

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2025, Vol. 6, No. 11, 5448 – 5459

<http://dx.doi.org/10.11594/ijmaber.06.11.06>

Research Article

Elementary Teachers' Academic Preparation and Performance

Ryan P. Eustaquio^{1*}, Raymond D. Espiritu²

¹Basic Education, Castillejos Aldersgate Learning Center Inc., 2208 Philippines

²College of Teacher Education, President Ramon Magsaysay State University, 2208, Philippines

Article history:

Submission 02 October 2025

Revised 30 October 2025

Accepted 23 November 2025

*Corresponding author:

E-mail:

teacherryancalc@gmail.com

ABSTRACT

The objective is to study was the Elementary Teachers' Academic Preparation and Performance in order to determine the backdrop information for an intervention, multidimensional collaborative with all stakeholders of education community in Castillejos District. This utilized a descriptive-survey research design with the instrument developed in PPST being modified and adopted for data collection. Two hundred forty-eight individuals were included in this study. Findings of the study reveal that Teachers Competence is at a high level in Lee and Lean skills, learning environment, learner diversity assessment and reporting, community linkages & curriculum planning Community linkages & professional Engagements Personal Growth and Profession Development. The variation in teaching effectiveness based on professional status and monthly salary is statistically significant with respect to knowledge of content, pedagogy, diversity of learners; curriculum organization and planning; evaluation and reporting as well as personal growth /professional development. No statistically significant difference is noted in Teaching Performance based on Learning Environment when respondents are grouped according to gender, age, civil status, teaching position/rank and monthly salary. It is therefore suggested, in this study that; teachers should participate in work shop and seminars, upgrading for higher degrees and certificate holders, digital literacy training for teachers and curriculum development. Involve the community in the school room, field trips and activity Theories to help create a learning environment and parent classes on How to help their child learn at home or He parents needs to understand the curriculum. Additional research can be performed to confirm the findings of the current study.

Keywords: Academic preparations, Teaching performance, Content knowledge and pedagogy, Learning environment, Learner diversity, Assessment and reporting, Curriculum and planning

How to cite:

Eustaquio, R. P. & Espiritu, R. D. (2025). Elementary Teachers' Academic Preparation and Performance. *International Journal of Multidisciplinary: Applied Business and Education Research*. 6(11), 5448 – 5459. doi: 10.11594/ijmaber.06.11.06

Background

Within the context of today's changes in elementary level education, teachers' training and performance are very important factors that shape the quality of students' educational experiences. Situating Successful teaching is the first responsibility of a professional teacher and that law of life Really Was the profession changed in decades has been described as a living organism Continuous. The most important actor in this teaching-learning process is the teacher (Wirth & Performance, 2019). The purpose of this study was to examine the academic preparation and performance (if any) of elementary teachers. Hence, as a prelude to an intervention that was multi-dimensional and collaborative-based with all stakeholders in the education community of Castillejos District. Research design This study used descriptive-survey research to gather data using an instrument adapted from the Philippine Professional Standards for Teachers (PPST). The study included a total of 248 subjects. Results showed that teachers' skills were "very good" in various aspects of their teaching, such as content and pedagogy, student learning environment, the diversity of learners, assessment and reporting on how students are going with their learning and teacher planning (curriculum), community connections, professional practice (engage in prof. relations) and finally personal growth and development).

Elementary school teachers have a critical influence on the development of children and socialization of their academic outlook. As educational paradigms continue to change, it becomes important to understand the complex interplay between academic preparation and workplace proficiency in order to focus interventions with maximal effect. This investigation looks at various aspects of elementary teachers' professional pathways, including learning in pre-service course work and enacted practices across multiple classroom contexts.

The intervention program addresses academic preparation and performance in education, the focus. Its purpose is to support teachers with research-based methods and cutting-edge practices that lead to success in their profession. This is not a simple book; it is

the considerate beginning of elementary school.

The purposes of this research are twofold: to investigate relationship between elementary teachers' academic preparation and its impact on teacher performance and for an intervention program. The focus is on predictors of resource readiness and they influence the quality of instruction. This investigation will provide important findings to inform the development and implementation of an intervention program that enhances elementary teachers' academic skills and teaching effectiveness.

Moreover, it reinforces the examination of pre-service teachers' understanding and proficiency pertaining to the Philippine Professional Standards for Teachers (PPST) which provides an insight into teachers' preparedness towards professional practice. Espiritu (2021), the difference between knowledge of the standards and its actual use in teaching is vast, and one can infer that training programmes are necessary to cover this gap.

Methods

This is a descriptive-survey study tapping the schedule of appropriations for that purpose and uses a modified instrument from PPST in collecting data. Profile of Teacher-respondents Profile regarding the academic preparation and teaching performance of the teacher-respondents will be gathered to determine whether there are significant difference on their teaching performance along their profile variables.

Descriptive Survey (2012) Salaria defined descriptive survey as one related to the qualities of an individual and the overall sample. It provided knowledge for addressing regional issues (problems). Surveys could be qualitative or quantitative, verbal or mathematical; anecdotal and factual: Such surveys are true and provide useful information. The researcher will investigate the level of impact that factors such as age, race/ethnicity, years of experience and levels in education would have on elementary teachers' teaching performance.

Therefore the descriptive survey method is the much suitable and have more relevance in finding out through a whole relation of academic preparation of teachers with teaching performance.

Result and Discussion

Profile of the respondents

It was hypothesized that the profile variables sex, age, civil status, teaching

position/rank, and monthly salary would impact teaching performance.

Table 1. Profile of the respondents

Sex	F	Percentage
Female	185	74.60
Male	63	25.40
Age		
22-26	40	16.1
27-31	34	13.7
32-36	32	12.9
37-41	59	23.8
42-46	34	13.7
47-51	28	11.3
52-56	12	4.80
57 and above	9	3.63
Civil Status		
Single	78	31.50
Married	170	68.50
Teaching Position/Rank		
Teacher 1	165	66.50
Teacher 2	26	10.50
Teacher 3	19	7.70
Master Teacher 1	15	6.00
Master Teacher 2	2	0.80
Head Teacher 3/School Head	2	0.80
Private Teacher	16	6.50
Learning Facilitator	3	1.20
Salary		
2000-15000	21	8.47
15001-28000	195	78.63
28001-41000	25	10.08
41001-above	7	2.82

In this study, there were **248 teacher respondents**, of whom **185 (74.60%) were female** and **63 (25.40%) were male**. This shows that female teachers significantly outnumber male teachers, supporting **Pascual's (2018)** finding that the teaching profession is largely female-dominated. Most respondents (**59 or 23.80%**) were aged **37-41**, while only **one (40%)** was between **62-66 years old**. The fact that the teaching force is relatively middle-aged, with relatively few close to retirement. Billingsley (2019) share that teachers in the late 30s to early 40s have well-documented high levels of job satisfaction, long-term

commitment and stability in both personal and professional life. A substantial number of respondents were married (178 or 68.50%); and 78 (31.50%) were single. This indicates that they are all married teachers. According to the National Center for Education Statistics (2021), marital status can affect teacher retention because married teachers tend to remain in their positions longer than single teachers, and this may be attributed to more availability of social/community support. By position, the most were Teacher I (165 or 66.50%) and at least was in Head Teacher III and school head (40%). This is indicative of a teaching staff that

is mainly made up of new teachers, not many in leadership positions. Teacher I roles, as Ingersoll (2019) noted, are often filled by recent graduates adapting to in classroom practices. Likewise, the monthly income of majority (195 or 78.63%) of the teachers ranged from Php 15,001.00 to Php 28,000.00 with only seven (7) earning Php 41,001.00 and above. This implies that a large majority of teachers are low to mid-income earners, not very many have high incomes. Based on OECD (2019) report, *Education at a Glance*, the remuneration of teachers in many parts of the world are mainly middle-road range levels depending on their length and level of education as well as the focus countries used here.

Teachers' Academic Preparation

Certainly, one of the key determinants that assure education outcomes and the success of the students is the teachers' academic performance. Evidence has shown that some of the key determinants for academic performance are teaching methodologies, teachers' autonomy support, and the effects of different teaching methodologies. Teachers' academic performance is thus assessed based on the methodology applied in teaching, interaction with the learners, and the contribution towards student learning outcomes. These are very instrumental in ascertaining a supportive learning environment and education of quality.

Table 2. Teachers' Academic Performance

Bachelor's Degree	F	Percentage
BSED	79	31.90
BEED	163	65.70
Non - Education Graduate	6	2.42
Specialization		
Filipino	14	5.60
Social Studies	30	12.10
Mathematics	9	3.60
Science	11	4.40
Economics	3	1.20
English	13	5.20
General Education	160	64.50
Agriculture	5	2.00
Guidance and Counselling	3	1.20
Master's Degree		
MAED Graduate	29	11.70
MAED Units Earned	108	43.50
MAED CAR	11	4.40
Not Yet Enrolled	100	40.30
Doctorate's Degree		
CAR	2	0.80
Not Yet Enrolled	246	99.20
Trainings		
Matatag Curriculum	117	47.20
Research	9	3.60
Content and Pedagogy	6	2.40
Child Protection Policy and Human Rights	11	4.44
INSET	63	25.40
LAC Sessions	36	14.52
DRRM Seminars	6	2.40

Awards			
National Awardee	3	1.20	
Division Level Awardee	7	2.80	
District Level Awardee	20	8.10	
Latin Honors	3	1.20	
Academic Excellence Awardee	5	2.02	
Service Awardee	3	1.20	
None	207	83.50	

Most of the respondents were **Bachelor of Elementary Education graduates (163 out of 248 or 65.73%)**, while only **six (2.42%)** were non-education graduates, showing that their academic backgrounds are closely aligned with their current teaching assignments in elementary education. Having specialized training in this field supports consistent teaching practices and readiness for classroom challenges, and according to **Wenglinsky (2021)**, such preparation often leads to greater confidence, job satisfaction, and teacher retention. In terms of specialization, most respondents focused on **General Education (160 or 64.50%)**, while only **three (1.20%)** specialized in **Guidance and Counselling**, suggesting that teachers are trained for versatile classroom roles rather than specialized support functions. The absence of February 2010 Guidance and Counselling experts underscores that we do not have enough to be able to cover the emotional well-being of students, in line with Cochran-Smith et al. (2016), who observed that General Education is the most common specialty largely because of its broad focus. Fifty respondents (23.20%) have taken MAED units, eleven or 4.40% completed the academic requirement in Master of Arts in Education indicating the likelihood to pursue professional development. Darling-Hammond (2020) noted that the benefit of further education is toward increased professional capacity in teaching and knowledge of pedagogy, which has a positive impact on student learning. Nearly all participants (246/248, 99.20%) are not currently in a Doctorate program; only two have fulfilled the course requirements. Almost all teachers are not enrolled or supported in a doctoral programme

indicating that the daily challenge of teaching supersedes the completion of this degrees mainly because of load, time and financial constraints as discussed by Tschanen-Moran and Hoy (2021). Almost half of the respondents have participated in a Matatag Curriculum Seminar (47.20% or 117), indicating school-sponsored CPD activities. According to Darling-Hammond et al. (2017), it is important that seminars are given valuable information, active participation and consistency with the professional requirements – all of which can be seen here. That being said, as far as the recognition system is concerned, 20 teachers (8.10%) were District Level Awardee; and three (1.20%) were National Level Award/ Service Award/Latin Honors recipient demonstrates that most of the best teachers are locally recognized but on national level only a negligible few makes to be remembered by everyone in terms of token of appreciation. Indeed, Guskey (2019) highlighted that the awards and recognitions contribute into the teacher's motivation and satisfaction and efficiency, enriching an affirmative working school environment.

Teaching Performance

Content knowledge and pedagogy

Teaching efficacy is thus considered to be a contributing factor in educational attainment, an important element in student success and ultimately affects everything about what students learn. A teacher's primary role is to create an environment conducive for learning and facilitating students' participation that encourages intellectual curiosity and ensures academic success.

Table 3. Teaching Performance as to content knowledge and pedagogy

Content Knowledge and Pedagogy	Mean	SD	VI
1. Applied knowledge of content within and across curriculum teaching areas	3.53	0.70	Outstanding
2. Used research-based knowledge and principles of teaching and learning to enhance professional practice	3.28	0.72	Outstanding
3. Displayed proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning	3.52	0.69	Outstanding
4. Used effective verbal and nonverbal classroom communication strategies to support learner understanding, participation, engagement, and achievement	3.54	0.68	Outstanding
Overall Weighted Mean	3.47	0.71	Outstanding

According to empirical data, skillfulness of teachers in the dimensions of content knowledge and pedagogy is "outstanding," on an average mean 3.47 with a standard deviation (SD) = 0.71. Teachers exhibit quality when they use appropriate verbal and non-verbal communication strategies to enhance student understanding, participation, and achievement ($M = 3.54$), demonstrate mastery of content within and across curriculum areas (e.g., Mother Tongue, Filipino, English) ($M = 3.53$), proficiently use a research-based knowledge base to interpret educational processes and improve professional practice ($M = 3.28$), Use MBCA tokens properly means giving importance on the aspects or characteristics that influence students learning process. This high level of performance indicates a highly successful set of instructional strategies and related professional development. Yet it is continued support and acknowledgement which is required in order to maintain, develop exceptional teaching across the board. As Hattie and Yates state in *Visible Learning and the Science of How We Learn* (2019), good communication is also a powerful lever for creating conditions that engage students to aim higher as skilled teachers employ a wealth of verbal and non-verbal strategies to enable higher-order learning.

Learning Environment

As revealed from the table, teachers' performance in terms of learning environment is "outstanding" as revealed by the overall weighted mean of 3.49 and standard deviation of 0.71.

Teachers are "outstanding" in maintaining learning environments that promote fairness, respect, and care to encourage learning ($m=3.55$), establishing safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures ($m=3.50$), maintaining learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning ($m=3.48$) and applying a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their learning ($m=3.42$).

The "outstanding" rating of teachers for creating and maintaining a positive learning environment means that, in reality, they are doing excellent work. High marks point to classroom management being effective, which can be coupled with supportive practices to attend to the success of students.

While overall performance is high, there is variation in ratings, which can be addressed by targeted professional development and support to enhance further the learning environment for all.

For students to succeed, the quality of the learning environment is essential, and teaching practices have a big impact on it. Positive teacher-student interactions, active participation, and a sense of community inside the classroom are characteristics of an exceptional learning environment, according to McGregor (2019). These components support increased student achievement and motivation.

Table 4. Teaching Performance as to learning environment

Learning Environment	Mean	SD	VI
1. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures	3.50	0.73	Outstanding
2. Maintained learning environments that promote fairness, respect, and care to encourage learning	3.55	0.70	Outstanding
3. Maintained learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning	3.48	0.73	Outstanding
4. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their learning	3.42	0.71	Outstanding
Overall Weighted Mean	3.49	0.71	Outstanding

Diversity of Learners

According to the table, teachers are "outstanding" with the obtained overall weighted mean of 3.34 and standard deviation of 0.74.

Learners' teachers "exceptional" in adapting and implementing learning programs to make them more relevant ($m=3.38$), designing and adjusting teaching strategies so they accommodate learners with disabilities, giftedness and talents ($m=3.36$) and to modify and employ culturally appropriate teaching strategies when responding to the learning needs of students from Indigenous backgrounds ($m=3.28$).

The efficiency in the area of performance contributes to the competence of adapting to

learner diversity and inclusiveness in education. Performance in this domain is, overall, of a high standard, but specific professional development and support to focus on the variability could further strengthen teachers' abilities to work effectively with learner diversity.

Salend (2016) discusses in "Creating Inclusive Classrooms: Effective and Reflective Practices" that inclusive teaching methods are those that support diverse students. Salend's studies highlight that student's performance in managing learner diversity is closely related to setting up a community characterized by caring and inclusiveness where all students are valued.

Table 5. Teaching Performance as to diversity of learners

Diversity of Learners	Mean	SD	VI
1. Designed, adapted, and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents	3.36	0.72	Outstanding
2. Adapted and used culturally appropriate teaching strategies to address the needs of learners from Indigenous groups	3.28	0.75	Outstanding
3. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners	3.38	0.76	Outstanding
Overall Weighted Mean	3.34	0.74	Outstanding

Curriculum and Planning

As shown in the table, teaching competence is "outstanding" in the aspect of curriculum and planning with an overall weighted mean of 3.40 and standard deviation of 0.74.

Teachers are "excellent" in establishing realistic and germane learning targets consistent with learner competencies ($m=3.49$), providing techniques for giving prompt, accurate and feedback to learners to make better perfor-

mance ($m=3.42$) and exhibiting successful approaches to support colleagues in developing stimulating learning climates that lead to

productive work habits as students take responsibility for their own learning (mean = 3.31).

Table 6. Teaching Performance as to curriculum and planning

Curriculum and Planning	Mean	SD	VI
1. Set achievable and appropriate learning outcomes aligned with learning competencies.	3.49	0.72	Outstanding
2. Modelled successful strategies and supported colleagues in promoting learning environments that effectively motivate learners to work productively by assuming responsibility for their learning	3.31	0.76	Outstanding
3. Used strategies for providing timely, accurate, and constructive feedback to improve learner performance.	3.42	0.73	Outstanding
Overall Weighted Mean	3.40	0.74	Outstanding

This high score suggests effective practices on curriculum design and its implementation to achieve educational objectives, as well maintenance of students learning. Despite some positive performance, these disparities can be remedied through targeted professional development sharing best practices in the curriculum and planning to increase impact.

Fullan (2016) in "The New Meaning of Educational Change," makes the connection of high quality curriculum planning to effective teaching clear. Whilst fullan focuses on the notion of a 'deliberate, political and strategic curriculum' (Fullan 2006:81) that supports teaching practices and student learning, therefore reflected in high performance in this domain.

Assessment and Reporting

From the table, it was shown that in assessing and reporting students' performances teachers performed "outstanding" as indicated by an overall weighted mean of 3.40 with a standard deviation of 0.75.

Teachers are 'outstanding' in the application of assessment data to improve teaching and learning practices and programs ($m=3.46$), listen to learner need's, progress and achievement ($m=3.39$) and use assessment data to change drafting teaching and learning practices and programs ($m = 3.36$).

Table 7. Teaching Performance as to assessment and reporting

Assessment And Reporting	Mean	SD	VI
1. Utilized assessment data to inform the modification of teaching and learning practices and programs	3.36	0.78	Outstanding
2. Communication of learner needs, progress, and achievement to key stakeholders	3.39	0.76	Outstanding
3. Use of assessment data to enhance teaching and learning practices and programs	3.46	0.72	Outstanding
Overall Weighted Mean	3.40	0.75	Outstanding

Teachers do a good job of creating assessments, involving variety in methodology, feedback and alignment with instruction. They are the practice of choice in assessing student progress and instructing. One of the things that Guskey (2021) reveals is how when students perceive that their formative and summative

learning assessments are relevant to what they want or need, it will motivate them since they'll take control over their learning.

But student behavior can also be very relevant to the systematicity of assessments. The study by Lonzon et. al (2024) in behavioral problems at Subic National High School were

described as truancy, disengagement affect student participation hence the validity of assessment results. This hints at the fact that, although good assessment practices are important, they need to be combined with student management techniques so that one can really tell what students have learned.

Community Linkages and Professional Engagement

Based on the table, teachers perform "outstanding" in terms of community linkages and professional engagement as revealed by the overall weighted mean of 3.39 and standard deviation of 0.76.

Teachers are "outstanding" in maintaining learning environments that are responsive to community contexts ($m=3.41$), complying with and implementing school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders (3.39), and reviewing 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 ($m=3.36$). Outstanding performance in community linkages means that, in this area, teachers are very effective in collaborating with the parents, local organizations, and other members of the community.

Table 8. Teaching Performance as to assessment and reporting

Community Linkages and Professional Engagement	Mean	SD	VI
1. Maintained learning environments that are responsive to community contexts	3.41	0.79	Outstanding
2. Reviewed 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	3.36	0.76	Outstanding
3. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders	3.39	0.73	Outstanding
Overall Weighted Mean	3.39	0.76	Outstanding

They look for opportunities to involve the community in school activities, provide support for student learning, and contribute to the general well-being of students. This may be done through events organizations, working with agencies to assist students, or through community service projects. Outstanding performance in professional engagement indicates that teachers are dedicated to their professional growth and development. They participate actively in available professional learning opportunities, including workshops, conferences, and collaboration with peers. Their commitment helps them stay updated on best practices, innovation in education, and new teaching strategies for the benefit of their students.

In the book "Learning by Doing: A Handbook for Professional Learning Communities at Work," DuFour, et. al (2016) discuss how professional learning communities have impacted

teaching practices. These authors argued that engaging in collaboration as a PLC would lead to improved teaching quality and student outcomes.

According to Epstein (2018), author of "School, Family, and Community Partnerships: Preparing Educators and Improving Schools," what ensures real improvement in students' educational achievements is to build effective partnerships within and between schools, families, and communities. Effective community practices, at the same time, improve students' achievements and impact a more supportive educational environment.

Personal Growth and Professional Development

The table shows that the level of teachers' performance relative to personal growth and professional development is "outstanding" which means that they have an overall

weighted mean of 3.47 with the standard deviation of 0.73.

Teachers are "admirable" in doing other related tasks ($m=3.51$), applying pedagogy that is child-centered/ learner-focused and setting

professional development goal using PPST ($m=3.48$) and practicing that promotes the self-worth of teaching as a vocation by demonstrating concern, respect and introspective integrity ($m=3.41$).

Table 9. Teaching Performance as to personal growth and professional development

Personal Growth and Professional Development	Mean	SD	VI
1. Applied a personal philosophy of teaching that is learner-centered	3.48	0.72	Outstanding
2. Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as a caring attitude, respect, and integrity	3.41	0.80	Outstanding
3. Set professional development goals based on the Philippine Professional Standards for Teachers	3.48	0.70	Outstanding
4. Performed various related works/activities that contribute to the teaching-learning process	3.51	0.68	Outstanding
Overall Weighted Mean	3.47	0.73	Outstanding

Teachers are going the extra special mile to show their extraordinary commitment to self-improvement through learning!!And they score much higher than anyone should!!! These kinds of teachers can more possibly undertake high-quality teaching as they are successful in personal learning and professional growth. Because of the learning and growth they bring, new methodologies emerge that are driven by outcomes and can better serve enhanced classroom experiences for our students.

Work teachers' competences in the classroom depend on their professional and personal development. Teacher professional development can become continuing education that helps teachers hone their practice, keep abreast of innovations in education and develop a growth mindset, according to Darling-Hammond (2020).

Difference in the Teaching Performance

The predictors to teaching performance are central for quality learning and teaching. Thus, in this study the author analyses some relevant differences on teaching performance of participants according to groupings related to profile variables. This provides a demonstration of how different profile variables influence teaching performance and thereby informs focused interventions and professional development session that serve to drill for the

change in practice and improvement in outcomes.

Results Statistically significant differences in performance between most teaching areas begged on the basis of position/rank are reported. There are no significant differences between the two groups on content knowledge and pedagogy ($F_{7,240} = 4.27, p = .00$), the differences might be due to differences in responsibility, skills and resource availability. With more rank, there often comes increased workload and chances for development, which would lead to greater mastery of content and pedagogy. This is supported by research from Ingersoll (2019) and Darling-Hammond (2020), who explain that experienced teachers are more likely to use successful teaching practice, leading to better student outcomes. Similarly, Ronfeldt et al. (2021) showed that teachers in leadership positions are stronger in content knowledge and pedagogy resulting from increased access to collaboration and development. Large effects were also detected within the learning community ($F_{7,240} = 1.97, p = .00$) and student body diversity ($F_{7,240} = 3.22, p = .00$), demonstrating that teaching rank influences teachers' classroom management and inclusivity practices. Findings by Evertson and Weinstein (2019) as well as Reddy et al. (2020) stress that experienced teachers generally create a more positive and interactive learning

climate, compared to Darling-Hammond et al. (2017) highlight the role of inservice education in enabling teachers to successfully facilitate diverse classrooms.

Moreover, there are notable differences in pedagogical competency between curriculum and planning ($F_{7,240} = 3.13, p = .00$), evaluation and reporting ($F_{7,240} = 2.02$), and professional engagement in community links ($F_{7,240} = 2.08, p = .05$), and personal development and professional education ($F_{7,240} = 2.52, p = .02$). These findings imply that higher ranking teachers may be more effective curricular designers and evaluators; that they may be more engaged professionals who are better informed about their work in schools; since they have greater experience, autonomy and support from institutions. As Ornstein and Hunkins (2017) observed, planning curriculum is a skill learned through practice and exposure to educational theories and Doran and Reddy (2021) found that senior teachers are likely to be more skilled in applying different methods of assessment. In addition, Smith and Pendergast (2020), found that teachers with advanced ratings tend to be more present in professional and community networks, while Munk and Reiser (2021) and Darling-Hammond (2020 stressed): leadership positions can also promote the mentorship as well as ongoing professional learning. Collectively, these results stress the need for focused support of and responsive institutional support to rank discrepancies in their efforts toward excellence at all levels of teaching.

Conclusion

Most of the participants are women, between 37 and 41 years old and married. They are mostly Teacher I with Php 15,001.00 to Php 28,000.00 as monthly salary. The respondents were predominantly Bachelor of Elementary Education specializing in General Education graduates and have accumulated MAED units, but majority are not taking doctorate yet. They have already attended the Matatag Curriculum Seminar and many of them are the district-level awardees. Delivery of the teachers in content knowledge and pedagogy, teaching and learning environment, pupil equity, assessment and reporting, curriculum and planning

(full 13-week diagnostic), community benefits/outreach/ engagement/ professionalism is "outstanding." Significant differences in overall teaching performance, subject matter and pedagogy, diversity of learners, curriculum and planning, assessment and reporting, as well as personal growth and professional development were found when categorised by teaching position or rank. Such findings provide a rationale for the development of an intervention programme that includes different activities targeting those domains of PPST which were rated low.

Acknowledgement

Most importantly, the researcher heartily appreciates Almighty Allah for his boundless blessings and guidance that enabled him to have a successful journey despite many setbacks. He is highly indebted to all those individuals who encouraged, backed, cared and prayed for him during this process. Their support and kindness enabled the achievement of this study. The inmate is very grateful to his thesis adviser for his enormous wisdom, patience and encouragement at every stage of the study and also to the Director of the Graduate School, Chairman as well as panel members for their useful criticisms that made it stronger. The researcher would like to thank the DepEd Division Office, District Coordinating Principal and Elementary School Heads of Castillejos for allowing and endorsing this research to be pursued, as well as all the respondents who have willingly cooperated and provided their time in answering the questionnaires. Sincere gratitude must also be extended to his wife, Grace and children whose love, understanding, and support were the strength and motivation he leaned on in finishing this work.

References

Cochran-Smith, M., Villegas, A. M., Abrams, L., Chavez-Moreno, L., Mills, T., & Stern, R. (2016). Research on teacher preparation: Charting the landscape of a sprawling field. In D. H. Gitomer & C. A. Bell (Eds.), *Handbook of Research on Teaching* (5th ed., pp. 439-547). American Educational Research Association.

Darling-Hammond, L. (2020). *Teacher education around the world: What can we learn from international practice?* New York, NY: Routledge.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. *Learning Policy Institute*.

Doran, J., & Reddy, L. A. (2021). Teacher leadership and its impact on assessment practices: A systematic review. *Educational Leadership and Administration: Teaching and Program Development*, 33, 15-30.

DuFour, R., DuFour, R. B., Eaker, R., & Many, T. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Solution Tree Press.

Epstein, J. L. (2018). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (4th ed.). Westview Press.

Espiritu, Raymond. (2021). AWARENESS AND COMPETENCY OF PRE-SERVICE TEACHERS ON THE PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS (PPST): A BASIS FOR TRAINING PROGRAM. Vol. 7 No. 11. 83-105. 10.17605/OSF.IO/FY8MC.

Evertson, C. M., & Weinstein, C. S. (2019). *Handbook of Classroom Management*. Routledge

Guskey, T. R. (2019). Formative assessment and grading: A tool for learning. *Educational Leadership*, 77(3), 24-30

Hattie, J., & Yates, G. C. R. (2014). *Visible Learning and the Science of How We Learn*. Routledge.

Ingersoll, R. (2019). The status of teaching as a profession. *Educational Policy*, 33(2), 185-207.

Lonzon, Miriam & Espiritu, Raymond. (2024). Phenomenological Behavioural Problems Manifested by High School Students Enrolled in Subic. *International Journal of Multidisciplinary Applied Business and Education Research*. 5. 3411-3421. 10.11594/ijmaber.05.08.34.

McGregor, D. (2019). The importance of a positive learning environment in schools. *Educational Review*, 71(1), 45-65.

Munk, D. D., & Reiser, R. A. (2021). The role of teacher leadership in fostering effective assessment practices. *Journal of Educational Research*, 114(5), 568-579.

Nairz-Wirth, E., & Feldmann, K. (2019). Teacher professionalism in a double field structure. *British Journal of Sociology of Education*, 40(6), 795-808. <https://doi.org/10.1080/01425692.2019.1597681>

OECD. (2019). *Education at a Glance 2019: OECD Indicators*. OECD Publishing. <https://doi.org/10.1787/f8d7880d-en>

Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues* (6th ed.). Pearson.

Reddy, L. A., Doran, J., & Sorrell, C. (2020). The impact of teacher leadership on student outcomes: A systematic review. *Educational Leadership and Administration: Teaching and Program Development*, 32, 5-20.

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2021). How teacher turnover harms student achievement. *American Educational Research Journal*, 58(3), 659-693.

Salaria, N. (2012). Meaning of the term descriptive survey research method. *International journal of transformations in business management*, 1(6), 1-7. <https://www.semanticscholar.org/paper/Meaning-Of-The-Term-Descriptive-Survey-Research-Salaria/b5daa392a693f64d7b9df01b9d429bd839d95059>

Salend, S. J. (2016). *Creating Inclusive Classrooms: Effective and Reflective Practices*. Pearson.

Smith, T., & Pendergast, D. (2020). Building community connections: The role of teachers in fostering engagement. *International Journal of Educational Management*, 34(5), 931-943.

Tschannen-Moran, M., & Hoy, A. W. (2021). The influence of teacher efficacy on student achievement: A meta-analysis. *Educational Research Review*, 15, 1-20.