



UTILIZATION OF PEDAGOGICAL APPROACHES IN IMPLEMENTING PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS (PPST)

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ABSTRACT

With the implementation of the Philippine Professional Standards for Teachers, the utilization of pedagogical approaches as mandated by RA 10533 is expected to reflect in achieving the teaching standards. Content knowledge and pedagogy as its domain directly related to the utilization of strategies must blend with using 2C2I1R pedagogical approaches. The link between the teaching standards and mandated pedagogy must have been established for improved practice in teaching and to achieve better learning outcomes. With that, the researcher assessed the extent of utilization of pedagogical approaches and awareness of proficient teachers on content knowledge and pedagogical objectives of PPST. Likewise, the study identified the challenges in utilizing the constructivist, collaborative, inquiry-based, integrative, and reflective pedagogical approaches. The descriptive research design was employed in the study with a researcher-made questionnaire as a data-gathering tool with focus group discussion. Involved respondents were 237 school heads and 366 proficient teachers from public elementary schools. Findings revealed that in the utilization of pedagogical approaches, the constructivist assessment, organization of collaborative reflective groups, real-life inquiry activities, and integrative application were highly utilized but with deposition in using triangulation assessment and action research application. Content knowledge and pedagogical objectives dealing with the application of learners' background, vocabulary development, and creating classroom conditions for interaction were well-known by teachers with second thoughts on using contradictory points and creative thinking tools, and off-classroom activity. When grouped according to profile variables, there is a significant relationship between the highest educational attainment and the utilization of pedagogical approaches as well as awareness of content knowledge and pedagogy. Transmitting critical and creative thinking and systematic investigation and revitalizing reflection were the challenges in implementing 2C2I1R pedagogical approaches. Based on the results of the study, the researcher proposed a teacher's management guide considering the inquiry-based and reflective approaches and guidelines in attaining the PPST pedagogical objectives.

Keywords: educational management, pedagogical approaches, descriptive survey, Philippines

INTRODUCTION

The Global Framework of Professional Teaching Standards (2019) jointly developed by Education International, and UNESCO identified teaching knowledge and understanding, teaching practice, and teaching relations as domains of professional standards which could be adopted as

a common framework internationally in enhancing professional work. The framework intends to assist teachers in their job and practices to guarantee equitable and quality education for all, as articulated in Sustainable Development Goal 4. Standards in education delivery have always been linked to the provision of quality education and eventually in learning achievements.

Juxtaposed with the thrust of improving learning outcomes in the Philippines in the current years is the emphasis on updating the quality of teaching personnel. Both quality teaching and quality teacher provide considerable effects on students' learning outcomes by giving learning opportunities that run from simple to complex processing using appropriate teaching strategies for the effective transfer of learning (Berckley, 2019). In this teaching context, the school system demands high standards in preparing, developing, and enhancing proficient teachers who can perform transformative teaching. These standards elucidate what signifies good and successful teaching in each career ladder.

The Philippine Professional Standards for Teachers (PPST) defines the standards of teaching practices (DepEd Order No. 042, 2017). Professional standards become a public statement of professional accountability that can help teachers reflect on and assess practices as they aspire for personal growth and professional development (Mendoza, 2018). Thus, understanding PPST is crucial for teachers' success in the profession.

The pivotal role of the teacher serves as a guide in providing quality education at the basic education level. Quality teaching can bring quality learning and improve student learning outcomes considering the quality of instructional staff. As Rupendra (2018) stated, teachers' actions in the classroom are the keys to students learning. No teacher practices are equal, and it depends upon utilizing pedagogical approaches. Given the self-exemplification power of the teacher to choose pedagogical approaches, they can make teaching with distinction (Burrige, 2018). Teachers must continuously reflect on the utilization of pedagogical approaches according to teaching standards.

Republic Act 10533 requires the utilization of pedagogical approaches that are constructivist, collaborative, inquiry-based, integrative and reflective in the enhanced basic education curriculum (Republic Act No. 10533, 2013). Dubbed as 2C211R in DepEd Region IV-A, these approaches have been part of the curriculum implementation.

Relative to PPST, in terms of parameters in teaching that conform to the K to 12 basic education program, the goal of the teachers is to meet the target indicators in achieving the following objectives: apply knowledge of content within and across curriculum teaching areas, use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills and apply a range of teaching strategies to develop critical and creative thinking, as well as higher-order thinking skills. The implementation of PPST stresses the importance of content knowledge and its interconnectedness within and across curriculum areas, coupled with sound and critical thinking and understanding of the application of theories and principles of teaching and learning. Quality teachers may apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research.

In achieving PPST objectives, teachers must utilize the mandated pedagogical approaches. Content knowledge and pedagogy as its domain directly related to teaching involve utilization of strategies must blend with using 2C-2I-1R pedagogical approaches. The link between the teaching standards and mandated pedagogy must have been established for improved practice in teaching and to achieve better learning outcomes for learners. Thus, it is desirable to determine how pedagogical approaches mandated by RA 10533 are implemented and how the PPST objectives are achieved through pedagogical approaches.

OBJECTIVES OF THE STUDY

This study assessed the utilization of pedagogical approaches in the implementation of the Philippines Professional Standards for Teachers. Specifically, this study 1) describe the profile of the proficient teachers, 2) determine the extent of utilization of the pedagogical approaches in the implementation of PPST, 3) assess the teacher's level of awareness on the application of content knowledge, enhancement of literacy and numeracy skills, and development of critical and other higher-order thinking skills, 4) determine the relationship between the utilization of pedagogical approaches and of the level of awareness of PPST



objectives to the respondents' profile variables, 5) identify the teachers' challenges in the utilization of 2C-2I-IR pedagogical approaches, and 6) propose teacher's management guide integrating pedagogical approaches aligned with PPST.

METHODOLOGY

This study employed descriptive research to cast light on current issues or problems through a process of data collection that enables the respondents to describe the situation more completely. Two hundred thirty-seven school heads and 366 proficient teachers from public elementary schools in the Schools Division of Batangas Province answered the researcher-made questionnaire through Google forms. Before its administration, the research adviser, research panel and three external experts validated the contents and language mechanics of the instrument. The researcher also informed the invited respondents through email on the purpose and benefits of the study as well as asked for their consent as participants. They were also informed of the confidentiality of the information derived from the survey. The pilot testing was conducted also on 15 school heads and 25 proficient teachers in the Batangas City division. The results showed the internal consistency of the instrument.

The researcher employed the five-point rating scale in assessing the participants' extent of implementation of pedagogical approaches and awareness on content knowledge and pedagogical objectives in PPST. A Chi-square test was used to determine if there is a significant relationship between the extent of utilization of pedagogical approaches and of the level of awareness on PPST objectives and the respondents' profile variables.

Aside from the questionnaire, the researcher also conducted a focus group discussion with teachers and school heads. Part of the FGD includes a declaration of confidentiality and the identity of the participants involved in the discussion. Similarly, FGD deals with the key concerns about the study to verify the results of the study such as how the proficient teachers implement pedagogical approaches, challenges they encounter while using these approaches and implementing the teacher standard simultaneously

and the assistance that they need to achieve the two mandates of the Department of Education.

RESULTS AND DISCUSSION

1. Profile of the Proficient Teachers

Table 1
Profile of the Proficient Teachers

Category	Frequency	%
A. Length of Service		
5 years and below	95	26
6 – 10 years	84	23
11 – 15 years	66	18
16 – 20 years	40	10.9
21 years and above	81	22.1
B. Classification		
Teacher I	114	31.1
Teacher II	48	13.1
Teacher III	204	55.7
C. Level of Assignment		
Key Stage 1 (K to Grade 3)	196	53.6
Key Stage 2 (Grades 4 -6)	170	46.4
D. Highest Educational Attainment		
Baccalaureate Degree	198	54.1
Advanced Degree	168	45.9
E. Specialization		
General Education/Elem. Education	171	46.72
Educational Management	102	27.87
Subject Area	93	25.41

Table 1 illustrates the profile of the proficient teachers. In terms of length of service, the proficient teachers mostly belong to the five years and below and six to ten years teaching experience bracket. Although teachers with 16 – 20 years of experience bracket composed the smallest portion of teachers, the teachers who belong to the middle length of service are close to the number of younger teachers in the service. This means that most of the teachers were relatively at the earlier to the middle part of their career.

As to their classification, it could be noted that most teachers had Teacher III positions while the smallest portion of them was Teacher II. Teacher I comprised about one-third of the sample population of this study. The data indicates that



most of the proficient teachers have stepped up at the peak of the Philippine classification system of teachers for Teachers I – III so far as the Teacher IV position has not yet been applied.

The table also reveals that there are more teachers assigned in key stage 1 than key stage 2. In general, teachers in elementary schools can be assigned in any grade. Key stage 1 teachers are considered generalists where they have taken up general education courses in the baccalaureate degree. Also, when a new teacher assumes a teaching assignment the chance of being assigned in the lower grades is greater as most teachers prefer teaching the intermediate grades.

Most of the proficient teachers have obtained a baccalaureate degree. Teachers who graduated with advanced degrees comprised nearly half of the number of respondents. The profile of proficient teachers in terms of educational attainment reflects that teacher obtained their professional knowledge mainly from their undergraduate courses. Additionally, most of the proficient teachers have earned their general education as part of their undergraduate courses. Also, teachers who have completed master’s studies had specializations that are not directly related to their teaching assignment such as educational management.

2. Assessment in the Utilization of Pedagogical Approaches

Table 2
Summary of Utilization of Pedagogical Approaches

Approaches	Weighted Mean	VI
1. Constructivist	4.15	Highly Utilized
2. Collaborative	4.12	Highly Utilized
3. Inquiry-based	4.12	Highly Utilized
4. Integrative	4.10	Highly Utilized
5. Reflective	4.04	Highly Utilized
Grand Mean	4.11	Highly Utilized

Table 2 highlights the summary of the utilization of pedagogical approaches. The data discerns that the proficient teachers highly utilized the constructivist, collaborative, inquiry-based, integrative, and reflective pedagogical approaches. This signifies that the teachers are

following the mandate of their utilization as stated in RA 10533.

Pedagogical practices using the constructivist approach highlighted proficient teachers’ extent of utilization in the engagement and assessment parts of the lesson. Their extent of practice suggests that constructivism is very much present in classroom teaching in any part or segment of the lesson. It implies that they can implement this approach well and they recognize their role as the facilitator of learning.

The least among the highly utilized practices of proficient teachers in using the constructivist approach was the use of predominant sources of information and teaching materials for hands-on and project-based activities in developing the skills and concepts. It may imply that the teachers are trying to locate references for conducting project-based learning. It may also be presumed that they have also used teacher-designed hands-on and project-based activity lessons or modified learning resources from existing references to fit the objectives for the day or unit. In the FGD, the teachers claimed they use internet sources to search for additional ideas about their topics so that they can help pupils learn the competencies and concepts they are teaching.

In the utilization of the collaborative approach, preliminaries relative to the conduct of collaboration, the use of collaborative learning techniques in focalization and engagement activities, and formative evaluation tools were among the top indicators of practices. Although other strategies dealing with these parts of the lesson were assessed lower than the highest extent, the results were still at a positive range of high utilization.

The extent of utilization of the collaborative approach manifests a high level of practice in terms of grouping techniques and mechanisms in specific collaborative learning activities, processing of concepts and skills within the group, and the nature of introducing the topics to the class. The results further imply high utilization of collaborative assessment activities in terms of product, project, and performance individually and in groups using scoring rubrics and self-evaluation tools. However, it appears they have given less preference to the version of the jigsaw strategy audiovisual

materials, and material evidence which is used as an ingredient to the inquiry process.

Although practices referring to creative thought like divergent thinking and conceptualization were highly utilized, it can be ascertained that these indicators of inquiry teaching were less preferred considering the extent of the responses. Relative to this preference, the teachers also put less inclination to triangulation assessment in inquiry-based learning. It suggests that these practices have been utilized but not as better as other practices. It could happen since teachers in the elementary level are using structured inquiry steps written already in the daily lesson log and deviation or modification of these procedures seldom occur. So, the pupils' divergent ideas may have been solved already in the discussion. Additionally, the outlined learning activities prepared by the teacher have already been set to completion of the problem map through inquiry questions.

Highly utilized practices in integrative approach include multidisciplinary integration of concepts through skill performance and processing of information. Assessment of integration also highlights the utilization of evaluation tools coupled with appropriate rubrics for grading. Noticeably, the teachers highly utilized thematic teaching which has the characteristic of multidisciplinary integration. The teachers, however, may have rethinking of this strategy when compared to other integrative activities. If teachers give opportunities for learners to freely discuss and give their analysis in the issue, problem, or topic, then, it follows that they also bring thematic teaching on top of their practices. But this may not be the case as there may be variation in the implementation of thematic teaching.

Combining classes and arranging blocks of subject matter into a single logical lesson was also highly utilized practices that are associated with the types of integration in teaching elementary school subjects. Like their thematic teaching practice, it may have been involved rethinking among teachers. In the FGD, the participants claimed they occasionally merge two or more lessons from different learning areas. It was revealed also that careful planning which requires an understanding of content and connections among various

curriculum disciplines is challenging for them. Most of the combination of classes done by the teachers in the previous years had no plans and they just divide the teaching hours for each subject combined.

Furthermore, the extent of utilization of reflective approach bares that they give more emphasis in facilitating reflection for the actions of the learners than self-evaluation in their teaching. Teachers highly utilized practices that deal with the setting of reflection, formative test results as the focus, and background knowledge of the learners. It can also be noted that reflection is associated with scaffolding strategies, learning styles, and preferences, and the conduct of action research was highly utilized but situates at the last option in implementing a reflective approach compared to other practices.

The reflective practices of the teachers as assessed by the school head and teachers themselves imply the degree of practices consistent with the other approaches of constructivist, collaborative, integrative, and inquiry-based pedagogy. Promotion of social learning environment, brainstorming activity, reflection from prior knowledge and experiences, problem-solving and thinking processes, questioning, group discussions, scaffolding, learning styles, and using cognitive taxonomy in evaluating projects are strategies highly considered to facilitate well reflection of learning among learners. Assessment of learning indicates that the practices have been delegated more on the part of the teacher such as the use of reflection tools, the decision for reteaching and conducting remedial activities, and the conduct of action research which are being utilized in the classroom-based environment.

3. Teacher's Level of Awareness

Table 3 presents the summary of teachers' level of awareness on PPST objectives. The data shows that the proficient teachers were much aware of the application of content knowledge, enhancement of literacy and numeracy skills, and development of critical and other higher-order thinking skills. This signifies the teacher's



familiarity with these PPST objectives since it has been being implemented since 2017.

Table 3
Summary of Teacher’s Level of Awareness on PPST Objectives

PPST Objectives	Weighted Mean	V.I.
1. Application of content knowledge	4.21	Much Aware
2. Enhancement of literacy and numeracy skills	4.28	Much Aware
3. Development of critical and other higher order thinking skills	4.21	Much Aware
Grand Mean	4.23	Much Aware

In the application of content knowledge within and across curriculum teaching areas, the proficient teachers were much aware of engaging learners using their prior knowledge and skills as bases for the level of integration. In presenting the lesson, they were much aware of using a variety of examples to present a topic, concept, or procedure with appropriate challenging materials and resources and using situations in the community through localization and contextualization. It can be implied that they recognize the diversity of learners in terms of using their background, knowledge, and interest in pedagogical considerations to link the new lesson to the class. Proficient teachers conducted vocabulary development activities to improve subject knowledge at the beginning of the lesson. They were much aware of unlocking difficulties among learners because this is practiced by teachers not only in English and Filipino but also in other subjects at the elementary level. Additionally, in presenting the lesson, they were much aware of expounding contradictory points of view but have second thoughts in explaining and modeling those concepts and theories in context. This level of awareness shows that the teachers recognize that learners have also different ideas that may contradict or agree with the concepts or topics in teaching. It means they know how to deal with the learners’ misconceptions, and they possibly use these prior learnings to lead the learners to the

concepts and competencies the lessons are expected to achieve.

The proficient teachers’ awareness of enhancing literacy and numeracy among learners bears indicators of practice that reflect the language and mathematical skills of the teacher as applied within and across curriculum teaching areas. This is analogous to the findings of Md-Al, Karim, and Yusof (2016) regarding the teachers’ thoughts on effective teaching of literacy and numeracy knowing curriculum structure and identifying enabling competencies as well as knowledge of content and pedagogical skills. As to representation in instructional activities, the respondents expressed greater awareness in integrating real-life situations, home language and communication, technology, and the school itself in the integration. However, the teachers likely preferred to integrate literacy and numeracy in classroom-based activities with only less preference to the educational trip.

In terms of the development of critical and other higher-order thinking skills, they were much aware of setting up a classroom climate where learners can freely discuss, collect, and analyze information. This extent of awareness implies that the proficient teachers have been providing learning activities such as group or individual tasks that they are going to accomplish on their own through guide questions. Informative materials such as texts, passages, stories, and videos serve as springboards in their lesson which give them the opportunity for cognitive interpretation and task analysis. In addition to this, despite having much awareness on practically all indicators, the proficient teachers have less inclination and knowledge on using references for integration of inquiry lessons, use of cognitive maps, and PMI strategy compared to other given indicators of developing critical and creative thinking in class.

4. Relationship between the utilization of Pedagogical Approaches and of the Level of Awareness on PPST objectives to the Respondents’ Profile variables

Table 4 displays the relationship between the utilization of pedagogical approaches and of



the level of awareness on PPST objectives to the respondents' profile variables.

Table 4
Relationship between the utilization of Pedagogical Approaches and of the Level of Awareness on PPST objectives to the Respondents' Profile variables

Variables	X ² -value	p-value*	Decision on the H ₀	Interpretation
A. Utilization of Pedagogical Approaches and the Profile of the Respondents				
Length of Service	13.079	0.109	Failed to reject	Not significant
Classification	4.143	0.387	Failed to reject	Not significant
Level of Assignment	5.390	0.068	Failed to reject	Not significant
Highest Educational Attainment	9.987	0.007	Rejected	Significant
Specialization	4.628	0.328	Failed to reject	Not significant
B. Application of Content Knowledge and the Profile of the Respondents				
Length of Service	8.435	0.392	Failed to reject	Not significant
Classification	3.244	0.518	Failed to reject	Not significant
Level of Assignment	1.475	0.478	Failed to reject	Not significant
Highest Educational Attainment	10.482	0.005	Rejected	Significant
Specialization	8.534	0.074	Failed to reject	Not significant

As gleaned in the table, there is a significant relationship between the highest educational attainment and the utilization of pedagogical approaches. Thus, the null hypothesis is rejected. Analysis of the relationships of each of the following variables: length of service, classification, level of assignment, and specialization to teachers' utilization of pedagogical approaches failed to show a statistically significant relationship for the sample teacher respondents. It can be inferred that the highest educational attainment of teachers might have contributed to the high extent of utilization of the pedagogical approaches due to the significant relationship between variables. The relationship that exists suggests that teachers with the highest educational background may utilize well the different approaches because they have adequate knowledge on how to implement and utilize the approaches. It further implies that attending advanced studies has influenced the teachers' practices and strategies in teaching.

As bared also in the table, there is a significant relationship that exists between the level of

awareness on PPST objectives and the highest educational attainment, thus, the null hypothesis is rejected. The results further show that the profile of teachers in terms of length of service, classification, level of assignment, and specialization has no significant relationship with the level of awareness on PPST objectives when tested per variable. Upon considering the significance of the relationship noted, it can be implied that the baccalaureate and advanced degrees might have influenced the level of teachers' awareness of content knowledge and pedagogy. This signifies that teachers with a degree other than their undergraduate course can be knowledgeable in teaching with a focus on applying PPST objectives. The relationship might have also a bearing on teacher education subjects they have obtained during their undergraduate experience directly related to pedagogy.

5. Challenges in Implementing 2C211R Pedagogical Approaches

Based on FGD, the participants had difficulty in managing the compatibility of the

constructivist way of learning with certain subjects and standardized curriculum as well as addressing the diversity of learners. They have initiated active learning strategies such as authentic tasks where learners can relate to their personal needs and situations, but the focus is still competency-based and other areas of learning outside the prescribed curriculum were not given emphasis.

In terms of collaborative approach application, the theme that emerges was the teacher's drawbacks in designing collaborative activities that ensure all students including the struggling ones play an important role. The participants had a challenge of planning collaborative activities which involve a high level of motivation as well as structuring activities by considering the real-world experiences and cognitive resources of all group members.

With regards to inquiry-based practices, the emerging theme is the application of verbal techniques in instilling critical thinking and systematic investigation. Teachers elucidated that their challenge in utilizing the approach is dependent on their capacity to frame critical thinking questions. Most of the time they used they used different cognitive levels in the inquiry lessons. In problem-solving, teacher-learner communication is centered on the analysis and evaluating the solution or correctness of the answer in tool subjects like Math and English. To address this challenge, the teachers stressed that their group activity or collaborative learning activities prepare the learners in answering critical thinking questions through verbal communication.

As to integrative approach utilization, the participants are concerned with addressing the unfamiliarity with integrative planning and using them in teaching and implementing subject-based direct instruction. The participants admitted their foremost concern is to teach the competency for the day and integrate other content areas that have been planned on daily in the lesson parts they believe a concept, content, or skill can be integrated.

In the reflective approach implementation, the greatest concern of the participants was the challenge in revitalizing the

focus of reflection from dealing with the problems in teaching to objectively reviewing the lesson. Based on the conduct of FGD, teachers were aware that they need to revitalize their reflection by using self-assessment tools, feedback with parents, and being aware of what the pupils have in their mind which they used in planning.

6. Proposed Teacher's Management Guide

The results on the assessment of pedagogical approaches are the base topics of the foci of the proposed teacher's management guide. Due to the proximity of responses and the assessment showing high utilization of the approaches, the researcher concentrates on inquiry-based and reflective approaches as well as attainment of pedagogical objectives in PPST. The findings imply these indicators were implemented in the classroom but have been regarded as the least practices among indicators. These topics were triangulation assessment strategy and use of action research results.

Inclusive of the guidelines in utilizing these strategies, the researcher discussed the characteristics of each strategy as a pedagogical approach as well as techniques and procedures in its utilization based on the teachers' awareness of content knowledge and pedagogical objectives in PPST. Samples and illustrations of practice were given to contextualize the said strategies in the critical, creative, and higher-order thinking skills among pupils. Do's and don'ts were also included to stress the applicability of the strategies in attaining PPST objectives. To address the challenges in implementing 2C2I1R, the researcher incorporated one segment with two issues or concerns tackled to shed light on their existence in teaching and to offer suggestions to cope with them.

CONCLUSION

The proficient teachers were relatively new in the service with Teacher III positions assigned in the primary grades and

baccalaureate degree holders with a specialization of General Education. In their utilization of pedagogical approaches, the proficient teachers highly utilized and recognized the relevance of assessing learners' performance, structuring collaborative and reflective group and real-life inquiry-based and integrative application but have deposition on the application of jigsaw problem-solving strategy, using references, triangulation, combining classes in integrating lessons and using results of action research in teaching reflection. Content knowledge and pedagogical objectives of PPST relative to using prior knowledge of learners, conducting vocabulary development activities, and setting classroom environment for free expression were well-known by teachers with slight preference in using contradictory points, off-classroom activity, and creative thinking tools.

More so, there is a significant relationship between the highest educational attainment of teachers and extent utilization of pedagogical approaches and their level of awareness on content knowledge and pedagogy. The proficient teachers have experienced difficulties in unifying constructivist pedagogy in the standard curriculum, communicating critical and creative thinking, stimulating reflection process, and integrative planning. The proposed teacher's management guide highlighted the guidelines in the utilization of inquiry-based and reflective approaches with emphasis on using knowledge of content and pedagogical objectives in PPST.

RECOMMENDATION

The Department of Education must initiate a cross-curriculum investigation program to identify contents and competencies which can be merged and interconnected for planning interdisciplinary and multidisciplinary linkages through further research, training, or fora. Also, the adoption of the proposed teacher's guide for the enhancement of the utilization of the pedagogical approaches in implementing PPST objectives must be considered. The conduct of in-service training in 2C2I1R pedagogical approaches for continuous improvement of teachers in using content knowledge and

pedagogical objectives in PPST is also highly recommended.

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