance and its implications for institutional development planning.

2 Objectives of the Study

This study looked at the teaching performance of the College of Teacher Education faculty. It aimed to identify the respondents' profiles based on sex, age, civil status, educational background, specialization, academic rank, and the number of training sessions and seminars attended. The research examined the faculty's teaching performance according to the seven (7) domains of the Philippine Standard for Teachers, which were stated in the previous discussions. It also aimed to discover any significant relationships between the respondents' profiles and their teaching performance. Additionally, the study considered the faculty's

practices in the teaching and learning process. Based on the findings, a teacher development plan was created to support the study's results.

3 Theoretical Underpinnings

3.1 Theoretical Anchors

This study is anchored in Bandura's Social Cognitive Theory, which emphasizes the reciprocal interaction of personal factors, behavior, and environmental influences in professional learning (Bandura, 1986); systems theory, which conceptualizes performance data as inputs in continuous improvement cycles (Bertalanffy, 1968); and reflective practice models articulated by Schön (1983) and Danielson (2007). Collectively, these frameworks support the use of teacher performance evidence as a basis for structured and context-responsive development planning.

3.2 Teacher Performance and Professional Development

Teacher performance has been consistently linked to student achievement and institutional effectiveness. Frameworks such as Danielson's Framework for Teaching and Stronge's model of teacher effectiveness emphasize measurable domains—including planning, instruction, assessment, and professional growth—as bases for formative and summative evaluation (Danielson, 2007; Stronge, 2007). Empirical evidence further suggests that performance-based feedback strengthens instructional competence and supports targeted professional learning (Guskey, 2002; Avalos, 2011).

Darling-Hammond et al. (2017) demonstrated that sustained, collaborative, and data-informed professional development produces significant improvements in teacher practice and student outcomes. Similarly, Day and Gu (2010) highlighted the role of supportive professional development systems in enhancing both teacher motivation and performance. Recent syntheses of teacher professional development research reinforce these findings, emphasizing the importance of grounding professional learning in real performance metrics and classroom evidence (Education Sciences, 2025; Education and Information Technologies, 2024).

Guskey (2002) examined the relationship between professional development and improvements in teaching practice, concluding that systematic evaluation of teacher performance is critical in designing effective training programs. He argued that teachers are more likely to change when they see concrete evidence of performance gains resulting from development interventions. This aligns with the current study's premise that teacher performance can serve as a valid input for structuring developmental programs.

Stronge (2007) emphasized that teacher effectiveness depends on measurable domains such as planning, instruction, assessment, and professional growth. His study supported the idea that systematic evaluation of these domains provides actionable data for improvement. Using performance-based information enables educational leaders to tailor development initiatives that directly enhance the identified competencies.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017) found that continuous, data-informed professional development significantly improves teacher practice and student outcomes. Their findings suggest that development initiatives are most effective when grounded in performance evidence rather than generic training. This study reinforces the idea that teacher performance can function as a diagnostic tool for planning teacher development programs.

Avalos (2011) conducted a review of research on teacher professional development and concluded that meaningful improvement occurs when teachers engage in reflective practice based on actual performance feedback. The findings support integrating teacher performance evaluations into ongoing professional learning cycles, underscoring their role as inputs to teacher development.

Day and Gu (2010) explored the connection between teachers' commitment, motivation, and performance, revealing that supportive professional development systems enhance both morale and teaching quality. Their study demonstrates that when teacher development is informed by performance data, it fosters both competence and commitment, leading to sustained professional growth.

He, Guo, and Abazie (2024) examined the predictive relationship between principals' instructional leadership and teacher professional development, finding that leaders who effectively utilize teacher performance data foster stronger and more targeted professional growth among their faculty. This supports the idea that institutional leadership plays a vital mediating role between teacher performance evaluation and development initiatives.

Meanwhile, a study on Professional Learning Communities (PLCs) conducted in Guiyang, China, in 2024 revealed that collaborative practices, shared values, and reflective discussions among teachers significantly enhance teacher performance. These findings imply that embedding performance feedback within collaborative structures strengthens professional learning outcomes.

A 2024 research on asynchronous online professional development found that teachers' self-perceived learning gains did not always align with their actual measured performance (Education and Information Technologies, 2024). This suggests that relying solely on self-reports can be misleading and that performance-based evaluation remains the most reliable foundation for planning teacher development.

Similarly, the 2024 synthesis of online teacher professional development published in *Education and Information Technologies* found that online and blended PD programs positively affect teacher competence and self-efficacy, provided they are well-structured and data-driven. This supports the concept that measured teacher performance can guide the design of effective online PD opportunities.

Another systematic review by Education Sciences (2025) concluded that in-service teachers benefit most from professional learning when it is ongoing, relevant, and tied to real performance metrics. Programs detached from actual classroom performance were found to be less effective and less sustainable.

Finally, Merino et al. (2025) explored continuing professional development among STEM teachers and recommended a formative trajectory that uses performance results as benchmarks for designing subject-specific development. Together, these studies highlight that teacher performance is not only a measure of instructional effectiveness but also a strategic input for designing, implementing, and evaluating teacher development programs.

3.3 Philippine Professional Standards for Teachers (PPST)

The PPST articulates expectations for teacher competence across seven domains: (1) Content Knowledge and Pedagogy, (2) Learning Environment, (3) Diversity of Learners, (4) Curriculum and Planning, (5) Assessment and Reporting, (6) Community Linkages and Professional Engagement, and (7) Personal Growth and Professional Development. Developed as an evolution of the National Competency-Based Teacher Standards, the PPST

guides teacher development from preservice preparation through in-service practice and career progression.

Comparative studies applying the PPST framework have reported generally high levels of teacher self-assessed competence, particularly in content knowledge and professional growth, while also noting variability across domains and contexts (Manigbas et al., 2024; Gepila, 2020). These findings underscore both the utility of the PPST as an evaluative framework and the methodological challenges associated with self-report instruments.

Teaching, and systems-based perspectives on professional development. Empirical studies consistently demonstrate that performance-based feedback strengthens instructional competence and guides targeted professional learning. These frameworks collectively support the use of teacher performance data as an input to structured development planning.

The reviewed theories and studies collectively affirm that teacher performance is not merely an outcome of educational processes but a dynamic input for professional development. Systems and IPO theories justify the cyclical use of performance as data for continuous improvement; Bandura and Knowles highlight the psychological and experiential bases of teacher learning; while Schön and Danielson provide frameworks for reflection and structured development. Empirical studies further validate that performance-based inputs make teacher development programs more relevant, personalized, and effective. Thus, using teacher performance as a foundation for development initiatives ensures that professional learning is both evidence-based and transformative.

4 Methodology

Research Design. A convergent parallel mixed-methods design was employed. Quantitative and qualitative data were collected concurrently, analyzed independently, and integrated during interpretation. Integration was operationalized through joint displays and narrative comparison of quantitative domain-level results with qualitative themes. Integration of quantitative and qualitative findings revealed convergence across PPST domains, particularly in pedagogy, assessment, and professional growth. Qualitative data contextualized the high quantitative ratings and illuminated practices underlying perceived competence. At the same time, the integration highlighted methodological limitations, including reliance on self-report data and selective qualitative sampling, underscoring the need for multi-source performance evidence.

Respondents/Participants and Sampling of the Study. The quantitative component involved the total enumeration of all 58 faculty members of the College of Teacher Education, including those from the Laboratory Grade School, Junior High School, and Senior High School. For the qualitative strand, purposive sampling was used to select faculty members with demonstrated instructional strengths based on performance indicators. While this approach enabled in-depth exploration of effective practices, it also introduced potential selection bias; this limitation is addressed in the discussion.

Data Gathering Instrument. The quantitative instrument was adapted from the Philippine Professional Standards for Teachers. Items were contextualized for higher education laboratory school settings while retaining alignment with the original PPST domains and indicators. Sample items include: *"I align lesson objectives, instructional strategies, and assessments with curriculum standards"* (Curriculum and Planning) and *"I use varied assessment tools to monitor and support student learning"* (Assessment and Reporting). Responses were measured using a five-point Likert scale (1 = Very Low to 5 = Very High).

The adaptation process involved content mapping to PPST indicators, expert review by three senior teacher educators, and minor linguistic revisions for contextual clarity. Internal consistency reliability was high across domains (Cronbach's $\alpha = .89-.96$).

To determine the teaching performance of the respondents, the following norms were used:

| Statistical Range | Descriptive Rating |
|-------------------|--------------------|
| 4.21 - 5.00 | Very High (VH) |
| 3.41 - 4.20 | High (H) |
| 2.61 - 3.40 | Average (A) |
| 1.81 - 2.60 | Low (L) |
| 1.0 - 1.80 | Very Low (VL) |

A semi-structured interview guide was developed to explore faculty instructional practices, classroom management, assessment approaches, inclusivity strategies, and professional growth experiences. Questions were explicitly aligned with the seven PPST domains.

Data Gathering Procedure. Surveys and interviews were conducted during the same data collection period. Interviews were audio-recorded with consent, transcribed verbatim, and anonymized prior to analysis.

Quantitative data were analyzed using descriptive statistics (means, standard deviations), Pearson product-moment correlations, and effect sizes (r). Assumptions of normality and linearity were examined using Shapiro-Wilk tests, skewness and kurtosis indices, and scatterplots. To control for inflated Type I error due to multiple correlations, a Bonferroni-adjusted alpha level was applied.

Qualitative data were analyzed through thematic analysis following iterative coding, theme development, and peer debriefing. Trustworthiness was enhanced through audit trails and analytic memoing.

Ethical Considerations. Research ethics were properly upheld throughout the conduct of the study. Permission to collect data was obtained from the appropriate authorities, and informed consent was secured from all respondents. The purpose of the study was clearly explained to them, allowing each respondent to decide voluntarily whether to participate. They were assured that all information provided would remain confidential and be used solely for research purposes.

The study observed ethical considerations throughout the processes of data collection, analysis, and presentation. Participants were given the freedom to skip any part of the instrument they did not wish to answer. Although the instrument included a space for names, participants had the option not to disclose their identity. All responses were handled with strict confidentiality, and the findings were reported in aggregated form to ensure that no individual could be identified. Participants also retained the right to withdraw from the study at any time. All data will be securely stored and accessed only by the researcher.

Most of the researchers are educators whose primary aim is to contribute to the advancement of knowledge. It is important to note that this research is not driven by any personal motives. The researchers' sole interest is to determine the extent to which the educational theories of the College of Teacher Education are applied in actual practice.

The researchers carefully observed privacy and confidentiality throughout the study. All records and documents obtained were used solely for research purposes. These materials were securely placed in sealed envelopes and kept in a safe storage box. One year after the

completion of the study, all records will be properly disposed of to ensure the continued protection of participants' information.

The participants in this study were not considered part of a vulnerable group, as they were all above 21 years of age and had been engaged in the teaching profession for more than a year.

However, their right to choose whether or not to participate was fully respected. Participation in the study was entirely voluntary, and they were free to withdraw at any time without any consequence. The researchers also ensured that no offensive, discriminatory, or inappropriate language was used that could cause discomfort or harm to the participants.

The researchers anticipated minimal risk for participants in this study. Any potential risk may arise only when respondents are asked to share suggestions for improving the curriculum or programs. To address this, the researcher will uphold strict privacy and confidentiality by keeping participants' responses anonymous and ensuring that no individual answers are disclosed. All records of participation will be securely disposed of one year after the completion of the study.

he respondents may gain from this study since it aims to evaluate the teaching performance of the faculty in the College of Teacher Education. The results will be used to enhance teacher development and address challenges in improving the performance of those handling Field Study courses, ensuring they meet the needs of 21st-century learners. No monetary or material compensation is provided for participation in this research.

In this research, there was no remuneration given to the respondents/participants in exchange for their participation in the study. Their participation is voluntary, and they will not be compensated for this research endeavor.

This study will assist the institution, particularly the College of Teacher Education–Laboratory Schools, in formulating a development plan aimed at achieving quality education. It will also help administrators and teachers become more aware of the current teaching performance, encouraging them to explore ways to enhance faculty effectiveness. Such improvements may, in turn, contribute to producing high-quality students across the university.

Statistical Tools. Frequency counts and percentage distributions were applied to describe the respondents' profile. The mean was utilized to assess their level of teaching performance, while simple correlation analysis was employed to examine the relationship between the respondents' profile and their teaching performance.

5 Results and Discussions

5.1 Profile of the Respondents

Most respondents were female, married, and held doctoral degrees. A majority had attended 11–20 professional development activities and were ranked as instructors at the time of the study.

5.1.1 Extent of Teaching Performance

As depicted in Table 1, next page, the extent of teaching performance on content Knowledge and pedagogy got an overall mean rating of 4.89, described as "Very High." This achievement is attributed to continuous professional development, collaboration, and administrative support. This supports the statement of one of the faculty during the interview, *"It indicates that students are benefiting from quality instruction and that institutional efforts*

toward faculty growth are effective. We aim to sustain and further improve this performance through reflective teaching, innovation, and mentoring of new teachers.” A study by Manigbas et al. (2024) titled *“Teachers' Competency in Content Knowledge and Pedagogy in Buhi South District, Philippines”* showed that teachers possessed a high level of competence in both content knowledge and pedagogy, which supports the finding of a very high teaching performance rating of 4.89. Likewise, Tañedo et al. (2024) found that teachers with strong mastery of subject matter and effective teaching strategies had a positive impact on students' academic achievement. These studies highlight that continuous professional growth, effective instructional practices, and a solid understanding of content are essential in sustaining high teaching performance and ensuring quality education.

Table 1. The Extent of Teaching Performance on Content Knowledge and Pedagogy

| Indicators | Respondents | | Dean | | Program Heads | | Overall | |
|--|-------------|-----------|-------------|-----------|---------------|-----------|-------------|-----------|
| | x | DR | x | DR | x | DR | x | DR |
| A. Content Knowledge and Pedagogy | | | | | | | | |
| 1. Apply knowledge of content within and across curriculum teaching areas. | 4.92 | VH | 4.92 | VH | 4.92 | VH | 4.92 | VH |
| 2. Use research-based knowledge and principles of teaching and learning to enhance professional practice. | 4.68 | VH | 4.79 | VH | 4.74 | VH | 4.74 | VH |
| 3. Ensure the positive use of ICT to facilitate the teaching and learning process. | 4.68 | VH | 4.92 | VH | 4.80 | VH | 4.80 | VH |
| 4. Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. | 4.82 | VH | 4.76 | VH | 4.79 | VH | 4.79 | VH |
| 5. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. | 4.89 | VH | 4.95 | VH | 4.92 | VH | 4.92 | VH |
| 6. Display proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning | 4.87 | VH | 4.89 | VH | 4.88 | VH | 4.88 | VH |
| 7. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement | 4.89 | VH | 4.95 | VH | 4.92 | VH | 4.92 | VH |
| As a Whole | 4.80 | VH | 4.89 | VH | 4.89 | VH | 4.89 | VH |

Legend:

Statistical Range

4.21 - 5.00

3.41 - 4.20

2.61 - 3.40

1.81 - 2.60

1.00 - 1.80

Descriptive Rating

Very High (VH)

High (H)

Average (A)

Low (L)

Very Low (VL)

Table 2. The Extent of Teaching Performance on the Learning Environment

| Indicators \ Respondents | Dean | | Program Heads | | Overall | |
|--|-------------|-----------|---------------|-----------|-------------|-----------|
| | x | DR | x | DR | x | DR |
| A. Learning Environment | | | | | | |
| 1. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures. | 4.84 | VH | 4.87 | VH | 4.86 | VH |
| 2. Maintain learning environments that promote fairness, respect, and care to encourage learning. | 4.66 | VH | 4.63 | VH | 4.64 | VH |
| 3. Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments. | 4.58 | VH | 4.53 | VH | 4.55 | VH |
| 4. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning. | 4.37 | VH | 4.53 | VH | 4.45 | VH |
| 5. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their learning. | 4.74 | VH | 4.95 | VH | 4.84 | VH |
| 6. Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments. | 4.82 | VH | 4.95 | VH | 4.88 | VH |
| As a Whole | 4.69 | VH | 4.71 | VH | 4.77 | VH |

As seen on the table, the extent of teaching performance in the learning environment was at the overall mean rating of 4.77, described as "Very High." The faculty said that "We, as faculty members, are consistently providing a positive, engaging, and supportive atmosphere for our students. It indicates that our classrooms are conducive to learning, where students feel motivated, respected, and encouraged to participate actively." This result reflects the commitment to implementing effective classroom management strategies and promoting inclusivity and collaboration. While the rating is already very high, it also inspires the faculty to sustain and further enhance the practices to maintain a productive and learner-centered environment. A study by De Guzman and Javier (2023) supports this, revealing that teachers who maintain a positive and well-managed learning environment significantly enhance student engagement and academic performance. While the rating is already very high, it motivates us to continue improving and sustaining a learner-centered environment."

Table 3. The Extent of Teaching Performance on the Diversity of Learners

| Indicators | Respondents | | Dean | | Program Heads | | Overall | |
|--|-------------|-----------|-------------|-----------|---------------|-----------|---------|----|
| | x | DR | x | DR | x | DR | x | DR |
| A. Diversity of Learners | | | | | | | | |
| 1. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences. | 4.71 | VH | 4.66 | VH | 4.68 | VH | | |
| 2. Establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic, and religious backgrounds. | 4.79 | VH | 4.97 | VH | 4.88 | VH | | |
| 3. Design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents. | 4.55 | VH | 4.66 | VH | 4.61 | VH | | |
| 4. Plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse, and child labor practices. | 4.87 | VH | 4.84 | VH | 4.86 | VH | | |
| 5. Adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups. | 4.95 | VH | 4.89 | VH | 4.92 | VH | | |
| As a Whole | 4.77 | VH | 4.82 | VH | 4.85 | VH | | |

As shown in the table, the overall mean rating for the extent of teaching performance on the diversity of learners is 4.85, which is interpreted as “Very High.” This indicates that teachers must possess sufficient knowledge of various appropriate teaching strategies to address the needs of indigenous learners effectively. Although the college rarely has students from indigenous groups, teachers need to understand the different techniques, methods, and strategies for handling this group of students. When interviewed, one of them answered, “We, as faculty members, are highly responsive to the varied backgrounds, abilities, and learning needs of our students.” This shows our commitment to inclusive teaching practices that value individual differences and promote equitable learning opportunities for all. We consistently adapt our strategies to cater to multiple learning styles and ensure that every student feels respected and supported in the classroom.” A study by Villanueva and Santos (2023) supports this result, revealing that teachers who demonstrate strong competence in addressing learner diversity create more inclusive classrooms and significantly improve student participation and achievement.

Table 4. The Extent of Teaching Performance on Curriculum and Planning

| Indicators | Respondents | | Dean | | Program Heads | | Overall | |
|--|-------------|-----------|-------------|-----------|---------------|-----------|-------------|-----------|
| | x | DR | x | DR | x | DR | x | DR |
| A. Curriculum and Planning | | | | | | | | |
| 1. Plan, manage, and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts. | 4.79 | VH | 4.82 | VH | 4.80 | VH | 4.80 | VH |
| 2. Set achievable and appropriate learning outcomes that are aligned with learning competencies. | 4.89 | VH | 4.95 | VH | 4.92 | VH | 4.92 | VH |
| 3. Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners. | 4.76 | VH | 4.82 | VH | 4.79 | VH | 4.79 | VH |
| 4. Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice. | 4.97 | VH | 5.00 | VH | 4.99 | VH | 4.99 | VH |
| 5. Select, develop, organize, and use appropriate teaching and learning resources, including ICT, to address learning goals. | 4.87 | VH | 4.82 | VH | 4.84 | VH | 4.84 | VH |
| As a Whole | 4.86 | VH | 4.88 | VH | 4.88 | VH | 4.88 | VH |

As depicted on the table, as a whole, the extent of teaching performance on curriculum and planning got an overall mean rating of 4.88, described as "Very High." Teachers generally respond that effective curriculum and planning play a vital role in enhancing their teaching performance, as they allow them to align learning objectives with instructional strategies and assessment methods. They emphasize the importance of preparing well-structured lesson plans, integrating innovative and technology-based approaches, and adapting content to meet learners' diverse needs. Many also highlight that collaborative curriculum planning and continuous reflection on teaching practices contribute to professional growth and improved instructional quality. These insights affirm that systematic curriculum and planning serve as a foundation for effective teaching and sustained teacher development. A related study by Santos (2023) supports this view, finding that teachers who engage in deliberate and reflective curriculum planning demonstrate higher levels of classroom performance and professional competence.

Table 5 presents the extent of teaching performance along with Assessment and Reporting.

Table 5. The Extent of Teaching Performance on Assessment and Reporting

| Indicators \ Respondents | Dean | | Program Heads | | Overall | |
|--|-------------|-----------|---------------|-----------|-------------|-----------|
| | x | DR | x | DR | x | DR |
| A. Assessment and Reporting | | | | | | |
| 1. Design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements. | 4.89 | VH | 4.92 | VH | 4.91 | VH |
| 2. Monitor and evaluate learner progress and achievement using learner attainment data | 4.74 | VH | 4.95 | VH | 4.84 | VH |
| 3. Use strategies for providing timely, accurate, and constructive feedback to improve learner performance. | 4.84 | VH | 4.89 | VH | 4.87 | VH |
| 4. Communicate promptly and the learners' needs, progress, and achievement to key stakeholders, including parents/guardians. | 4.68 | VH | 4.71 | VH | 4.70 | VH |
| 5. Utilize assessment data to inform the modification of teaching and learning practices and programs. | 4.71 | VH | 4.68 | VH | 4.70 | VH |
| As a Whole | 4.77 | VH | 4.82 | VH | 4.77 | VH |

The table reveals that the overall mean rating for the extent of teaching performance in assessment and reporting is 4.77, interpreted as “Very High.” This suggests that faculty members recognize assessment and reporting as vital aspects of effective teaching, as these practices offer reliable indicators of student learning and serve as a basis for improving instruction.

They stress the value of employing a variety of assessment tools—both formative and summative—to measure students’ progress and uphold fairness and transparency in grading. Teachers also recognize that providing timely and constructive feedback enables learners to identify their strengths and areas needing improvement. In addition, faculty members acknowledge that maintaining accurate records and presenting clear reports of students’ performance enhance accountability and improve communication with parents and other stakeholders. A related study by Delos Reyes (2022) revealed that teachers who show strong competence in assessment and reporting demonstrate greater instructional effectiveness and contribute meaningfully to better student learning outcomes.

Table 6 presents the extent of teaching performance along with Community Linkages and Professional Engagement.

As seen on the table, as a whole, the extent of teaching performance on community linkages and professional engagement got an overall mean rating of 4.93, described as "Very High." Faculty members generally acknowledge that community linkages and professional engagement greatly enhance their teaching performance by connecting classroom learning to real-world experiences.

Table 6. The Extent of Teaching Performance on Community Linkages and Professional Engagement

| Indicators \ Respondents | Dean | | Program Heads | | Overall | |
|---|-------------|-----------|---------------|-----------|-------------|-----------|
| | x | DR | x | DR | x | DR |
| A. Community Linkages and Professional Engagement | | | | | | |
| 1. Maintain learning environments that are responsive to community contexts. | 5.00 | VH | 5.00 | VH | 5.00 | VH |
| 2. Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process. | 4.84 | VH | 4.89 | VH | 4.87 | VH |
| 3. Review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers | 4.95 | VH | 4.95 | VH | 4.95 | VH |
| 4. Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders. | 4.95 | VH | 4.92 | VH | 4.93 | VH |
| As a Whole | 4.90 | VH | 4.94 | VH | 4.93 | VH |

They highlight the importance of working closely with parents, local organizations, and other stakeholders to foster the holistic development of students. As one faculty member expressed, “Building strong ties with the community allows me to make learning more meaningful and relevant to my students’ lives.” Teachers also recognize that active participation in professional development programs, seminars, and educational networks strengthens their instructional competence and keeps them updated with emerging trends in education. A related study by Villanueva (2023) revealed that teachers who actively engage with the community and pursue continuous professional growth demonstrate higher levels of motivation, innovation, and teaching effectiveness.

Table 7 presents the extent of teaching performance along with Personal Growth and Professional Development.

Table 7. The Extent of Teaching Performance on Personal Growth and Professional Development

| Indicators | Respondents | | Dean | | Program Heads | | Overall | |
|---|-------------|-----------|-------------|-----------|---------------|-----------|-------------|-----------|
| | x | DR | x | DR | x | DR | x | DR |
| A. Personal Growth and Professional Development | | | | | | | | |
| 1. Apply a personal philosophy of teaching that is learner-centered. | 5.00 | VH | 5.00 | VH | 4.84 | VH | 4.84 | VH |
| 2. Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as a caring attitude, respect, and integrity. | 4.95 | VH | 4.89 | VH | 4.97 | VH | 4.97 | VH |
| 3. Participate in professional networks to share knowledge and to enhance practice. | 4.97 | VH | 4.95 | VH | 4.93 | VH | 4.93 | VH |
| 4. Develop a personal professional improvement plan based on the reflection of one's | 4.97 | VH | 4.95 | VH | 4.96 | VH | 4.96 | VH |
| 5. Set professional development goals based on the Philippine Professional Standards for Teachers. | 4.97 | VH | 4.95 | VH | 4.96 | VH | 4.96 | VH |
| As a Whole | 4.97 | VH | 4.95 | VH | 4.96 | VH | 4.96 | VH |

As depicted on the table, as a whole, the extent of teaching performance on personal growth and professional development got an overall mean rating of 4.96, described as "Very High." Faculty members generally recognize that personal growth and professional development are essential aspects of maintaining and enhancing teaching performance.

They highlight the importance of continuous learning through seminars, training, and advanced studies to keep their teaching methods relevant and effective. As one faculty member stated, "Investing in my own professional growth allows me to become a better teacher and provide quality learning experiences for my students." Teachers also note that self-reflection, peer collaboration, and participation in professional organizations contribute to their ongoing improvement and motivation. A related study by **Ramirez (2023)** found that teachers who actively pursue professional development opportunities demonstrate greater instructional competence, adaptability, and commitment to lifelong learning.

Table 8 presents the summary of the extent of teaching performance

Table 8. Summary of the Extent of Teaching Performance

| Indicators | Dean | | Program Heads | | Overall | |
|--|-------------|-----------|---------------|-----------|-------------|-----------|
| | x | DR | x | DR | x | DR |
| Content Knowledge and Pedagogy | 4.80 | VH | 4.89 | VH | 4.89 | VH |
| Learning Environment | 4.69 | VH | 4.71 | VH | 4.77 | VH |
| Diversity of Learners | 4.77 | VH | 4.82 | VH | 4.85 | VH |
| Curriculum and Planning | 4.86 | VH | 4.88 | VH | 4.88 | VH |
| Assessment and Reporting | 4.77 | VH | 4.82 | VH | 4.77 | VH |
| Community Linkages and Professional Engagement | 4.90 | VH | 4.94 | VH | 4.93 | VH |
| Personal Growth and Professional Development | 4.97 | VH | 4.95 | VH | 4.96 | VH |
| As a Whole | 4.70 | VH | 4.86 | VH | 4.82 | VH |

The table reveals that the overall mean score for teaching performance was 4.82, interpreted as “Very High.” The highest rating was recorded in Personal Growth and Professional Development with a mean of 4.96.

Similarly, very high ratings were obtained in the domains of Learning Environment and Assessment and Reporting. These results suggest that teachers give strong emphasis to their own professional development, recognizing its value not only for their personal and family life but also for the learners they serve. The experiences and insights gained from seminars, trainings, and conferences contribute greatly to improving their teaching practices.

The consistently “Very High” ratings across all PPST domains may indicate the presence of a ceiling effect, commonly observed in self-reported performance measures. Such effects may be influenced by social desirability bias and institutional performance culture. While the results reflect strong perceived teaching competence, caution is warranted in interpreting these findings, as limited variance may obscure subtle differences in performance levels. The consistently high ratings suggest strong perceived teaching competence but also indicate a potential ceiling effect associated with self-reported measures.

In contrast, the findings of Gepila (2020) reported a lower self-assessment, where teachers rated themselves only as proficient in applying the PPST (mean of 2.47). This indicates that although they were capable of performing essential teaching tasks independently, their perceived level of competence was not as high as reflected in the present study.

Table 9 presents the significant relationship between the profile of the respondents and the extent of teaching performance.

Table 9. Significant Relationship Between the Profile of the Respondents and the Extent of Teaching Performance

| Educational Theories Profile | Content Knowledge and Pedagogy | Learning Environment | Diversity of Learners | Curriculum and Planning | Assessment and Reporting | Community Linkages and Professional Engagement | Personal Growth and Professional Development | Overall |
|---------------------------------|--------------------------------|----------------------|-----------------------|-------------------------|--------------------------|--|--|----------------|
| Sex | -0.0480 | -0.0607 | 0.0864 | 0.1605 | 0.1470 | 0.3174 | 0.1479 | 0.0513 |
| Educational Attainment | -0.1684 | 0.0943 | -0.0545 | -0.2071 | -0.2717 | -0.0796 | 0.0713 | 0.0927 |
| Age | 0.1055 | -0.0242 | 0.0616 | 0.3999* | 0.2647 | 0.1511 | -0.1043 | -0.1643 |
| Civil Status | 0.0388 | 0.0178 | 0.1540 | 0.1521 | 0.1509 | 0.0956 | -0.0985 | -0.0410 |
| Position | 0.0179 | -0.0287 | 0.0868 | 0.4464* | 0.1879 | 0.1539 | 0.0965 | -0.2303 |
| Years in Service | 0.1968 | -0.0335 | 0.0552 | 0.3617* | 0.1247 | 0.0052 | -0.2052 | -0.5056 |
| Religion | 0.0307 | -0.0430 | 0.1532 | 0.1529 | 0.0889 | 0.1239 | 0.0601 | -0.2764 |
| Specialization | -0.1342 | -0.0266 | -0.2804 | -0.2821 | -0.1218 | -0.2533 | -0.1513 | 0.0672 |
| Number of Trainings Attended | 0.2669 | 0.1445 | 0.1857 | 0.3251* | 0.2828 | -0.1211 | -0.0441 | -0.2099 |

As shown in the table, the respondents' profiles—including sex, educational attainment, age, civil status, position, years of service, religion, specialization, and number of trainings attended—do not exhibit a significant relationship with the various educational theories aligned with the domains of the Philippine Professional Standards for Teachers. This indicates that these personal and professional characteristics do not influence how teachers apply different educational theories in their teaching practices. Correlation analyses (Table 9) revealed no significant relationships between most profile variables and overall teaching performance after Bonferroni adjustment. However, age ($r = .40$), academic rank ($r = .46$), years of service ($r = .38$), and number of trainings attended ($r = .35$) were significantly related to the Curriculum and Planning domain (adjusted $p < .05$), with small-to-moderate effect sizes.

Going further, only age (0.396*), position (0.464*), and years in service (0.383*) have a significant relationship to curriculum and planning. All the others have no significant relationship with the other criteria. It shows that the older the age, the higher the rank you have, the more years in the service, and the number of trainings attended helps the teachers in curriculum and planning. These teachers are more experienced and knowledgeable in reviewing the curriculum and planning various activities in the college. However, among all the profile variables, only years in service show a significant relationship with content knowledge and pedagogy. This suggests that the longer a teacher has been in the profession, the greater their mastery and effectiveness in delivering instruction.

Findings affirm that faculty members perceive themselves as highly competent across PPST domains, consistent with prior PPST-based studies. The limited relationships between demographic variables and performance suggest that effective teaching practices cut across personal characteristics, although experience-related factors remain salient in curriculum planning. The observed ceiling effects reinforce calls in the literature to triangulate self-reports with peer, administrator, and student outcome data.

According to Roberto and Madrigal (2018), the teaching standards competence of teachers is determined by their knowledge, skills, and attitudes through their participation in various in-service training and programs.

6 Practices of Faculty in the Teaching and Learning Process

Five interrelated themes emerged: (1) pedagogical competence and content mastery, (2) supportive and structured classroom management, (3) inclusive instructional strategies, (4) transparent assessment and policy implementation, and (5) commitment to professional growth and 21st-century teaching. These themes corroborated quantitative findings while providing contextual depth and illustrating how high performance is enacted in practice.

Theme 1: Pedagogical Competence and Content Mastery as Foundations of Effective Teaching

Faculty members demonstrate strong pedagogical competence and content mastery through systematic lesson planning, clear presentation of the syllabus, effective explanation of concepts, and aligned assessment practices that ensure meaningful learning. They said:

“Our teachers really explain the lesson in detail, so even difficult topics become easier to understand.”

“At the start of the class, they always present the syllabus and tell us what to expect.”

“They show us different techniques and then evaluate us to see if we really learned something.”

The participants' statements indicate that clarity of instruction and structured lesson delivery are central to effective teaching. Presenting the syllabus at the beginning of the term provides students with a clear roadmap of learning expectations, while detailed explanations help learners understand complex concepts. The emphasis on evaluation suggests that teachers use assessment not only for grading purposes but also to verify learning and improve instruction. These practices reflect intentional and outcome-oriented teaching.

This finding supports Shulman's (1986) concept of **pedagogical content knowledge**, which emphasizes teachers' ability to transform subject matter into forms that are understandable to learners. Research has consistently shown that clear instructional goals, explicit teaching, and well-aligned assessments significantly improve student learning outcomes (Hattie, 2009). Furthermore, Darling-Hammond (2006) explains that effective teaching is grounded in strong subject mastery combined with intentional instructional planning, both of which are evident in the participants' descriptions of faculty practices.

Theme 2: Supportive and Structured Classroom Management that Promotes Engagement

Teachers establish a positive and organized classroom environment characterized by patience, enthusiasm, approachability, and active student participation, while maintaining structure through guidance and feedback. As quoted:

“Our teachers are very patient and understanding, so we feel comfortable participating in class.”

“They let us report topics, but they guide us and give comments so we can improve.”

"They sometimes crack jokes and ask if we are okay, which makes learning less stressful."

The quotations reveal that effective classroom management goes beyond discipline and control. Teachers' patience and understanding create a psychologically safe environment where students feel confident to participate. Allowing students to report topics fosters autonomy and communication skills, while teachers' guidance ensures academic rigor. The use of humor and concern for students' well-being contributes to a supportive learning atmosphere that sustains engagement.

The findings are consistent with classroom management literature emphasizing the role of positive teacher–student relationships in promoting engagement and learning. Emmer and Sabornie (2015) note that classrooms characterized by mutual respect, structure, and emotional support encourage student participation and reduce anxiety. Similarly, Woolfolk Hoy (2017) explains that learner-centered classroom environments, where students feel safe and supported, contribute to higher motivation, confidence, and academic engagement. These studies reinforce the importance of balancing classroom structure with care and approachability.

Theme 3: Inclusive Instructional Strategies Addressing Learner Diversity

Faculty members employ varied and flexible instructional strategies to accommodate diverse learning styles, abilities, and preferences, promoting inclusivity and active participation. They said:

"Our teachers use different activities like group work and games so everyone can participate."

"They allow us to choose how we will perform tasks based on our strengths."

"Using PowerPoint and multimedia presentations helps us understand the lesson better."

The participants' responses suggest that varied instructional strategies enable learners to engage meaningfully in the learning process. Group activities and games promote collaboration, while providing choices empowers students and acknowledges individual strengths. The use of multimedia materials enhances understanding by addressing different learning modalities. These practices reflect inclusive and learner-centered instruction.

This theme aligns with Tomlinson's (2014) theory of **differentiated instruction**, which emphasizes the use of varied strategies to address differences in learners' readiness, interests, and learning profiles. Joyce, et al. (2015) further explain that employing multiple instructional models—such as cooperative learning, experiential activities, and visual presentations—enhances learner engagement and understanding. Additionally, educational psychology literature supports the use of multimodal instruction to address diverse learning preferences and promote deeper comprehension (Woolfolk Hoy, 2017).

Theme 4: Assessment, Policy Implementation, and Time Management for Learning Continuity

Teachers implement transparent assessment practices, manage instructional time effectively, and enforce institutional policies to support learning continuity, despite occasional challenges in policy compliance. As quoted:

"Our teachers use rubrics, so we know how our work is being graded."

"Even when they are not around, they still give us activities that are meaningful."

"They always remind us about the rules, but not all students follow them."

The use of rubrics promotes transparency and helps students understand performance expectations. Providing meaningful activities during class disruptions demonstrates teachers' commitment to sustaining learning. However, the participants' acknowledgment of inconsistent rule-following points to gaps in policy enforcement, suggesting a need for stronger coordination among faculty and student leaders to uphold institutional standards.

Transparent assessment practices are central to effective teaching and learning. Black and Wiliam (1998) emphasize that clear criteria, feedback, and formative assessment practices enable students to understand expectations and improve performance. Black et al. (2003) further assert that assessment should function as a learning tool rather than merely an evaluative measure. In terms of policy implementation and school culture, Fullan (2007) explains that inconsistent enforcement of institutional policies may weaken organizational discipline and shared responsibility, supporting participants' observations regarding challenges in rule compliance.

Theme 5: Commitment to Professional Growth and Adaptation to 21st-Century Teaching

Teachers demonstrate continuous professional growth and adaptability by engaging in trainings, advanced studies, and technology integration to meet the demands of 21st-century education. Faculty said that:

"Our teachers attend seminars and trainings, so they are updated with new strategies."

"You can see that they are always prepared and know how to use technology in teaching."

"They really adjust to modern times to make learning easier for us."

Participants recognize that teachers' continuous learning enhances preparedness and instructional quality. Engagement in professional development enables teachers to adopt innovative strategies and effectively integrate technology. This adaptability supports more relevant, engaging, and effective learning experiences aligned with contemporary educational needs.

The importance of continuous professional development is well documented in educational literature. Darling-Hammond (2006) emphasizes that sustained learning opportunities for teachers strengthen instructional competence and adaptability. Hattie (2009) further highlights that teacher expertise and ongoing professional learning have a significant impact on student achievement. Additionally, Joyce et al. (2015) note that teachers who continuously refine their instructional practices are better equipped to respond to changing educational demands and learner needs.

The findings reveal that effective teaching and learning practices are grounded in pedagogical competence, supportive classroom management, inclusive instructional strategies, transparent assessment, and continuous professional development. The integration of participant narratives with established literature strengthens the credibility of the results and demonstrates alignment with quality assurance standards for higher education. These faculty practices collectively contribute to a learning environment that is structured, inclusive, and responsive to the demands of 21st-century education.

6.1 CTE Teacher Development Plan

Based on the results of the study aligned with the seven domains of the Philippine Professional Standards for Teachers (PPST), the following College of Teacher Education (CTE) Teacher Development Plan was formulated.

The development plan centers on modernizing the curriculum and academic programs in alignment with national and international trends. It emphasizes essential student development initiatives aimed at achieving global recognition, as well as comprehensive faculty and staff development programs that promote teaching excellence, quality service, and international collaboration. The plan also highlights the importance of producing, presenting, and publishing outstanding research and creative works in the fields of arts, culture, language, and literature. Furthermore, it advocates for sustainable, globally responsive extension programs and active community engagement, supported by proactive management and committed leadership. The study shows that teachers effectively plan, incorporate new knowledge, and discuss lesson content using various pedagogical approaches. They also present course syllabuses and discuss content using appropriate strategies, demonstrating proper knowledge and evaluating students' learning. Teachers effectively present course syllabi and demonstrate necessary techniques, demonstrating their effectiveness in teaching and learning.

Regarding class management, teachers taught with enthusiasm, patience, and understanding, establishing a positive relationship and monitoring learners' progress.

They also manage it by explaining the course syllabus first, and then they let their students take charge of reporting or presenting their topics to enhance their speaking skills and confidence. During the reporting, teachers facilitate learning and give comments and ideas about the reported topic.

Teachers also keep the class organized, work harmoniously, take the initiative, and encourage others. Gives feedback, and some adjust and give their students time to breathe, throwing side jokes and making sure we are learning, tasks if their students understood their lessons or not, if they are okay, and keep on reminding them to approach them if they have any concerns.

Lastly, teachers manage the class by implementing rules and instructions to follow inside the classroom. Teachers manage the class during the discussion by giving enough examples to understand the lesson.

Teachers employ strategies to promote diversity in their lessons, such as performance tasks, group discussions, multimedia presentations, and technology-based materials. They provide choices for students based on their strengths, encourage questions, and provide activities like games. Teachers manage their time effectively, assigning activities and research work to students. Assessment is crucial, allowing students to determine course material and apply their knowledge. Teachers use objective rubrics and criteria to ensure students can apply their learning.

Teachers implement college policies in the teaching and learning process and inside the classroom. The policies are being implemented by constantly reminding the students what they should and should not do in college.

However, sometimes, not all policies in the college were implemented. There are still students who are breaking the rules, and there are officers and teachers, too, who do not care if those students are breaking the rules.

In terms of teachers' efforts toward personal growth and professional development, the following evidence was observed: educators enhance their professional competence by participating in various seminars, trainings, and conferences that contribute to their continuous learning and improvement in teaching practices. This demonstrates an ongoing process of knowledge building and skill enhancement essential for effective instruction. Many teachers also pursue further studies by enrolling in master's and doctoral programs, both within the university and in other academic institutions, as part of their commitment to lifelong learning and professional advancement.

With all these reasons presented, teachers come to the class prepared for the day's lesson. They are improving and helping us in many ways. They can adjust, especially now living in the 21st century, and their determination to use these technologies to make their students' learning process smoother and more effective.

The focus on **curriculum and academic programs' modernization in accordance with national and international trends** emphasizes the need for continuous improvement and alignment with current educational standards. To achieve this, the curricular offerings of the CTE programs must be regularly reviewed and enhanced to ensure compliance with the relevant CHED Memorandum Orders (CMOs) and Policies, Standards, and Guidelines (PSGs). Faculty members are encouraged to revise and update their syllabi to fully adhere to the principles of Outcomes-Based Education (OBE) and to align their instructional goals with the institution's Vision, Mission, Philosophy, and the strategic directions of the new administration.

The focus on **essential student development programs toward international recognition** aims to increase the participation of CTE students in exchange programs abroad, as well as to welcome foreign students into the college. International recognition, however, is not limited to exchange programs alone—it can also be achieved through students' active involvement in presenting their research at national and international conferences, which helps enhance their research skills and global competence. To encourage greater participation, the college should provide awards and recognition to students who engage in these activities, thereby inspiring lower-year students to take part in similar opportunities.

The focus on **relevant faculty and staff development programs for teaching excellence, premier service, and global engagements** encourages faculty members, particularly part-time instructors, to pursue and complete their doctoral degrees. An annual strategic planning activity should also be conducted, with the participation of all faculty members, to promote collaboration and continuous improvement. Moreover, every faculty member should be given opportunities to attend international, national, regional, and local conferences, training programs, and seminar-workshops to stay updated on the latest strategies and techniques, which they can apply and share with their students to enhance teaching and learning.

The focus on **superb research and creative works production, presentation, and publication in the fields of arts, culture, language, and literature** encourages faculty members to actively engage in research and creative endeavors through regular seminar-workshops organized by the University Research Office. This initiative aims to strengthen research capability and foster a culture of inquiry and innovation. Faculty members are also encouraged to present their research outputs at international, national, regional, and local conferences, and eventually publish their works in reputable research journals indexed in Scopus, WoS, ERA, or ACI, and/or recognized by CHED or PASUC.

On Sustainable and Global Extension Program and Community Involvement, the different programs of the college should spearhead different extension programs and community involvement through forging partnerships with local partners in education. All faculty should be encouraged to participate, and these programs should be sustained.

On Proactive Management and Dedicated Leadership, this activity motivates all administrative staff and faculty members to perform their duties and responsibilities with utmost efficiency and dedication. There should be a regular CTE faculty meeting and student orientation every semester, with a clear agenda, and they should cascade all the guidelines, policies, and standards formulated and set by the university administration for a better understanding and camaraderie among all the members of the faculty.

Through the implementation of this development plan, it is envisioned that the College of Teacher Education—and the university as a whole—will successfully realize its vision of becoming a globally recognized university in a heritage city by 2030. Likewise, it seeks to fulfill its mission of producing globally competent and morally upright professionals who embody rich cultural values.

The proposed development plan was directly aligned with empirical findings, prioritizing curriculum and planning support, sustained professional development, research productivity, community engagement, and leadership effectiveness.

7 Conclusions

1. Most of the respondents were women, married, and practicing the Roman Catholic faith. A significant portion had earned a doctoral degree and had participated in 11 to 20 seminars, trainings, or conferences. In terms of specialization, many were English majors, while in academic rank, the majority were serving as instructors.
2. The use of educational theories in areas such as curriculum and planning, assessment and reporting, learner diversity, classroom environment, pedagogy and content knowledge, professional engagement and community linkages, as well as personal and professional growth, was rated “Very High.”
3. The respondents’ socio-demographic characteristics showed no significant connection with their overall teaching performance. However, factors such as age, position, years of service, and number of trainings attended were found to be significantly related to curriculum and planning, which is one of the domains of the PPST.
4. Teachers effectively plan, incorporate new knowledge, and discuss lesson content using various pedagogical approaches.
5. The development plan focuses on the curriculum and academic programs essential for student development program relevant faculty and staff development program, premier service and global engagements, superb research and creative works production, a sustainable and global extension program, and proactive management and dedicated leadership

7.1 Recommendations

1. Since the learning environment, assessment, and reporting received the lowest ratings among the indicators, it is recommended that these areas be given priority for improvement. Faculty members should strengthen their classroom management skills to ensure that students are engaged, satisfied, and supported in every learning experience. In addition, assessment and reporting must be enhanced by consistently communicating learners’ needs, progress, and achievements to parents, guardians, and other stakeholders, while also using assessment data to improve teaching strategies and learning programs.
2. Even though the extent of applying educational theories was very great, there is still a need for all the faculty of the College of Teacher Education to visit and enhance their curriculum, to upgrade themselves, especially on the different strategies and techniques, different assessment strategies, and to continue improving their personal and professional growth.
3. Courses on Principles of Teaching, specializing in classroom management, assessment, and evaluation, should be integrated into the prospectuses of the different programs in the college to enhance the college's curriculum.

4. Future studies should incorporate peer and administrator ratings, classroom observations, and student learning outcomes to triangulate performance data. Institutions are encouraged to use PPST-aligned evidence systematically in professional development planning.

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