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Research Article

Teaching Competence of President Ramon Magsaysay State University Teacher Education Graduates: Basis for Curriculum Enhancement Program

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ABSTRACT

Teaching competence remains a significant indicator of teacher education quality because teachers' professional knowledge, instructional practices, and ability to respond to diverse learners influence the effectiveness of classroom instruction. This study assessed the teaching competence of Teacher Education graduates of President Ramon Magsaysay State University (PRMSU) using the Philippine Professional Standards for Teachers (PPST) as the basis for evaluation and curriculum enhancement. Specifically, it examined graduates' competence across the seven PPST domains and utilized the findings as a foundation for developing a curriculum enhancement program for the Teacher Education Department.

The study employed a mixed-method research design involving quantitative assessment through a PPST-based questionnaire and qualitative analysis of open-ended responses. Participants included 112 Teacher Education graduates and 29 head teachers/supervisors who provided self-assessment and external evaluation of graduate competence. The findings showed that PRMSU Teacher Education graduates demonstrated a highly proficient level of competence across all PPST domains. Personal Growth and Professional Development emerged as one of the strongest areas, reflecting graduates' commitment to continuous learning and professional improvement. However, qualitative responses identified areas requiring further strengthening, particularly in inclusive education, instructional innovation, assessment utilization, and exposure to diverse learner contexts.

Differences between graduate self-assessments and head teachers' evaluations were observed in Learning Environment and Assessment and Reporting, suggesting that classroom-based competencies require continuous feedback, mentoring, and professional support. Based on the integrated findings, the PRMSU Teacher Education Excellence Advancement Program (TEEAP) was developed as a PPST-aligned curriculum enhancement framework. The program emphasizes research-based instruction, experiential learning, inclusive education, digital pedagogy, mentoring, and stakeholder collaboration to strengthen teacher preparation and develop competent, reflective, and responsive educators.

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Introduction

Teacher competence remains one of the most important factors in achieving quality education because teachers influence how learners develop their knowledge, skills, values, and attitudes. In today's changing educational environment, teachers are expected not only to have strong content knowledge but also to demonstrate effective teaching strategies, classroom management skills, assessment practices, digital competence, and the ability to respond to diverse learners' needs. These expectations highlight the importance of continuously developing teachers' professional competencies to ensure meaningful and responsive learning experiences (Gepila, 2020; König et al., 2021). In the Philippine education system, the Philippine Professional Standards for Teachers (PPST) provides a framework for understanding and assessing teacher quality through its seven domains: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development (Department of Education, 2017). The PPST serves as a guide for strengthening teachers' professional practice and supporting their continuous growth.

For President Ramon Magsaysay State University (PRMSU), ensuring that Teacher Education graduates are prepared for the realities of the teaching profession is an important responsibility. As an institution that develops future educators, PRMSU aims to equip its graduates with the knowledge, skills, and professional values needed to become effective teachers. However, the effectiveness of a Teacher Education program is not only measured by academic preparation but also by how graduates apply their competencies in actual classroom settings. Since PRMSU graduates are deployed in various public and private schools, assessing their teaching competence provides valuable insights into how well the program prepares them to handle different learners, instructional challenges, and professional expectations.

Evaluating the teaching competence of PRMSU Teacher Education graduates through the PPST framework provides an opportunity to identify both strengths and areas that require further improvement. The perspectives of graduates and their school heads offer a broader understanding of how teacher competencies are demonstrated in actual practice. This is particularly relevant in the Central Luzon educational context, where teachers work with diverse learners and encounter different school conditions and instructional demands. The results of this assessment may serve as a basis for enhancing the Teacher Education curriculum of PRMSU, ensuring that future graduates are better prepared to meet the changing needs of Philippine classrooms and the teaching profession.

Research Objectives

This study aimed to assess the teaching competence of Teacher Education graduates of President Ramon Magsaysay State University and determine how their acquired knowledge, skills, and professional practices reflect the expectations of the teaching profession. It specifically sought to examine the graduates' competencies in relation to professional teaching standards, instructional practices, classroom management, assessment of learning, responsiveness to diverse learners, curriculum implementation, professional engagement, and continuous professional development. Through this assessment, the study intended to identify the strengths and areas requiring further improvement in the preparation of Teacher Education graduates.

Furthermore, this study aimed to generate evidence that may support the continuous improvement and enhancement of the Teacher Education curriculum. By determining the competency needs of graduates and examining areas that require strengthening, the study sought to provide a basis for developing a curriculum enhancement program that promotes effective teaching practices, professional

growth, and responsiveness to the evolving demands of education. The findings may contribute to strengthening teacher preparation programs and supporting the development of competent, adaptive, and reflective educators.

Methods

Research Design

This study utilized a descriptive research design employing a mixed-method approach to determine the teaching competence of Teacher Education graduates of President Ramon Magsaysay State University (PRMSU). The quantitative component involved the administration of a structured survey questionnaire anchored on the Philippine Professional Standards for Teachers (PPST) framework to assess the graduates' level of competence across the seven domains of professional teaching practice. Meanwhile, the qualitative component involved the use of open-ended questions to obtain additional insights regarding the respondents' experiences, practices, and perspectives related to teaching competence.

The descriptive design was deemed appropriate as the study intended to assess the existing level of teaching competence of Teacher Education graduates and describe their performance based on established professional standards without manipulating any variables. The integration of quantitative and qualitative data provided a more comprehensive understanding of the graduates' competencies and served as the basis for developing a proposed curriculum enhancement program for the Teacher Education Department

Respondents and Research Locale

The study was conducted among the Teacher Education graduates of President Ramon Magsaysay State University (PRMSU), Castillejos Campus, Zambales, Philippines. PRMSU was selected as the research locale because it is one of the higher education institutions in Zambales that offers a Teacher Education program and continuously prepares graduates for the teaching profession through its academic programs. The locale was appropriate for the study since the research aimed to assess the teaching competence of PRMSU Teacher Education graduates using the Philippine Professional Standards for Teachers (PPST) as a framework

and utilize the findings as a basis for curriculum enhancement.

The respondents of the study consisted of Teacher Education graduates and their respective head teachers/supervisors. A total of 141 respondents participated in the study, composed of 112 Teacher Education graduates and 29 head teachers/supervisors. The graduates were included because they were the direct products of the PRMSU Teacher Education program and could provide firsthand information regarding the application of the knowledge, skills, and competencies developed during their academic preparation. Meanwhile, head teachers and supervisors were selected because they had direct observation and professional knowledge of the graduates' teaching performance, allowing them to provide an external assessment of teaching competence.

The participants were selected through purposive sampling technique. The researcher identified and included only those Teacher Education graduates who were already practicing the teaching profession in public and private schools, as these individuals had actual teaching experiences necessary for assessing professional competence. The possible respondents were identified through the annual tracer study records prepared by the College of Teacher Education, and only graduates who were currently teaching were considered eligible participants. Their respective head teachers/supervisors were also included to provide validation of the graduates' teaching competence through the PPST-based evaluation.

Research Instrument

The study employed a researcher-adapted questionnaire based on the Philippine Professional Standards for Teachers (PPST) as the primary data-gathering instrument. The questionnaire was designed to determine the level of teaching competence of PRMSU Teacher Education graduates in relation to the seven PPST domains: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development. The instrument was administered to Teacher Education graduates as a self-assessment tool and to their respective

head teachers/supervisors to obtain an external evaluation of their teaching competence.

The questionnaire also incorporated open-ended questions to capture the respondents' experiences, perceived areas of strength, challenges encountered in actual teaching practice, and suggestions for improving the Teacher Education curriculum. The use of both structured survey items and open-ended responses enabled the researcher to gather comprehensive data by combining quantitative measures of teaching competence with qualitative insights from the participants. The information obtained from the instrument served as the basis for assessing graduates' competencies and formulating the proposed curriculum enhancement program for the Teacher Education Department.

Data Collection Procedure

The data collection process commenced after securing the necessary permissions from relevant authorities and identifying the qualified participants of the study. The researcher utilized the Philippine Professional Standards for Teachers (PPST)-based survey questionnaire as the primary instrument for gathering quantitative data. The questionnaire was administered to Teacher Education graduates and their respective head teachers/supervisors to obtain both self-assessment and external evaluation of teaching competence.

A total of 141 respondents participated in the study, consisting of 112 Teacher Education graduates and 29 head teachers/supervisors. The inclusion of both groups allowed the study to capture the graduates' perceived competence and the actual assessment of their teaching performance from their immediate school supervisors. Additionally, open-ended questions were included to gather qualitative responses that provided further explanations and contextual understanding of the factors influencing teaching competence.

Data Analysis

The quantitative data were analyzed using appropriate descriptive and inferential statistical procedures. Weighted mean was employed to determine the level of teaching competence of the respondents across the seven domains of

the PPST. The results obtained from the self-assessment of Teacher Education graduates were also compared with the evaluations provided by head teachers/supervisors to determine similarities and differences in their assessments.

For the qualitative data, responses from the open-ended questions were analyzed through thematic analysis to identify common themes, patterns, and significant observations related to the development of teaching competence. The integration of quantitative results and qualitative findings strengthened the interpretation of the data by providing both numerical evidence and contextual explanations.

The analyzed findings were used as the foundation for formulating a proposed curriculum enhancement program aimed at improving the preparation and professional competencies of future Teacher Education graduates.

Results and Discussion

Teacher Education Graduates' Teaching Competence

The Philippine Professional Standards for Teachers (PPST) is a tool that was used to determine the teaching competence of pre-service teachers. One of the aims of this study was to assess the teaching competence of PRMSU Teacher Education Graduates. There were seven (7) domains of the PPST, namely: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement and personal growth and professional development. The Teacher Education Graduates rated their teaching competence using the PPST tool.

The results in Table 1 show that Teacher Education graduates of President Ramon Magsaysay State University (PRMSU) demonstrated a highly proficient level of teaching competence across all seven domains of the Philippine Professional Standards for Teachers (PPST), with an overall weighted mean of 3.01. The highest-rated domain was Personal Growth and Professional Development (WM = 3.11), indicating graduates' strong recognition of continuous learning, reflection, and professional improvement. The high ratings in Learning Environment, Curriculum and Planning,

and Assessment and Reporting (WM = 3.07) further suggest that graduates developed essential skills in instructional planning, classroom management, and learner assessment.

These findings reflect the effectiveness of the PRMSU Teacher Education program in developing professional competencies aligned with teaching standards (Avalos, 2020).

Table 1. Summary of Teacher Education Graduates' Teaching Competence (Self-Survey)

Domain	Weighted Mean	Verbal Interpretation
1. Content Knowledge and Pedagogy	2.91	Highly Proficient
2. Learning Environment	3.07	Highly Proficient
3. Diversity of Learners	2.84	Highly Proficient
4. Curriculum and Planning	3.07	Highly Proficient
5. Assessment and Reporting	3.07	Highly Proficient
6. Community Linkages and Professional Engagement	2.98	Highly Proficient
7. Personal Growth and Professional Development	3.11	Highly Proficient
OVERALL WEIGHTED MEAN	3.01	Highly Proficient

Scale: 3.26-4.00 (*Distinguished*); 2.51-3.25 (*Highly Proficient*); 1.76-2.50 (*Proficient*); 1.00-1.75 (*Beginning*)

Among the PPST domains, Diversity of Learners obtained the lowest rating (WM = 2.84), although it remained within the highly proficient level. This suggests the need to further strengthen graduates' preparation in inclusive education, differentiated instruction, and learner-centered approaches to better address diverse classroom contexts. Enhancing these areas through curriculum improvements and professional development opportunities may help graduates become more responsive to varied learner needs, consistent with the importance of adaptive teacher preparation programs (Sancar et al., 2021).

Within the PRMSU context, the findings demonstrate that the Teacher Education curriculum has effectively prepared graduates for their professional responsibilities. However, continuous curriculum enhancement remains necessary, particularly in strengthening inclusive teaching practices and reflective professional development. These efforts will support the university's goal of producing competent, adaptive, and learner-responsive teachers capable of meeting the demands of 21st-century education.

Head Teachers' Evaluation of the Teaching Competence of Teacher Education Graduates

The teaching competence of Teacher Education graduates was assessed by their respective Head Teachers or Coordinators through

the Philippine Professional Standards for Teachers (PPST) framework. This evaluation provided an external perspective on the graduates' professional performance by examining their competencies across the different PPST domains. Specifically, it aimed to identify the areas where the graduates demonstrated exemplary teaching practices, determine domains requiring further enhancement, and provide insights that may guide future professional development initiatives and support programs for beginning teachers.

The results in Table 2 present the evaluation of Teacher Education graduates' teaching competence as assessed by their head teachers using the Philippine Professional Standards for Teachers (PPST) framework. The findings reveal that all seven domains obtained a Highly Proficient interpretation, with an overall weighted mean of 2.68. The highest-rated domain was Personal Growth and Professional Development (WM = 2.81), indicating that graduates demonstrate commitment to continuous learning, professional reflection, and improvement of their teaching practices. The high ratings in Curriculum and Planning (WM = 2.77) and Learning Environment (WM = 2.75) further suggest that graduates are capable of preparing appropriate learning experiences and maintaining supportive classroom environments. These results affirm the effectiveness of the PRMSU Teacher Education program

in developing graduates who possess the professional competencies expected in the teaching profession, highlighting the importance of

competency-based assessment in determining teacher readiness (Padillo et al., 2021).

Table 2. Summary of Teacher Education Graduates' Teaching Competence (Head Teacher)

Domain	Weighted Mean	Verbal Interpretation
1. Content Knowledge and Pedagogy	2.65	Highly Proficient
2. Learning Environment	2.75	Highly Proficient
3. Diversity of Learners	2.54	Highly Proficient
4. Curriculum and Planning	2.77	Highly Proficient
5. Assessment and Reporting	2.67	Highly Proficient
6. Community Linkages and Professional Engagement	2.61	Highly Proficient
7. Personal Growth and Professional Development	2.81	Highly Proficient
OVERALL WEIGHTED MEAN	2.68	Highly Proficient

Scale: 3.26-4.00 (Distinguished); 2.51-3.25 (Highly Proficient); 1.76-2.50 (Proficient); 1.00-1.75 (Beginning)

Although all domains were rated highly proficient, Diversity of Learners received the lowest assessment (WM = 2.54), followed by Community Linkages and Professional Engagement (WM = 2.61). While these areas remained within the expected level of competence, the findings suggest opportunities to further strengthen graduates' abilities in addressing learner diversity, engaging communities, and applying inclusive teaching strategies. Enhancing these competencies through expanded field experiences, inclusive education training, and stronger school-community engagement may better prepare graduates to respond to varied classroom realities. Developing teachers' capacity to address learner differences is essential in promoting equitable and meaningful learning opportunities for all students (Florian & Beaton, 2020).

Within the PRMSU context, the head teachers' evaluation confirms that Teacher Education graduates are prepared to perform their professional responsibilities in actual school settings. The consistent highly proficient ratings indicate that the curriculum has effectively developed graduates' instructional skills, professional attitudes, and classroom competencies. However, the variation in domain ratings provides valuable direction for curriculum enhancement, particularly in strengthening inclusive education practices, authentic teaching experiences, and continuous professional development opportunities. Sustained support and

professional learning initiatives remain important in enabling teachers to refine their practices and adapt to the evolving demands of the education sector (Bahriadi et al., 2022).

Relationship on the Self-evaluation assessment of the Teacher Education Graduates to the Head Teachers' evaluation on the teaching competence.

The self-assessment of the Teacher Education graduate-respondents was compared with the evaluation of their respective head teachers to determine whether their perceptions of teaching competence were consistent with actual observations of professional practice. Using the Philippine Professional Standards for Teachers (PPST) as the basis of assessment, the study examined whether differences existed between how graduates viewed their own competencies and how their school heads evaluated their performance across the seven PPST domains. This comparison was necessary because teaching competence involves both teachers' personal reflections about their practices and the observable behaviors demonstrated in actual classroom settings.

Table 3 presents the results of the t-test conducted to determine the significant differences between the self-evaluation of Teacher Education graduates and the assessment provided by head teachers across the seven PPST domains. The analysis used a one-tailed test at the 0.05 level of significance, which was

appropriate because the study aimed to determine whether there were differences between two related assessments of the same teaching competencies based on the assumption that professional evaluation should reflect graduates' actual level of competence. The results showed that most PPST domains did not demonstrate significant differences, indicating that graduates and their head teachers

generally shared similar perceptions regarding the graduates' professional capabilities. However, significant differences were observed in Learning Environment and Assessment and Reporting, suggesting that these areas involve classroom-based practices where differences in personal perception and external observation are more likely to occur.

Table 3. T-Test on the Self-evaluation assessment of graduates and the Head Teachers assessment

PPST Domains	t	df	P (1-tailed)	Interpretation
Domain 1: Content Knowledge and Pedagogy	1.724	28	.096	Not Significant
Domain 2: Learning Environment	2.286	28	.030*	Significant
Domain 3: Diversity of Learners	1.906	28	.067	Not Significant
Domain 4: Curriculum and Planning	1.640	28	.112	Not Significant
Domain 5: Assessment and Reporting	2.095	28	.045*	Significant
Domain 6: Community Linkages and Professional Engagement	1.947	28	.062	Not Significant
Domain 7: Personal Growth and Professional Development	1.767	28	.088	Not Significant

p < .05 (one-tailed test)

The significant difference found in the Learning Environment domain ($t = 2.286$, $p = .030$) suggests that graduates and head teachers viewed classroom management and the creation of supportive learning environments differently. Graduates may have developed confidence in their ability to establish positive classroom relationships, maintain learner engagement, and create safe learning spaces based on their daily experiences with students. However, head teachers evaluate this domain through direct observation of classroom practices, including how teachers manage learner behavior, respond to classroom challenges, and maintain an environment conducive to learning. This difference may be influenced by the varying teaching contexts experienced by PRMSU graduates, particularly those assigned in public and private schools where class sizes, learner diversity, available resources, and school expectations differ.

Similarly, the significant difference in the Assessment and Reporting domain ($t = 2.095$, $p = .045$) indicates variations between graduates' perceptions of their assessment practices and the observations of their school heads. While

graduates may perceive themselves as capable of designing assessments, monitoring learner progress, and using assessment results to guide instruction, head teachers may focus more on the consistent application of assessment practices, accuracy of reporting, and the use of assessment data for instructional decision-making. In Philippine schools, particularly in public school settings where teachers handle multiple responsibilities beyond classroom instruction, effective assessment and reporting require not only knowledge of assessment principles but also the ability to apply these practices within actual school conditions. Thus, the difference observed may reflect the gap between understanding assessment concepts and consistently implementing them in practice.

On the other hand, the non-significant differences observed in Content Knowledge and Pedagogy, Diversity of Learners, Curriculum and Planning, Community Linkages and Professional Engagement, and Personal Growth and Professional Development indicate that graduates' self-perceptions were generally aligned with their head teachers' evaluations. These results suggest that the competencies developed

through the PRMSU Teacher Education program were recognized both by graduates themselves and by their school supervisors. The consistency of assessment across these domains may reflect the influence of the PPST as a shared framework that guides expectations of teacher competence among teacher education institutions, teachers, and school administrators (Barnard et al., 2020).

The observed similarities and differences between graduate self-assessment and head teacher evaluation provide valuable implications for strengthening teacher preparation programs. While PRMSU Teacher Education graduates demonstrated alignment with their supervisors in most PPST domains, the significant differences in Learning Environment and Assessment and Reporting highlight areas where continued mentoring, classroom-based feedback, and reflective professional development may be beneficial. External evaluation from school heads provides graduates with perspectives that may not always emerge through self-assessment alone, allowing them to identify areas for further improvement in their professional practice (Voss et al., 2020).

Overall, the findings demonstrate that PRMSU Teacher Education graduates possess competencies that are recognized by both themselves and their school heads. The consistency between the two assessments affirms the contribution of the Teacher Education program in preparing graduates for professional practice. However, maintaining this level of competence requires continuous curriculum review, stronger school partnerships, and

professional learning opportunities that respond to the changing demands of Philippine education, particularly in diverse classroom environments across Central Luzon (Cortes et al., 2020).

Teacher Education Graduates Highest-Scored Domain

Table 4 presents the emerging themes from the narrative responses of Teacher Education graduates regarding the PPST domain they perceived as their highest area of competence. The qualitative analysis generated three themes: Learning Environment, Diversity of Learners, and Curriculum and Planning. Among these themes, Learning Environment emerged as the most frequently identified area, which is consistent with the quantitative findings where this domain obtained a high self-assessment rating (WM = 3.07). Graduates associated their competence in this area with their ability to establish safe, supportive, and learner-centered classrooms. One respondent described the learning environment as “a home we build not just for our students but for us teachers as well,” emphasizing the importance of creating a classroom atmosphere where learners feel secure and valued. These responses suggest that graduates view classroom management and positive teacher-learner relationships as essential components of effective teaching practice. This supports the view that teacher competence involves not only instructional skills but also the ability to create environments that promote meaningful learning experiences (Pardillo et al., 2021).

Table 4. Teacher Education Graduates Highest-Scored Domain

Question	Emergent Theme	Code	Categorized Significant Statements
Among the seven (7) domains of the PPST, what domain did you rate yourself the highest? Why (provide reason (s))?	Learning Environment	Learners' safety and Security	• Learning environment. Because this a home we build not just for our students but for us teachers as well. It's safe to say that I have mastered this domain as if is the easiest to observe, restructure and modify. • ...because I am doing it to the best I can. These are also being exercised in our school to address all the diversity of learners and adversity in their learning. We need

Question	Emergent Theme	Code	Categorized Significant Statements
			- to be compassionate enough to do all these things. - Domain 2-7 experience and number of years in service may affect those domains.
	Diversity of Learners	Learners' Learning Differently	- Diversity of learners. Working for 4 years in a private school made me encounter different learners, and some has issues that I had to deal with, so it made adjust in many ways. - Diversity of learners because in our school it is very evident that the students learn differently. - Domain 3 because as a teacher these factors are the ones who you need the most to learn.
	Curriculum and Planning	Trainings	Curriculum and planning- our school provide us series of trainings to help us developed in this particular domain.

The theme Diversity of Learners also emerged as a perceived area of strength, reflecting graduates' experiences in responding to varied learner characteristics and needs. Participants noted that their exposure to different learners helped them "adjust in many ways" and develop approaches suited to students' differences. This qualitative finding complements the quantitative result, where Diversity of Learners obtained a highly proficient rating (WM = 2.84), although it was among the lower-rated domains. The findings indicate that while graduates recognize their capability in addressing learner diversity, continued opportunities for inclusive education training and differentiated instruction may further strengthen this competency. Developing teachers' ability to respond to learner differences remains essential in promoting equitable and meaningful learning opportunities (Durdukoca, 2021).

The theme Curriculum and Planning was linked to professional training and institutional support that enhanced graduates' instructional preparation. Respondents highlighted that school-provided training helped them develop confidence in lesson planning and curriculum implementation. This finding corresponds with the quantitative assessment, where Curriculum and Planning received a high rating (WM =

3.07), indicating that graduates perceive themselves as capable of designing and delivering appropriate learning experiences. Overall, the themes reveal that graduates' strongest competencies are developed through actual classroom experiences, learner interactions, and continuous professional learning. These findings highlight the importance of sustaining curriculum enhancement initiatives and professional development programs that strengthen teachers' capacity to respond to changing educational demands (OECD, 2021).

Teacher Education Graduates' Lowest-Scored Domain

Table 5 presents the emerging themes from the narrative responses of Teacher Education graduates regarding the PPST domains they perceived as their lowest areas of competence. The qualitative analysis revealed three themes: Personal Growth and Professional Development, Diversity of Learners, and Content Knowledge and Pedagogy. The responses indicate that graduates' perceived challenges are associated with limited professional experience, adjustment to teaching responsibilities, limited exposure to diverse learner groups, and the continuous development of instructional knowledge and skills. These findings suggest that graduates recognize teaching competence

as a continuously developing process that requires reflection, experience, and professional learning opportunities. Teacher development progresses through sustained practice, collaboration, and engagement in meaningful professional growth activities (Kyndt et al., 2020).

Table 5. Teacher Education Graduates' Lowest-Scored Domain

Question	Emergent Theme	Code	Categorized Significant Statements
Among the seven (7) domains of the PPST, what domain did you rate yourself the lowest? Why (provide reason (s))?	Personal Growth and Professional Development	Lack of experience and adjustment in the curriculum	- Personal growth, because I think the school, I am with now became my comfort zone. I think I will grow more if I'm already in public. - Personal Growth and professional development because I am just a new teacher and lack experience. - Domain 7 because I don't have yet professional growth in terms of further students. - Among the 7 domains of the PPST, I rated myself the lowest in the first domain. I am still in the phase of transition and adjustments in the curriculum; therefore, I still need to develop and acquire skills in the positive use of ICT and adapt more research-based knowledge and principles of teaching and learning.
	Diversity of Learners	Limited learners from indigenous groups	- Among the seven domains I rated myself the lowest in Diversity of learners because we only have a few learners from indigenous groups and learners with disabilities. But as much as possible, I make sure I offer inclusive education to my students. - Domain 3 is my lowest since I still need to broaden my knowledge in gender, needs, strengths, interests and experiences of my learners. - Diversity of learners some of our student needs attention that I can't provide.
	Content Knowledge and Pedagogy	Continuous learning	- Content knowledge and pedagogy. Learning is a never-ending process which requires us teachers to adapt through continuous progress. - Domain 1 content and pedagogy, knowledge is continuous, improving and ever changing.

The theme Personal Growth and Professional Development emerged as the most identified area requiring further improvement. Graduates associated this domain with limited

teaching experience and the transition from teacher preparation to actual classroom practice. One respondent shared that they were "just a new teacher and lack experience," while

another expressed the need to continue developing skills and adapting to curriculum changes. Although this domain received the highest quantitative rating in the self-assessment (WM = 3.11), the qualitative responses reveal that graduates continue to recognize professional growth as an ongoing process. This reflects the reality that beginning teachers require mentoring, induction support, and opportunities for professional engagement to strengthen their confidence and competence in the field (Voss et al., 2020).

The themes Diversity of Learners and Content Knowledge and Pedagogy further highlight areas for continuous enhancement. Graduates noted limited exposure to learners from diverse backgrounds, including learners with disabilities and indigenous groups, which affected their confidence in addressing varied learner needs. This finding corresponds with the quantitative result where Diversity of Learners obtained one of the lower ratings (WM = 2.84), emphasizing the need for stronger preparation in inclusive education and differentiated instruction. Similarly, graduates recognized Content Knowledge and Pedagogy as an area requiring continuous improvement, with one participant noting that “learning is a never-ending process.” Within the PRMSU context,

these findings emphasize the importance of strengthening curriculum initiatives that provide authentic teaching experiences, inclusive education exposure, and continuous professional learning opportunities. Enhancing these areas may further support graduates’ readiness to respond effectively to diverse classroom demands and evolving educational expectations (Darling-Hammond et al., 2022).

Head Teachers’ Highest-Scored Domain

Table 6 presents the emerging themes from the narrative responses of head teachers regarding the PPST domains where Teacher Education graduates demonstrated the highest level of competence based on their evaluation. The qualitative analysis generated three themes: Personal Growth and Professional Development, Content Knowledge and Pedagogy, and Diversity of Learners. The responses highlight that graduates were recognized for their commitment to continuous improvement, willingness to participate in professional development activities, mastery of instructional strategies, and ability to adjust to learners’ needs. These findings suggest that head teachers view professional commitment and instructional competence as important indicators of effective teaching performance.

Table 6. Head Teachers Highest-Scored Domain

Question	Emergent Theme	Code	Categorized Significant Statements
Among the seven (7) domains of the PPST, what domain did you rate the teacher highest? Why (provide reason (s))?	Personal Growth and Professional Development	Knowledgeable and attending training and seminars	• ...teacher is able to structure her classroom to support learners learning. She displays fairness in dealing with her pupils. She’s open for professional development. • ...because the teacher was already knowledgeable on the profession she chose. • Personal growth and professional development, community linkages and professional engagement. He is willing to develop his teaching strategies and educate himself by attending seminars for professional growth. • Domain 7 personal growth and professional development the teacher has high regards for continuous improvement and development.”

Question	Emergent Theme	Code	Categorized Significant Statements
			...personal growth and professional development. The teacher is enthusiastic in attending seminars and training and has strong desire to pursue postgraduate's studies.
	Content Knowledge and Pedagogy	Willingness to cooperate and knowledgeable.	...because she showed willingness to learn and cooperate." ...he was rated highest in domain 1 because being new in the teaching job he is knowledgeable or updated on the different teaching strategies."
	Diversity of Learners	Willingness to learn and observed	...the highest rated domains are domain 2,3 and seven because the teacher shows willingness to learn her teaching loads and adjust to different learners." - I rated the teacher highest in domain 3 aspect were observed during the schools conduct of MDL instruction."

The theme Personal Growth and Professional Development emerged as the most emphasized area among head teachers' responses. School leaders noted graduates' willingness to attend seminars, pursue further studies, and continuously improve their teaching practices. One head teacher shared that the teacher "has high regards for continuous improvement and development," while another emphasized the graduate's enthusiasm in attending "seminars and training" for professional growth. This qualitative finding is consistent with the quantitative assessment, where Personal Growth and Professional Development obtained the highest rating among head teacher evaluations (WM = 2.81). The results indicate that graduates demonstrate professional dispositions that support lifelong learning and continuous enhancement of teaching practices, which are essential components of teacher competence (Opfer & Pedder, 2020).

The themes Content Knowledge and Pedagogy and Diversity of Learners further reflect head teachers' recognition of graduates' instructional competence and adaptability. Participants highlighted graduates' knowledge of teaching strategies, willingness to learn, and ability to adjust to different learners' needs. This corresponds with the quantitative results, where Learning Environment (WM = 2.75),

Curriculum and Planning (WM = 2.77), and Content Knowledge and Pedagogy (WM = 2.65) obtained highly proficient ratings. Within the PRMSU context, these findings demonstrate that Teacher Education graduates possess the professional knowledge and attitudes necessary for classroom practice. The results also emphasize the importance of sustaining opportunities for professional development, pedagogical innovation, and reflective practice to ensure graduates remain responsive to evolving educational demands (Richter et al., 2021).

Head Teachers' Lowest-Scored Domain

Table 7 presents the emerging themes from the narrative responses of head teachers regarding the PPST domains where Teacher Education graduates demonstrated the lowest level of competence based on their evaluation. The qualitative analysis generated four themes: Content Knowledge and Pedagogy, Diversity of Learners, Personal Growth and Professional Development, and Assessment and Reporting. The responses revealed areas requiring further improvement, particularly in applying varied instructional strategies, addressing diverse learner needs, gaining professional experience, and maximizing assessment results to enhance teaching practices. These findings indicate that while PRMSU Teacher Education graduates

demonstrate the expected competencies for classroom practice, continuous professional support remains necessary to further strengthen their instructional effectiveness.

Table 7. Head Teachers' Lowest-Scored Domain

Question	Emergent Theme	Code	Categorized Significant Statements
Among the seven (7) domains of the PPST, what domain did you rate the teacher lowest? Why (provide reason (s))?	Content Knowledge and Pedagogy	Needed more trainings and seminars	- Domain 1 content and pedagogy, knowledge is continuously improving & ever changing. - Content knowledge and pedagogy, the teacher needs more training and seminars. - Domain 1 content knowledge and pedagogy, teacher needs more trainings in utilizing different strategies in developing critical thinking/HOTS. - Domain 1 content knowledge and pedagogy. The teacher needs training on teaching strategies improvement."
	Diversity of Learners	Conduct of modular distance learning	- Diversity of learners should be addressed by the teacher. - The teacher was rated lowest in domain 3 because she was hired during the pandemic thus in person classes were not allowed and the school only conducted a modular distance learning.
	Personal Growth and Professional Development	Newly hired teachers	- Among the 7 domains, I rated the teacher lowest in domain 6 because of her short-term service in the school. - The teacher was rated lowest in domain 7 because he is new in the teaching profession thus, he is still setting up his direction.
	Assessment and Reporting	Failure to use results of assessment	...assessment and reporting should be given emphasis by the teacher." - Domain 5 assessment and reporting as per observations, teachers often times failed to use the results of their assessments of learning to reflect on their teaching strategies.

The theme Content Knowledge and Pedagogy emerged as the most frequently identified area requiring enhancement. Head teachers emphasized the need for additional training and seminars, particularly in developing varied teaching strategies and approaches that promote higher-order thinking skills. One respondent noted that teachers "need more training in utilizing different strategies in developing critical thinking/HOTS," highlighting the

importance of continuous pedagogical development. This finding corresponds with the quantitative assessment, where Content Knowledge and Pedagogy obtained a highly proficient rating ($WM = 2.65$), suggesting that graduates possess foundational competence but may benefit from further opportunities to refine instructional practices. Similarly, Diversity of Learners was identified as an area needing improvement, with head teachers relating

this concern to limited exposure to face-to-face classroom experiences during the implementation of modular distance learning. This emphasizes the need for authentic teaching experiences that strengthen inclusive and learner-responsive practices (Espiritu, 2021).

The themes Personal Growth and Professional Development and Assessment and Reporting further highlight the challenges commonly experienced by early-career teachers. Head teachers associated these areas with graduates' limited years of teaching experience and the need to further develop professional confidence and assessment practices. One participant observed that teachers "often times failed to use the results of their assessments of learning to reflect on their teaching strategies," indicating the need to strengthen assessment literacy and data-informed instructional decision-making. Within the PRMSU context, these findings imply the importance of structured mentoring, induction programs, and continuous professional learning opportunities to support graduates' transition into the teaching profession. Strengthening these areas through collaborative learning communities and sustained professional development may help graduates improve their instructional competence and responsiveness to evolving classroom demands (Borko, 2021).

Proposed Curriculum Enhancement Program

Based on the quantitative and qualitative findings of the study, the PRMSU Teacher Education Excellence Advancement Program (TEEAP) was developed as a PPST-aligned curriculum innovation framework aimed at sustaining and advancing the teaching competence of Teacher Education graduates. The framework addresses the identified strengths and areas requiring further enhancement by integrating research-based instruction, experiential learning, inclusive education, digital pedagogy, professional mentoring, and stakeholder collaboration. Through systematic alignment with the seven PPST domains, TEEAP provides a structured approach to strengthening teacher preparation and ensuring that curriculum outcomes remain responsive to current educational demands.

The framework emphasizes the development of essential teacher competencies through targeted programs and strategic activities. The Research-Based Teaching Innovation Initiative (RTII) and Teaching Excellence Laboratory Program (TELP) strengthen content knowledge, pedagogy, assessment practices, and reflective teaching through action research, microteaching, peer coaching, and demonstration activities. These initiatives respond to the identified need to further enhance instructional competence and provide future teachers with opportunities to apply research-informed practices in authentic teaching contexts.

The Inclusive Education and Learner Diversity Enhancement Program (IELD-EP) and the Digital Pedagogy Transformation Program (DPTP) address emerging demands in contemporary education by strengthening graduates' capacity to manage diverse learners and integrate technology into instruction. These components are particularly relevant given the findings that Diversity of Learners remains an area requiring further enhancement. Through inclusive education workshops, differentiated instruction activities, classroom observations, and technology-supported teaching experiences, graduates are provided with opportunities to develop responsive and adaptive teaching practices.

Furthermore, TEEAP promotes sustained professional development through the Community Responsive Teacher Preparation Program (CRTPP), PPST Professional Mentoring and Career Development Program (PMCDP), and Curriculum Sustainability and Quality Assurance System (CSQAS). These components ensure that teacher competence continues beyond graduation through mentoring, collaboration with partner schools, stakeholder engagement, and evidence-based curriculum improvement. The framework recognizes that effective teacher development requires continuous reflection, professional support, and institutional commitment.

Table 8 presents the PRMSU Teacher Education Excellence Advancement Program (TEEAP), including its program components, PPST alignment, target competencies, strategic activities, expected outcomes, responsible units, timelines, resources, and evaluation indicators.

Table 8. PRMSU Teacher Education Excellence Advancement Program (TEEAP): A PPST-Aligned Curriculum Innovation Framework for Sustaining and Advancing Graduate Teaching Competence

Program Component	PPST Domain Alignment	Target Competency Enhancement	Strategic Activities / Courses of Action	Expected Outputs / Outcomes	Responsible Persons/ Unit	Time-line	Resources Needed	Evaluation Indicators
1. Research-Based Teaching Innovation Initiative (RTII)	Domain 1: Content Knowledge and Pedagogy; Domain 7: Personal Growth and Professional Development	Strengthen evidence-based teaching practices, research skills, and reflective teaching	Integrate action research, classroom inquiry, research-based lesson planning, and teaching innovation projects across professional education courses	Students demonstrate ability to apply research findings in instructional planning and delivery	CTE Faculty, Research Coordinator, Program Chair	Continuous implementation	Research journals, eLibrary, databases, computers, internet access	Research outputs, teaching portfolios, innovation presentations
2. Teaching Excellence Laboratory Program (TELP)	Domain 1, Domain 4, Domain 5	Improve instructional delivery, assessment strategies, and demonstration teaching competence	Establish teaching laboratory activities including microteaching, lesson study, peer coaching, authentic assessment design, and technology-assisted teaching demonstrations	Improved classroom delivery, lesson planning, and assessment competence	Teacher Education Faculty, Practice Teaching Coordinator	Every semester	Teaching laboratory, ICT tools, instructional materials	Demonstration teaching ratings, faculty evaluation, student teaching portfolio
3. Inclusive Education and Learner Diversity Enhancement Program (IELD-EP)	Domain 2: Learning Environment; Domain 3: Diversity of Learners	Develop competence in addressing learners with disabilities, giftedness, talents, and indigenous learners	Conduct inclusive education workshops, classroom observations, differentiated instruction activities, and special education field experiences	Graduates become capable of designing inclusive and equitable learning environments	Special Education Faculty, Field Study Coordinator	One academic year	Partner schools, inclusive education materials, assessment tools	Field study evaluation, inclusive lesson plans, observation reports
4. Digital Pedagogy Transformation	Domain 1: Content Knowledge and Pedagogy;	Enhance digital teaching competence and	Integrate learning management systems, digital assessment	Graduates demonstrate technology-	ICT Coordinator, CTE Faculty	Continuous	Learning platforms, computers,	Digital teaching portfolio,

Program Component	PPST Domain Alignment	Target Competency Enhancement	Strategic Activities / Courses of Action	Expected Outputs / Outcomes	Responsible Persons/ Unit	Time-line	Resources Needed	Evaluation Indicators
Program (DPTP)	Domain 4: Curriculum and Planning	technology integration	tools, multimedia instruction, and emerging educational technologies	supported teaching practices			internet connectivity	technology integration rubric
5. Community Responsive Teacher Preparation Program (CRTPP)	Domain 6: Community Linkages and Professional Engagement	Strengthen collaboration with schools, parents, and communities	Expand school partnerships, service-learning activities, community immersion, and stakeholder collaboration	Stronger school-community engagement and contextualized teaching practices	College Dean, Program Coordinators, Partner Schools	Annual implementation	MOA/MOU, partner schools, community resources	Partnership reports, stakeholder feedback, field study results
6. PPST Professional Mentoring and Career Development Program (PMCDP)	All Seven PPST Domains	Sustain graduate competence through mentoring and professional growth	Develop PPST portfolios, mentoring systems, coaching sessions, and professional development plans	Graduates maintain and advance professional teaching competence	Alumni Coordinator, Faculty Mentors, School Heads	Year-round	PPST tools, mentoring guides, professional development materials	Graduate monitoring reports, mentor evaluation
7. Curriculum Sustainability and Quality Assurance System (CSQAS)	All Seven PPST Domains	Institutionalize continuous curriculum improvement	Conduct annual curriculum review using tracer studies, employer feedback, PPST results, and stakeholder consultation	Responsive and continuously improving Teacher Education curriculum	Curriculum Committee, CTE Administration	Annual review	Curriculum documents, evaluation instruments, stakeholder reports	Curriculum revision reports and improvement plans

The implementation of TEEAP requires coordinated efforts among Teacher Education faculty members, academic administrators, program coordinators, partner schools, and external stakeholders. Monitoring and evaluation will be conducted through teaching portfolios, research outputs, demonstration teaching assessments, stakeholder feedback, graduate monitoring reports, and curriculum review processes to ensure that program implementation remains evidence-based and responsive to emerging needs in teacher education.

Overall, TEEAP provides PRMSU with a sustainable mechanism for strengthening teacher preparation by addressing competency gaps, enhancing professional identity, and promoting a culture of continuous improvement. The framework reinforces the principle that teacher competence develops through continuous learning, innovation, mentoring, and engagement with authentic educational context.

Conclusion

The study concluded that Teacher Education graduates of President Ramon Magsaysay State University (PRMSU) possess a high level of teaching competence across the seven domains of the Philippine Professional Standards for Teachers (PPST). The results from both graduate self-assessment and head teachers' evaluations indicate that the Teacher Education program has effectively developed graduates' professional knowledge, instructional skills, classroom management abilities, assessment practices, and commitment to professional growth. The consistent highly proficient ratings demonstrate that the curriculum, training experiences, and professional preparation provided by PRMSU have contributed to the development of graduates who are capable of meeting the expectations of the teaching profession.

However, the findings also emphasized that teacher competence requires continuous enhancement, particularly in areas involving diversity of learners, inclusive education practices, instructional innovation, assessment utilization, and sustained professional development. The differences identified between graduates' self-assessments and head teachers' evaluations in Learning Environment and

Assessment and Reporting further highlight the importance of continuous mentoring, feedback mechanisms, and authentic classroom experiences. These areas provide important directions for improving teacher preparation and ensuring that graduates are not only competent upon entry into the profession but are also capable of adapting to the changing demands of Philippine education. In response to these findings, the PRMSU Teacher Education Excellence Advancement Program (TEEAP) was developed as a PPST-aligned curriculum enhancement framework that promotes research-based instruction, inclusive practices, digital pedagogy, professional mentoring, and continuous curriculum improvement.

Recommendation

Based on the findings of the study, it is recommended that the PRMSU Teacher Education Department consider the adoption and institutionalization of the Teacher Education Excellence Advancement Program (TEEAP) as a curriculum enhancement initiative. The program may serve as a structured framework for strengthening graduates' competencies through research-based teaching practices, experiential learning activities, inclusive education preparation, digital pedagogy integration, and professional mentoring. Faculty members and academic administrators may collaborate with partner schools and stakeholders to ensure that curriculum improvements remain aligned with the actual needs and challenges encountered by teachers in Philippine educational settings.

Furthermore, regular evaluation and monitoring of the Teacher Education curriculum are recommended through tracer studies, employer feedback, PPST-based assessments, graduate monitoring, and stakeholder consultations. Strengthening areas such as learner diversity, assessment literacy, classroom-based decision-making, and continuous professional development may further improve graduates' readiness for teaching practice. Future researchers may also examine the long-term implementation and effectiveness of TEEAP in relation to graduates' professional growth, classroom performance, and contribution to improving educational outcomes.

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