

## LEVEL OF PROFESSIONAL STANDARDS IN LEARNING DELIVERY: ACCOUNTING TO THE PROFESSIONAL COMMITMENT AND TEACHING COMPETENCE OF SECONDARY SCHOOL TEACHERS

JEAN ROSE B. RABANO<sup>1</sup>, EDEN C. CALLO, Ed.D.<sup>2</sup>

<sup>1</sup>jeanrose.rabano@deped.gov.ph@lspu.edu.ph, <sup>2</sup>eden.callo@lspu.edu.ph

<sup>1</sup>0000-0002-8284-6063 <sup>2</sup>0000-0002-9457-9361

<sup>1</sup>SDO, Tayabas City, Department of Education

<sup>2</sup>Laguna State Polytechnic University, San Pablo City Campus, Philippines

DOI: <https://doi.org/10.54476/2036332>

### ABSTRACT

*This study investigates on the teachers' Professional Standards in Learning Delivery, accounting for professional commitment and professional accountability of 890 secondary school teachers in District 4 of Division of Quezon, which was determined through a stratified random sampling. A researcher-made survey questionnaire was used to gather data and was analyzed using the Regression analysis to test the hypothesis. Results disclosed that their level of professional standards is perceived as highly proficient in content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. Additionally, their professional accountability for teaching competence is perceived as very satisfactory regarding decision-making and professional judgment, instruction, and opportunities to learn. In contrast, research and experience were perceived to be satisfactory, which can be a basis for further investigations. Consequently, the study's results that professional standards significantly affect the teachers' professional commitment and teaching competence.*

*Keywords: professional standards, professional commitment, teaching competence*

### INTRODUCTION

Teachers play a vital role in achieving a better quality of education for the country. Through quality teachers, the Philippines can develop holistic learners who possess good values, are well equipped with 21st-century skills, and are productive citizens of the country who contribute to its development and progress. This aligns with the Department of Education's vision of producing globally competitive graduates who are passionate enough and displays good moral values.

Good teachers have an essential contribution in raising the achievement and learning of students. That is why changes continuously increased in the Philippines to

improve the quality of graduates and the teachers to cope with the global standards (Strong et al., 2011). These teacher quality reforms were pursued through several initiatives like institutionalizing the National Competency-Based Teacher Standards (NCBTS) through CHED Memorandum Order No. 52, s. 2007 and DepEd Order No. 32, s.2009. It emerged as part of the implementation of the Basic Education Sector Reform Agenda (BESRA). Another reform that greatly impacted and changed the landscape of teachers is the K-12 program (R.A. 10533) in 2013 since it warrants an equivalent focus on high-quality teachers who are prepared enough to assume the roles of 21<sup>st</sup>-century teachers.

In addition to the Philippines' aim of achieving quality is to implement the Philippine Professional Standards for Teachers (PPST). The PPST built on the NCBTS complements the reform initiatives on teacher quality, from pre-service education to in-service training. The PPST articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and practical engagement. This set of standards makes explicit what teachers should know, can do, and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness. PPST, therefore, becomes a public statement of professional accountability that can help teachers reflect on and assess their practices as they aspire for personal growth and professional development (RPMS Manual, 2017).

Teachers need to update their competence profiles for 21<sup>st</sup>-century challenges (Redecke, 2019). Teaching strategies need to change, and so do the competencies teachers need to develop to empower 21<sup>st</sup>-century learners.

On the other hand, it is a great challenge for teachers as the country faces the continuing health threat caused by the COVID-19 virus. Therefore, the Department of Education formulated the Basic Education Learning Continuity Plan (LCP) to put into motion the marching orders in ensuring that learning continues while guaranteeing the health, safety, and well-being of all the stakeholders. The LCP is recognized that DepEd must adopt strategies or even alternatives to deliver instruction and reach all the learners regardless of who and where they are left behind and will still receive a quality education. Professional commitment and teaching competence are two of the most vital elements needed by a teacher to achieve better performance. It's a force that ties a person to a course of action that's relevant to

one or more goals. Employees like teachers are theorized to experience this force in the form of three bases or mindsets: affective, normative, and continuance, which reflects emotional ties, perceived obligation and perceived sunk costs with a target. Thus, while competence pertains to how skillfully a person will deliver his job or profession, these two areas, professional commitment, and competence must be the priority to be built on teachers to fully realize the country's aim of having quality education even amidst the pandemic.

### OBJECTIVES OF THE STUDY

This study aimed to determine the effect of the Professional Standards in the Learning Delivery on the professional commitment and teaching competence of Public Secondary School Teachers.

Specifically, it aims to determine:

1. Determine the profile of respondents in terms of age; sex; educational attainment, and number of years in service.
2. Find out the respondents' perceived level of professional standards for teachers regarding the following components: content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; and assessment and reporting.
3. Ascertain the extent of the respondents' level of professional commitment in terms of affective, continuance, and normative.
4. Determine the respondents' level of professional accountability in teaching competence in terms of decision-making and professional judgment, instruction; research and experience; and opportunities to learn.
5. Establish the significant relationship between the respondents' perceptions of their professional standards and



their level of professional commitment and teaching competence.

6. Determine the extent of the respondent's level of Professional Standards related variables singly or in combination influence their level of professional commitment and teaching competence.

## METHODOLOGY

The study used a descriptive-correlational predictive type of research in determining the variables affecting the professional commitment and professional accountability as to teaching competence concerning the perceived level towards the professional standards. It includes analyzing the variables and using statistical tools, such as weighted mean, standard deviation, correlation, and regression. Regression analysis is a statistical tool used to model the relationship between a dependent variable and one or more independent variables. Specifically, it describes how the typical value of the dependent variable changes when any one of the independent variables increases or decreases while holding the other independent variables constant. (Tseng et al., 2011)

The respondents of the study were 890 teachers at the Secondary Schools, Division of Quezon Academic year 2020 – 2021. A multi-stage sampling technique was used to select the said respondents.

The researcher's self-made online survey questionnaire served as the primary research instrument, which has four parts. The first part is the person-related information, including age, gender, educational attainment, and years in service. The second part focused on the respondents' perception of their professional standards regarding content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. The third part was the respondent's perception of the level of their professional commitment in terms of affective, normative, and continuance commitment. Fourth is the

respondents' perceived level of professional accountability regarding teaching competence in decision-making and professional judgment, instruction, research and experience, and opportunities to learn.

With the help of the Division of Quezon Planning section and Secondary school principals, the researcher sent a Google form link to the respondents. A letter to the school's division superintendent for the conduct of the study was submitted, and after an endorsement letter and data-sharing agreement were given, the researcher proceeded to conduct the research.

The accumulated information was gathered, assembled, coded, and arranged for calculations, examination, and understandings as per comparing concrete measures. After it was checked and examined by the research adviser and statistician, it was sent to the LSPU Statistics Center for statistical treatment. The accumulated information was investigated utilizing clear insights like mean and standard deviation. Furthermore, Pearson r, and regression analysis were utilized for the inferential investigation of the data.

## RESULTS AND DISCUSSION

### 1. Profile of respondents in terms of age; sex; educational attainment, and number of years in service

#### 1.1. In terms of Age

Table 1 illustrates the distribution of the respondents per District. For example, it is seen that in District 1, most of the respondents belong to age 36-40 years old, 46 or 5.16%, and the least number belongs to 51-55 years old (6 or 2.69% of 223 respondents. District 2 was found to have teachers belong to 26-30 years old (63 or 28.51%) of 221 respondents. The lowest number belongs to age 56 above age bracket (5 or 2.26%) of 221 respondents.

Most teachers in District 3 belonged to the age bracket of 26-30 (51 out of 223), and the least is 56 and above (5 out of 223 respondents).



**Table 1**  
*Distribution of Respondents by age per District*

District	Age								Total
	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-above	
District 1	32	42	42	46	26	17	6	12	223
District 2	29	63	46	40	23	7	8	5	221
District 3	41	51	48	35	23	9	11	5	223
District 4	39	59	44	39	19	12	7	4	223
Total	141	215	180	160	91	45	32	26	890
%	15.8%	24.2%	20.2%	18.0%	10.2%	5.1%	3.6%	2.9%	100.0%

Overall, most of the teacher-respondents are in the 26-30 years old bracket (24.2% or

215), while 56 years old and above have 2.9% or 26 out of 890 respondents

**1.2. In terms of Gender**

**Table 2**  
*Distribution of respondents by Gender per District*

District	Gender		Total
	Male	Female	
District 1	50	173	223
District 2	70	151	221
District 3	65	158	223
District 4	81	142	223
<b>Total</b>	266	624	890
<b>%</b>	29.9%	70.1%	100.0%

Table 2 displays the distribution of respondents by the District as to gender. It reveals that most respondents are female

(70.1% or 624) while male teachers are (29.9% or 266) respondents.

**1.3. In terms of Educational Attainment**

**Table 3**  
*Distribution of Respondents by Educational Attainment per District*

District	Educational Attainment							Total
	BS Degree	BS +MA units	CARM A	Master's Degree	MA+ PhD units	CARD E	EdD/PhD Degree	
District 1	63	84	9	52	13	0	2	223
District 2	71	91	0	44	12	0	3	221
District 3	93	87	0	33	8	1	1	223
District 4	100	94	8	17	1	3	0	223
Total	327	356	17	146	34	4	6	890
%	36.7%	40.0%	1.9%	16.4%	3.8%	0.4%	0.7%	100%

Table 3 indicates the distribution of the respondents as to their educational attainment. It is observed that in Districts 1 and 2, most teachers have units in the master's programs, 84 and 91, respectively. Meanwhile, in District 3 and 4, most teacher respondents earned bachelor's degrees, 93 and 100, respectively. Overall, most of the teacher-

respondents have M.A units, 40% or 356 of the 890 respondents, while a small number of teachers had educational attainment who have completed the academic requirements for a doctorate (CARDE), 0.4% or 4. This implies that most of the teachers in the Division of Quezon are still in the process of moving forward with their professional growth and



development.

#### 1.4. In terms of the Number of Years

**Table 4**  
*Distribution of Respondents by Number of years in service per District*

District	Years in Service					Total
	0-10	11-20	21-30	31-40	41-50	
District 1	158	49	12	3	1	223
District 2	175	34	9	3	0	221
District 3	185	25	9	3	2	223
District 4	191	16	11	5	0	223
Total	709	124	41	14	3	890
%	79.7%	13.9%	4.6%	1.6%	0.2%	100.0%

On the other hand, Table 4 depicts the distribution of teachers as to their number of years in service. It is observable that those with 0-10 years of teaching experience had 79.7% or 709 teachers, while teachers with the longest service record 41-50 years have 3 or 0.2%.

This means that most of the teachers in the Division of Quezon are still young in the teaching profession, thus having a higher chance of having worthwhile experiences as they stayed long in the service and consequently performed well in their work.

### 2. Level of Professional Standards in the Learning Delivery

**Table 5**  
*Summary of the Level of Professional Standards*

Indicators	Mean	SD	Verbal Interpretation
Content Knowledge and Pedagogy	2.98	.628	Highly proficient
Learning Environment and Diversity of Learners	2.98	.612	Highly proficient
Curriculum and Planning	3.012	.611	Highly proficient
Assessment and Reporting	2.335	.461	Highly proficient
Overall level of Professional Standards	2.823	.539	Highly proficient

*Legend: 4.21- 5.0 Very True of Me (VTM); 3.41-4.20 True of Me (TM); 2.61-3.40 Neutral (N); 1.81-2.60 Untrue of Me (UM) 1.00-1.80- Very Untrue of Me (VUM)*

Table 5 exhibits the summary of the perceived level of Professional Standards for teachers in the learning delivery. As demonstrated by the table, it has an overall mean of 2.823, interpreted as Highly Proficient. It is also noteworthy that the indicator having the highest mean is the Curriculum and Planning, which has a mean of 3.012, interpreted as highly Proficient. Based on the result, it can be implied that the domain curriculum and planning is one of the most relevant since it serves as a guide on how the institution's goal will be successfully implemented.

### 3. Level of Professional Standards in the Learning Delivery

Table 6 reveals the summary of the perceived level of professional commitment among teachers. It shows that it has an overall mean of 3.92, interpreted as *above average*. It is also observable that the highest level of professional commitment is the affective commitment or the teachers' attachment to the organization, which is considered the essential relationship factor in project business (Reietr et al., 2018). This happens if the teacher is happy with his job, it will reflect on his work and



how they will deal with their students.

**Table 6**  
*Summary of the Level of Professional Commitment*

Level of Professional Commitment	Mean	SD	Verbal Interpretation
Affective	3.99	.509	Above average
Continuance	3.79	.608	Above average
Normative	3.968	.552	Above average
Overall Professional Commitment	3.92	.503	Above average

**4. Level of Professional Accountability as to Teaching Competence**

Table 7 presents the summary of the level of teaching competence. Again, it can be

gleaned on the table that teachers obtained a *very satisfactory level, overall mean=3.75.*

**Table 7**  
*Summary of the Level of Teaching Competence*

Level of Teaching Competence	Mean	SD	VI
Decision-making and Professional Judgment	3.96	.533	Very satisfactory
Instruction	4.06	.541	Very satisfactory
Research and Experience	3.32	.811	Satisfactory
Opportunities to Learn	3.65	.721	Very satisfactory
Overall	3.75	.556	Very satisfactory

It also discloses that the instruction has the highest mean, 4.06, and is interpreted as *very satisfactory*. This implies that educators give center and give purposeful exertion to animate learning by the intentional course of action of encounters to assist students with accomplishing an alluring change in their capacity. This deliberate arrangement of experiences and activities includes presentation, practice, feedback, and assessment, which are considered essentials of instruction.

**5. Significant Relationship between the Level of Professional Standards, Professional Commitment, and Teaching Competence**

The significant relationship between the Level of Professional Standards, Professional Commitment, and Teaching Competence is displayed in Table 8. As shown in the table, Professional Standards in the

Learning Delivery in terms of content knowledge and pedagogy ( $r = .597$ ), learning environment ( $r = .548$ ), diversity of learners ( $r = .564$ ), curriculum and planning ( $r = .518$ ), and assessment and reporting ( $r = .463$ ) are significantly related to the overall professional accountability as to teaching competence at 0.05 significant level. The teacher's professional knowledge and motivation do not account for teaching complexity alone. This means that for the teacher to utilize learning delivery effectively, he must use his pedagogical knowledge to make rapid decisions in the classroom. Teachers must be able to analyze and evaluate specific learning episodes, in combination with contextual and situational factors like students' prior knowledge, ability level, motivational factors, lesson objectives, and must also be able to connect all this information to their technical understanding of the teaching-learning process to guide subsequent teaching actions (Blömeke et al., 2015).



**Table 8**  
*Significant Relationship Between the Level of Professional Standards, Professional Commitment, and Teaching Competence*

Variables		Professional Accountability: Teaching Competence				
		Decision-making and Professional Judgment	Instruction	Research and Experience	Opportunities to Learn	Overall Teaching Competence
Professional Standards in the Learning delivery	Content Knowledge and pedagogy	.553**	.572**	.453**	.476**	.597**
	Learning Environment	.541**	.540**	.395**	.424**	.548**
	Diversity of Learners	.560**	.567**	.394**	.440**	.564**
	Curriculum and Planning	.540**	.580**	.334**	.373**	.518**
	Assessment and Reporting	.476**	.424**	.440**	.373**	.463**
Teachers Professional Commitment	OMnProf	.588**	.604**	.427**	.463**	.600**
	Affective	.465**	.448**	.359**	.357**	.472**
	Continuance	.369**	.386**	.355**	.357**	.432**
	Normative	.428**	.435**	.353**	.337**	.451**
	Overall TP Com	.462**	.466**	.393**	.388**	.498**

\*\* . Correlation is significant at the 0.01 level (2-tailed)

On the other hand, instruction plays a vital role in the success of the learning delivery since it pertains to the teachers' strategies due to their professional judgment.

Meanwhile, in terms of learning opportunities, teachers need to be lifelong learners to meet the complex expectations set in a rapidly changing environment (Revai and Gurriero, 2017).

The perceived teachers' professional commitment in terms of affective ( $r = .472$ ), continuance ( $r = .432$ ), and normative ( $r = .451$ ) are significantly related to the overall professional accountability as to teaching competence at  $p < .05$  level. This clearly says that if the teacher has a strong emotional attachment to the organization and is contented with what it gives to him, it is reflected in how he makes decisions in his class, performs as a teacher, and does his job efficiently and effectively.

Likewise, teachers' professional commitment has a relationship with their morale (Sundari, 2017). If a teacher is professionally committed, he is more likely to show more confidence, enthusiasm, and discipline in giving the best for the students, especially in teaching or instruction.

Moreover, professionally committed teachers are not committed to the students

alone; this also means a willingness to improve and learn more to adapt to the educational system's changes.

In addition, professional commitment is the cause of professional competence (McCabe, 2013). This means that if a teacher is professionally committed, he is more likely to always put his best foot forward to better the quality of education.

## 6. Regression Analysis Among Variables

The Stepwise multiple regression was used to identify the influence of professional standards for teachers on teaching competence. The regression results will use the regression coefficients (B) value and be tested at  $p < .05$  significant level.

A regression coefficient (B) sign will tell whether there is a positive or negative correlation between each independent and dependent variable. A positive coefficient indicates that as the value of the independent variable increases, the mean of the dependent variable also tends to increase.

### 6.1. Regression of Decision-making and Professional Judgment Teaching Competence



**Table 9**

*Regression of Decision-making and Professional Judgment Teaching Competence on the Level of Professional Standards Moderated by the Level of Professional commitment*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.375	.116		11.883	.000
Learning Environment	-.195	.071	-.223	-2.747	.006
Assessment and Reporting	.236	.039	.225	5.973	.000
Overall level of Professional. Standards	0.746	0.085	0.754	8.787	.000
Continuance	.083	.036	.086	2.277	.023

**Adjusted R<sup>2</sup> = 41.8% F (4, 885) = 160.467 P<.01 N=890**

A stepwise multiple linear regression was conducted with decision making and professional judgment as a measure of teaching competence as the Dependent Variable and the five (5) constructs of the professional standards for teachers as the Independent Variables. In addition, the effect on the teaching competence could be moderated by the perceived level of teachers' professional commitment was also identified with its three (3) constructs.

The multiple regression analysis revealed that the learning environment, assessment, and reporting and the overall level of professional standards for teachers and moderated by the continuance of professional commitment of teachers contributed significantly to the regression model  $F(4, 885) = 160.467, p < .01$  and accounted for 41.8% of the variation in accounting to the teaching competency scores. Hence, the model suggests that the learning environment Assessment and reporting, the overall level of professional standards for teachers, and the continuance of professional commitment of teachers significantly account for the teaching competence in terms of decision-making and professional judgment, which produces the final regression:  $DPJ = 1.375 + .195LE + .236AR + .746OLPS + .083C$  Where: *DPJ*= Decision-making and Professional Judgment Teaching Competence; *LE*=Learning Environment; *AR*=Assessment and Reporting; *OLPS*=Overall Level of Professional Standards and *C*=Continuance.

The equation above may further imply that for every 1-unit increase in decision making

and professional judgment scores, a corresponding .195 units decrease in the level of professional standards in the learning environment, keeping other factors fixed. Moreover, for every 1- unit increase in decision making and professional judgment score, there is a corresponding .236-unit increase in the assessment and reporting; and .746 units increase in the overall professional standards, keeping other factors constant.

Further, for every 1-unit increase in decision making and professional judgment scores, a corresponding .083 unit increase moderates the level of teachers' professional commitment in terms of continuance, keeping other factors constant. Decision-making and professional judgment alone don't represent the intricacy of the educating action. A teacher should have the option to utilize their academic information to settle on fast choices in the study hall. Proof recommends that to settle on educated educational decisions. Teachers should have the option to examine and assess explicit learning scenes in blend with context-oriented and situational factors (for example, student's prior knowledge, capacity level, inspirational variables, exercise goals, educational program objectives) and to have the option to interface this data to their technical information of the instructing learning measure to control following showing activities (Blömeke et al., 2015).

## 6.2. Regression of Instruction Teaching Competence on Level of Professional Standards



**Table 10**

*Regression of Instruction Teaching Competence on Level of Professional Standards Moderated by Level of Professional commitment*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.418	.115		12.375	.000
Learning Environment	-.433	.078	-.489	-5.580	.000
Diversity of Learners	-.234	.073	-.265	-3.199	.001
Overall level of Professional Standards	1.204	.138	1.200	8.713	.000
Affective	-.169	.055	-.190	-3.073	.002
Overall, Teachers' Prof'l Commitment	.480	.069	.446	6.988	.000
<b>Adjusted R<sup>2</sup></b>	<b>= 44.2%</b>	<b>F (5, 884)</b>	<b>= 142.059</b>	<b>P&lt;.01</b>	<b>N=890</b>

Table 10 displays the Regression analysis for the Teaching Competence in Instruction on the Level of Professional Standards as Moderated by the Level of Professional Commitment.

The multiple regression analysis revealed that the learning environment, diversity of learners, and the overall level of professional standards for teachers, moderated by the affective professional commitment of teachers contributed significantly to the regression model  $F(5, 884) = 142.059, p < .01$  and accounted for 44.2% of the variation in accounting to the teaching competency scores. Hence, the model suggests that the learning environment, diversity of learners and the overall level of professional standards for teachers, and the affective professional commitment of teachers are factors that significantly account to the teaching competence in terms of instruction, which produces the final regression:  $I = 1.418 + .433LE + .234DL + 1.204OLPS + .169AC$   
 Where:  $I$ =Instruction;  $LE$ =Learning Environment;  $DL$ =Diversity of Learners;  $OLPS$ =Overall Level of Professional Standards; and  $A$ =Affective

The equation above further justifies that for every 1-unit increase in instruction scores, a corresponding .433 units decrease in the level of professional standards in the learning environment, keeping other factors fixed. Moreover, for every 1- unit increase in instruction score, there is a corresponding .234-unit decrease in the diversity of learners;

and 1.204 units increase in the overall level of professional standards, keeping other factors constant.

Further, for every 1-unit increase in instruction scores, a corresponding .169 units decrease that moderates the level of teacher's professional commitment in terms of affective, keeping other factors fixed.

Instruction incorporates the technique a teacher chooses to embrace because of his decision and professional judgment. These are perceived as the specific methods of getting and dealing with the teaching and learning measures.

### 6.3. Regression of Research and Experience Teaching Competence on Level of Professional Standards

Table 11 uncovers that content knowledge and pedagogy, curriculum and planning, and the overall teacher's professional commitment contributed significantly to the regression model  $F(3, 864) = 108.606, p < .01$  and accounted for 26.6% variation accounting for the teaching competency scores. Hence, the model suggests that content knowledge and pedagogy, curriculum and planning, and the overall teacher's professional commitment significantly account for the teaching competence in terms of research and experience, which produces the final regression:  $RE = .335 + .546CKP + .162CP + .443OTPC$  where:  $RE$ = Research



and Experience Teaching Competence; OTPC=Overall Teachers Professional  
 CKP=Content Knowledge and Pedagogy; Commitment.  
 CP=Curriculum and Planning; and

**Table 11**  
 Regression of Research and Experience Teaching Competence on Level of Professional Standards Moderated by Level of Professional commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.335	.191		1.753	.080
Content Knowledge and pedagogy	.546	.058	.423	9.491	.000
Curriculum and Planning	-.162	.079	-.092	-2.052	.040
Overall Teachers' Prof'l Commitment	.443	.050	.275	8.792	.000
<b>Adjusted R<sup>2</sup></b>	<b>= 26.6%</b>	<b>F (3, 8864)</b>	<b>= 108.606</b>	<b>P&lt;.01</b>	<b>N=8</b>

The equation above may further imply that for every 1-unit increase in research and experience scores, a corresponding .546 units increase in the level of professional standards. The multiple regression analysis in content knowledge and pedagogy, keeping other factors fixed. Moreover, for every 1- unit increase in research and experience score, there is a corresponding .162-unit decrease in the curriculum and planning; and .443 units increase in the overall teacher's professional commitment, keeping other factors constant.

Research and experience play a vital role in achieving quality education today. Through this, teachers were able to answer relevant issues and challenges arising in the field through their innovations, interventions, programs, and projects on which its effectiveness could be tested using research.

**6.4. Regression of Opportunities to Learn Teaching Competence on Level of Professional Standards**

**Table 12**  
 Regression of Opportunities to Learn Teaching Competence on Level of Professional Standards Moderated by Level of Professional commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.007	.162		6.218	.000
Content Knowledge and pedagogy	.433	.034	.388	12.722	.000
Continuance	-.203	.093	-.160	-2.182	.029
Overall Teachers' Prof'l Commitment	.551	.103	.395	5.346	.000
<b>Adjusted R<sup>2</sup></b>	<b>= 28.2%</b>	<b>F (3, 886)</b>	<b>= 117.188</b>	<b>P&lt;.01</b>	<b>N=890</b>

The multiple regression analysis also showed in Table 12 that content knowledge and pedagogy, continuance commitment, and overall professional commitment of teachers contributed significantly to the regression model  $F(3, 886) = 117.188, p < .01$  and accounted for 28.2% of the variation in accounting for to the teaching competency

scores. Hence, the model suggests that content knowledge and pedagogy, continuance commitment, and overall professional commitment of teachers significantly account for the teaching competence in terms of opportunities to learn, which produces the final regression:  $OP = 1.007 + .433CKP + -.203C + .551OTPC$



Where: OP= Opportunities to Learn Teaching Competence; CKP=Content Knowledge and Pedagogy; C=Continuance; OTPC=Overall Teachers Professional Commitment.

The equation above may further imply that for every 1-unit increase in opportunities to learn scores, a corresponding .433 units decrease in the level of professional standards in content knowledge and pedagogy, keeping other factors fixed. Moreover, for every 1- unit increase in opportunities to learn the score, there is a corresponding .203-unit decrease in the continuance professional commitment; and .551 units increase in the overall teacher's

professional commitment, keeping other factors constant.

The educational system and its needs are constantly changing, and teachers must continuously adapt to these changes and continually improve themselves as part of this circle. Therefore, teachers need to be lifelong learners. This can be done through different initiatives like pursuing post-graduate studies, attending seminars, training, upskilling, and many others (Revai et al., 2017).

### 6.5. Regression of Overall Teaching Competence on Level of Professional Standards

**Table 13**

*Regression of Overall Teaching Competence on Level of Professional Standards Moderated by Level of Professional commitment*

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	1.024	.114			9.016	.000
Content Knowledge and pedagogy	.336	.037	.386		9.117	.000
Diversity of Learners	.110	.039	.123		2.843	.005
Assessment and Reporting	.148	.055	.137		2.690	.007
Overall, Teachers' Prof'l Commitment	.206	.056	.189		3.664	.000
<b>Adjusted R<sup>2</sup></b>	<b>= 45.6%</b>	<b>F (4, 885)</b>	<b>= 187.453</b>	<b>P&lt;.01</b>	<b>N=890</b>	

Table 13 presents the results for regression analysis of teaching competence on level of professional standards as moderated by level of professional commitment.

The multiple regression analysis revealed that content knowledge and pedagogy, Diversity of learners, Assessment and reporting, and overall professional commitment of teachers contributed significantly to the regression model  $F(4, 885) = 187.453, p < .01$  and accounted for 45.6% of the variation in accounting for to the teaching competency scores. Hence, the model suggests that content knowledge and standards in content and pedagogy, keeping other factors fixed. Moreover, for every 1- unit increase in the overall teaching competence score, there is a corresponding .110-unit increase in the diversity of learners; and .148 units increase in assessment and reporting;

pedagogy, Diversity of learners, Assessment, and overall professional commitment of teachers significantly account for the teaching competence, which produces the final regression:

$OTC = 1.024 + .336CKP + .110DL + .148AR + .206OTPC$  Where: OTC= Overall Teaching Competence; CKP=Content Knowledge and Pedagogy; DL=Diversity of Learners; AR=Assessment and Reporting; and OTPC=Overall Teachers Professional Commitment. The equation above may further imply that for every 1-unit increase in overall teaching competence scores, a corresponding .336 units increase in the level of professional and .206 units increase in the overall teachers' professional commitment, keeping other factors constant. Teaching competence is a unique skill needed by teachers to achieve their teaching and in their profession. It requires knowledge, skills, and capabilities



that are vital in performing their duties and responsibilities. It can be seen on the table that Content Knowledge and pedagogy significantly predict the overall teaching competence. This is because teaching

competency is a highly valued quality that accounts for the efficient use of knowledge, skills, intellect, strength, and capacity required to carry out one's functions (Tomilson, 1995).

## CONCLUSIONS

In light of the results of the study, the following conclusions were drawn:

1. The hypothesis stating that there is no significant relationship between the respondents' perception of the Professional Standards and their level of professional commitment and teaching competence is not sustained.
2. The hypothesis posited that the perceived level of Professional standards-related variables, singly or in combination, does not significantly affect teacher's professional commitment, and teaching competence is not sustained.

## RECOMMENDATIONS

In the light of the findings and conclusions of the study, the following:

1. As with determined significant relationship between the respondents' perception of the Professional Standards and their professional commitment and teaching competence, the application of PPST may be sustained to increase the teaching competence.
2. The professional accountability as to research and experience teaching competence garnered the least mean and is interpreted as Satisfactory; thus, training and seminars focusing on conducting research may be provided to the teachers during their in-service training.
3. Lastly, to improve professional commitment of teachers, the administration may create activities that will rebuild and maintain teachers' passion for teaching.

## REFERENCES

- Blomeke S. & Delaney (2012). Assessment of teacher knowledge across countries: A review of the state of research. *ZDM 44* (3), 223-247.
- Blomeke, S., et. al., (2015). Beyond dichotomies, *zeitschrift fir psychologie*. 223(1):3-13. <https://doi.org/10.1027/2151-2604/a000194>
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction, *Educational Administration Quarterly*, 37 (5), 662-683. doi:10.12691/education-2-12-22
- Bugtong, J. (2020). ppst implementation gaps and gains. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research*, 2(1). <https://ojs.aaresearchindex.com/index.php/aasgbcj/mra/article/view/1682>
- CHED Memorandum No. 52 (2016). Pathways to equity, relevance and advancement in research, innovation, and extension in Philippine higher education. <https://ched.gov.ph/wp-content/uploads/2017/10/CMO-52-s.-2016.pdf>
- DepEd Order No. 32, S. 2021. Guidelines on enrollment for school year 2021- 2022 in the context of the continuing national public health emergency due to covid – 19. [https://www.deped.gov.ph/wp-content/uploads/2021/08/DO\\_s2021\\_032.pdf](https://www.deped.gov.ph/wp-content/uploads/2021/08/DO_s2021_032.pdf)
- Grieve, R., Indian, M., Witteveen, K., Tolan, G. A., and Marrington, J. (2013). Face-to-face or Facebook: can social connectedness be derived online? *Comput. Hum. Behav.* 29, 605-609. doi: 10.1016/j.chb.2012.11.017
- Kennedy, A. (2011). Collaborative continuing professional development (CPD) for teachers in Scotland: Aspiration, Opportunities and Barriers. <https://doi.org/10.1080/02619768.2010.534980>
- McCabe T. & Sambrooks S. (2013). Psychological contracts and commitment amongst nurses and nurse manager: A discourse analysis. doi: <https://doi.org/10.1016/j.ijnurstu.2012.11.012>
- Meyer, J.; Allen N. (1990) Affective, continuance and

normative commitment to the organization: a meta-analysis of antecedents, correlate, and consequences. *Journal of Occupational Psychology*, 63(1), 1–18.

Meyer, J.; Allen N. (1991). A three-component conceptualization of organizational commitment. 1(1), pp. 61-89, ISSN 1053-4822, [https://doi.org/10.1016/1053-4822\(91\)90011-Z](https://doi.org/10.1016/1053-4822(91)90011-Z). (<https://www.sciencedirect.com/science/article/pii/S105348229190011Z>)

Redecker, Christine (2019). Aligning Teacher Competence frameworks to 21<sup>st</sup>-century challenges: The case for the European Digital Competence Framework for Educators. <https://doi.org/10.1111/ejed.12345>

Reiter-Palmon R. (2018). Creative cognition at the individual and team level: what happens before and after idea generation," in *Nature of Creativity*, eds Sternberg R., Kaufman J. (New York, NY: Cambridge Press; ), 184–208. 10.1017/9781108185936.015

Revai N. & Guerriero (2017). Knowledge-based teaching and the evolution of a profession. <http://dx.doi.org/10.1787/9789264270695-13-en>

Strong, M., Gargani, J., Hacifazlioglu, O., (2011). Do we know a Successful Teacher when we See one? Experiments in the identification of effective teachers. [https://www.researchgate.net/publication/258160263\\_Do\\_We\\_Know\\_a\\_Successful\\_Teacher\\_When\\_We\\_See\\_One\\_Experiments\\_in\\_the\\_Identification\\_of\\_Effective\\_Teachers](https://www.researchgate.net/publication/258160263_Do_We_Know_a_Successful_Teacher_When_We_See_One_Experiments_in_the_Identification_of_Effective_Teachers)

Sundari S., Vasimalairaja, M., (2017). The teachers morale and professional commitment of higher secondary school teachers. [https://www.researchgate.net/profile/Vasimalairaja/publication/332554184\\_THE\\_TEACHERS'\\_MORALE\\_AND\\_PROFESSIONAL\\_COMMITMENT\\_OF\\_HIGHER\\_SECONDARY\\_SCHOOL\\_TEACHERS/links/5cbd478f299bf12097766699/THE-TEACHERS-MORALE-AND-PROFESSIONAL-COMMITMENT-OF-HIGHER-SECONDARY-SCHOOL-TEACHERS.pdf](https://www.researchgate.net/profile/Vasimalairaja/publication/332554184_THE_TEACHERS'_MORALE_AND_PROFESSIONAL_COMMITMENT_OF_HIGHER_SECONDARY_SCHOOL_TEACHERS/links/5cbd478f299bf12097766699/THE-TEACHERS-MORALE-AND-PROFESSIONAL-COMMITMENT-OF-HIGHER-SECONDARY-SCHOOL-TEACHERS.pdf)

Tseng et al. (2011). Regression Analysis. *Developmental Biology*. 357(2):541-57.

## AUTHORS' PROFILE



**Jean Rose B. Rabano** is a candidate for the Doctor of Education major in Educational Management. She graduated

Master of Arts in Education major in Technology and Home Economics at the Laguna State Polytechnic University in 2016, and a Bachelor in Business Teacher Education at the Polytechnic University of The Philippines in Sto. Tomas Batangas, 2011. She formerly holds Teacher III position teaching Technology and Livelihood Education subject at Canda National High School, Sariaya, Quezon.

She has served as Grade 7 Chief Adviser for six consecutive years and two years TLE Coordinator, where she practiced and honed her interpersonal, communication, and leadership skills. At present, she is an Education Program Specialist II at the Division of Tayabas City where she handles trainings.



**Dr. Eden C. Callo** is an associate professor at the College of Teacher Education – Graduate Studies and Applied Research of the Laguna State Polytechnic University-San

Pablo City Campus. She has a doctorate in industrial education management. She teaches professional education subjects and shows expertise in mentoring and advising research papers in the masters' and doctoral programs. In addition, Dr. Callo elevated the teacher education program of the LSPU San Pablo City campus into a Center of Development.

## COPYRIGHTS

*Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).*