

Adherence to the Philippine Professional Standards for Teachers: Evidence from Public Elementary Schools in a Rural Philippine District

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Abstract

This study examined the extent of adherence to the Philippine Professional Standards for Teachers among public elementary school teachers and school heads in a rural Philippine district, with the aim of determining overall adherence levels, identifying the most and least emphasized domains, and examining differences based on selected profile variables and respondent roles. A quantitative approach was adopted using a descriptive-comparative research design, and data were gathered through a validated PPST-based questionnaire aligned with the eight PPST domains. The respondents consisted of ten school heads and ninety-two teachers from the Anao-aon District, with total enumeration used for school heads and stratified sampling applied for teachers to ensure proportional representation. The results revealed that all PPST domains were rated as always practiced and highly implemented by both groups, with professional ethics and community engagement receiving the highest ratings, while inclusive education, curriculum development, and subject matter competence obtained comparatively lower, yet still high, ratings. Inferential analysis showed limited significant differences across profile variables, with sex and years of administrative experience influencing teaching methodologies and professional ethics among school heads, and age and highest educational attainment influencing technology integration, curriculum development, and assessment practices among teachers. No significant difference was found between the perceptions of teachers and school heads across all PPST domains, indicating strong alignment between instructional leadership and classroom practice. The study concludes that PPST implementation in the district is coherent and well institutionalized, and it recommends targeted professional development, differentiated training, mentoring, and encouragement of graduate studies to strengthen advanced pedagogical competencies and sustain high teaching standards in rural public schools.

Keywords: Philippine Professional Standards For Teachers, Teacher Professionalism, Instructional Leadership, Public Elementary Schools, Rural Education, Professional Development, Educational Standards

1. Introduction

Teacher quality has been widely recognized as a central factor shaping student learning and school effectiveness. Research has shown that effective teaching practices contribute significantly to improved learner outcomes, particularly in systems facing persistent inequities and resource constraints (World Bank, 2018). In response, many education systems have adopted professional standards to clarify expectations for teaching and to support

continuous professional growth (OECD, 2019; OECD, 2020). In the Philippines, this policy direction was institutionalized through the Philippine Professional Standards for Teachers (PPST), which define the knowledge, skills, and professional values expected of teachers across career stages (Department of Education [DepEd], 2017). The PPST has served as the national reference for teacher evaluation, development, and advancement, with the goal of strengthening instructional quality across public schools, including those in rural settings.

The rationale for this study was grounded in continuing concerns about uneven learning outcomes despite the nationwide implementation of the PPST. In the Anao-aon District of Surigao del Norte, performance in national assessments has remained below desired benchmarks in most public elementary schools, suggesting that instructional improvement remains uneven across the district. This situation raised questions about how consistently the PPST is being understood and applied in everyday teaching practice and school leadership processes. International evidence has emphasized that the existence of standards alone does not guarantee improved learning unless they are meaningfully enacted in classrooms and supported by school leadership (UNESCO, 2020; World Bank, 2018). Examining adherence to professional standards at the district level therefore became necessary to better understand how national policy is translated into local practice.

The significance of this study lies in its focus on perceptual alignment and contextual implementation of teacher standards in a rural public school district. While existing studies have examined the PPST at broader policy or institutional levels, limited empirical evidence has been available on how teachers and school heads jointly perceive adherence to these standards and how demographic factors may influence implementation. Research has shown that differences in professional roles, experience, and access to professional development can shape how standards are enacted in schools (OECD, 2019). This study addressed these gaps by assessing perceived adherence to the PPST across key domains and comparing the perspectives of teachers and school heads. The findings were intended to inform targeted professional development, strengthen instructional leadership, and support evidence-based decision-making aimed at improving teaching quality and learning outcomes in public elementary education.

Aim of the Study

This study aimed to examine the extent of adherence to the Philippine Professional Standards for Teachers (PPST) among public elementary school teachers and school heads in the Anao-aon District, as reflected in available survey and profile data.

Research Questions

This study was guided by the following research questions:

- a. What was the overall level of adherence to the PPST among teachers and school heads across the eight domains in the Anao-aon District?
- b. Which PPST domains showed the highest and lowest adherence ratings within each group (teachers and school heads)?
- c. Which respondent profile variables showed statistically significant differences in PPST adherence, and in which domains?
 - School heads: sex and years of administrative experience (specific domains)
 - Teachers: age and highest educational attainment (specific domains)
- d. Did teachers and school heads differ significantly in their overall perceptions of PPST adherence across the eight domains?

Hypotheses

The following null hypotheses were tested in the study at the 0.05 level of significance, using the quantitative data obtained from the respondent profiles and the PPST adherence measures:

- **H₀₁:** There is no significant difference in the perceived extent of adherence to the Philippine Professional Standards for Teachers when respondents are grouped according to age, sex, position, highest educational attainment, years of professional experience, and number of PPST-related trainings attended.
- **H₀₂:** There is no significant difference between the perceptions of teachers and school heads regarding the extent of adherence to the Philippine Professional Standards for Teachers in the Anao-aon District.

Theoretical Framework

This study was anchored on Bandura's Social Cognitive Theory, Fullan's Educational Change Theory, and Vygotsky's Social Development Theory to explain how professional standards are understood, enacted, and sustained in school contexts. Social Cognitive Theory emphasizes the role of self-efficacy in shaping professional behavior. Teachers who believe in their capacity to meet professional expectations are more likely to apply standards consistently in classroom practice (Bandura, 1986). Within the context of the Philippine Professional Standards for Teachers (PPST), self-efficacy influences how teachers interpret standards, engage in reflective practice, and commit to continuous professional growth. Empirical studies have shown that higher teacher self-efficacy is associated with stronger instructional practices and greater openness to professional standards and reforms (Tschanen-Moran & Hoy, 2007; Zee & Koomen, 2016).

Fullan's Educational Change Theory provides a complementary lens by framing standards implementation as a continuous and systemic process rather than a one-time policy action. According to this theory, meaningful educational change occurs when teachers and school leaders share a clear understanding of reform goals and receive sustained support through leadership, collaboration, and capacity building (Fullan, 2007). The implementation of the PPST requires not only individual teacher effort but also institutional conditions that promote professional learning, shared accountability, and instructional leadership. Research has shown that school leadership plays a critical role in shaping how professional standards are translated into daily practice, particularly in contexts where resources and professional development opportunities are uneven (Harris & Jones, 2019).

Vygotsky's Social Development Theory further strengthens the framework by emphasizing the social nature of professional learning. The theory highlights that learning and development occur through interaction, collaboration, and guided participation within a community (Vygotsky, 1978). Applied to teacher professional standards, this perspective suggests that adherence to the PPST is reinforced through collegial dialogue, mentoring, and professional learning communities. Recent studies have supported the role of collaborative professional cultures in improving instructional consistency and standards-based practice among teachers (Darling-Hammond et al., 2017; OECD, 2019). Together, these theories explain how individual beliefs, leadership-driven change processes, and collaborative professional environments interact to shape adherence to the PPST among teachers and school heads.

Conceptual Framework

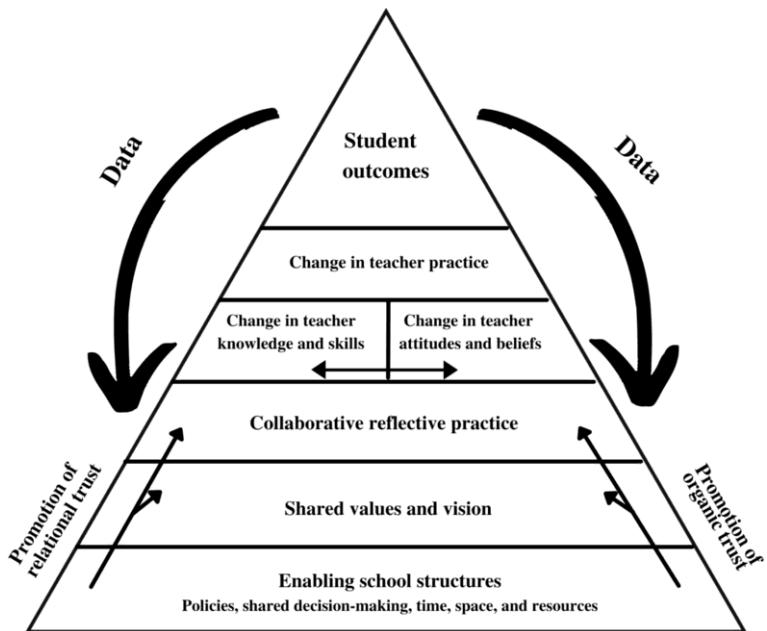


Figure 1. Conceptual Framework of the Study

The conceptual framework illustrates how adherence to the Philippine Professional Standards for Teachers (PPST) was examined among teachers and school heads in public elementary schools located in a rural Philippine district. The framework was derived directly from the study title, research questions, and hypotheses, and it reflects the actual variables and data sources used in the investigation. The framework identifies respondent characteristics and professional practice domains as the primary explanatory components. Respondent characteristics include age, sex, position, highest educational attainment, years of professional experience, and number of PPST-related trainings attended. These characteristics were examined to determine whether differences in professional background are associated with variations in perceived adherence to teaching standards.

The PPST domains represent the core dimensions of professional practice assessed in the study. These include subject matter competence, teaching methodologies, inclusive education, curriculum development, assessment and evaluation, technology integration, community engagement, and professional ethics. These domains collectively define the operational meaning of PPST adherence in the study. The framework shows that respondent characteristics and PPST domains were examined through a quantitative assessment process, involving the administration of a validated survey questionnaire and the application of descriptive and inferential statistical analyses. This process enabled the comparison of adherence levels across domains, demographic groupings, and professional roles.

The outcome of the framework is the determined level of adherence to the PPST in rural public elementary schools, including identified strengths, areas needing support, and differences in perceptions between teachers and school heads. These outcomes provide evidence-based inputs for professional development planning, instructional leadership strategies, and policy decisions aimed at improving teaching quality in rural education contexts. This conceptual framework presents a clear, linear, and methodologically sound representation of the study, ensuring alignment with its quantitative design and suitability for academic publication.

2. Review of Related Literature

Teacher professional standards have been widely recognized as a central mechanism for improving instructional quality and strengthening teacher professionalism. International literature has emphasized that well-defined standards provide a shared language for teaching practice and serve as benchmarks for performance evaluation

and professional growth (OECD, 2019; Darling-Hammond et al., 2020). Empirical evidence from large-scale studies such as the Teaching and Learning International Survey (TALIS) has shown that teachers working within standards-based systems report clearer instructional expectations and stronger alignment between teaching practice and professional development (OECD, 2020). These findings suggest that professional standards are most effective when they are embedded in everyday practice and supported by coherent school-level leadership and learning structures.

Within the Philippine context, recent studies have examined the implementation of the Philippine Professional Standards for Teachers (PPST) and its influence on instructional practice. Research has indicated that teachers generally demonstrate moderate to high levels of adherence to PPST domains, particularly in content knowledge, pedagogy, and classroom management, while areas such as differentiated instruction, assessment literacy, and community engagement require further strengthening (Maligalig et al., 2021; Abulencia, 2022). Studies conducted in public elementary schools have also shown that teachers' educational attainment, years of experience, and access to professional development opportunities are significantly associated with variations in perceived adherence to professional standards (Flores & Gervacio, 2021). These findings highlight the importance of examining contextual and demographic factors when assessing standards implementation, especially in decentralized and rural education settings.

Recent international research has further emphasized that adherence to professional standards is shaped by leadership practices and collaborative professional cultures. School leaders play a critical role in translating standards into instructional expectations and in providing feedback, mentoring, and professional learning opportunities aligned with standards frameworks (Harris & Jones, 2019; Robinson et al., 2021). Studies focusing on rural and resource-constrained schools have noted that limited access to sustained professional development and instructional support may constrain the consistent enactment of standards, despite teachers' positive perceptions of their value (Azano et al., 2020; OECD, 2021). These studies point to a continuing research gap in understanding how teacher standards operate at the district level and how perceptions of adherence may differ between teachers and school heads. Addressing this gap is essential for informing targeted professional development and leadership strategies that support equitable and standards-aligned teaching practice.

3. Methodology

This study employed a quantitative research approach to examine the perceived extent of adherence to the Philippine Professional Standards for Teachers (PPST) among public elementary school teachers and school heads in a rural Philippine district. A quantitative approach was appropriate because the study focused on measuring perceptions, comparing groups, and testing differences using numerical data derived from a structured instrument. Quantitative methods have been widely used in standards-based education research to provide objective descriptions of practice and to support inferential analysis across respondent characteristics (Creswell & Creswell, 2018; OECD, 2019).

A descriptive-comparative research design was adopted. The descriptive component enabled the determination of respondents' demographic profiles and the level of adherence to the PPST across specified domains. The comparative component allowed the examination of differences in perceived adherence when respondents were grouped according to selected profile variables and professional roles. This design was appropriate because the study did not seek to manipulate variables but rather to describe existing conditions and compare naturally occurring groups, a design commonly used in educational standards and teacher professionalism studies (Gay et al., 2012; Salkind, 2020).

The population of the study consisted of all public elementary school teachers and school heads in the Anao-aon District, Schools Division of Surigao del Norte, during School Year 2024–2025. Given the manageable size of the population, total enumeration sampling was employed. This sampling strategy ensured that all eligible teachers and school heads were included, thereby minimizing sampling error and enhancing the representativeness of the findings. Total enumeration is considered appropriate in district-level studies where population size allows comprehensive participation and complete data capture (Etikan et al., 2016).

Data collection was carried out using a validated survey questionnaire aligned with the PPST domains. The instrument consisted of two sections: the first gathered demographic information, while the second measured

perceived adherence to PPST domains using a Likert-type scale. Prior to administration, formal permission was obtained from relevant education authorities, and coordination with school heads was undertaken to facilitate data collection. Questionnaires were administered directly to respondents to ensure clarity of instructions and completeness of responses. This approach supported higher response rates and improved data reliability, as recommended in survey-based educational research (Dillman et al., 2014).

Data analysis involved both descriptive and inferential statistical techniques. Frequency counts and percentage distributions were used to describe respondent profiles. Means and standard deviations were computed to determine the level of adherence to the PPST across domains. To test differences in perceived adherence when respondents were grouped according to profile variables, analysis of variance was applied, while independent samples *t*-tests were used to examine differences based on sex and professional role. These statistical procedures are appropriate for comparing group means and testing hypotheses in quantitative education studies (Field, 2018). Ethical considerations were strictly observed throughout the research process. Informed consent was obtained from all participants, and participation was voluntary. Respondents were assured of confidentiality and anonymity, with no identifying information included in the data set. Collected data were used solely for academic purposes and were stored securely. The study adhered to institutional research protocols and ethical guidelines for educational research, ensuring respect for participants' rights, dignity, and professional standing (BERA, 2018).

4. Results and Discussion

Table 1. Overall Level of Adherence to the Philippine Professional Standards for Teachers

Respondent Group	Overall Mean	Interpretation
School Heads	3.47	Highly Implemented
Teachers	3.51	Highly Implemented

Table 1 presents the overall level of adherence to the Philippine Professional Standards for Teachers as perceived by school heads and teachers in the Anao-aon District. Both groups reported high levels of adherence, with teachers registering a slightly higher overall mean than school heads. The close proximity of the mean scores indicates a strong convergence of perceptions regarding the implementation of professional standards across instructional and leadership roles.

The results suggest that the PPST was consistently practiced across schools in the district and was not confined to specific professional groups. The high adherence ratings reflect the successful institutionalization of the standards as a guiding framework for teaching and professional conduct. This finding is particularly significant in a rural district context, where variations in resources and professional development opportunities may exist, yet shared professional expectations were still maintained.

Overall, the results indicate that the Philippine Professional Standards for Teachers functioned as a unifying professional reference point for both teachers and school heads. The strong alignment in perceptions supports the credibility of subsequent analyses examining domain-specific adherence and differences across selected profile variables.

Table 2. Highest and Lowest Rated PPST Domains by Respondent Group

Respondent Group	Highest Rated Domain	Mean	Interpretation	Lowest Rated Domain	Mean	Interpretation
School Heads	Community Engagement	3.60	Highly Implemented	Inclusive Education	3.30	Highly Implemented
	Professional Ethics	3.60	Highly Implemented	Curriculum Development	3.30	Highly Implemented
Teachers	Community Engagement	3.60	Highly Implemented	Subject Matter Competence	3.57	Highly Implemented
	Professional Ethics	3.58	Highly Implemented	Inclusive Education	3.45	Highly Implemented

Table 2 highlights the PPST domains that received the highest and lowest adherence ratings among teachers and school heads. For both respondent groups, community engagement and professional ethics emerged as the highest rated domains. This finding indicates strong alignment between teachers and school leaders in valuing ethical conduct and collaborative engagement with parents and community stakeholders. The consistently high ratings in these domains suggest that professional responsibility and community partnership were well embedded in school practice across the district.

The lowest rated domains, while still interpreted as highly implemented, differed slightly between groups. School heads identified inclusive education and curriculum development as the lowest rated areas, whereas teachers rated inclusive education and subject matter competence lowest among the domains. These results suggest that while adherence remained high overall, challenges were more evident in domains requiring differentiated instruction, curriculum alignment, and specialized pedagogical adjustments. Such domains often demand additional training, resources, and sustained professional support, particularly in rural school contexts.

Importantly, the absence of low or moderate ratings across domains reinforces the overall finding of strong PPST implementation. The variation between highest and lowest domains provides meaningful direction for professional development planning, indicating where targeted interventions may further strengthen standards-based practice without undermining the generally high level of adherence already achieved.

Table 3. Statistically Significant Differences in PPST Adherence by Profile Variables

Respondent Group	Profile Variable	PPST Domain	Test Value (F /t)	p-value	Interpretation
School Heads	Sex	Teaching Methodologies	t = -2.40	0.043	Significant
School Heads	Sex	Professional Ethics	t = -3.15	0.014	Significant
School Heads	Years of Administrative Experience	Teaching Methodologies	F = 6.80	0.043	Significant
Teachers	Age	Technology Integration	F = 4.20	0.004	Significant
Teachers	Highest Educational Attainment	Curriculum Development	F = 2.92	0.038	Significant
Teachers	Highest Educational Attainment	Assessment and Evaluation	F = 4.79	0.004	Significant

Table 3 presents only the statistically significant results related to differences in PPST adherence, allowing for a focused interpretation of findings with direct relevance to the study. Among school heads, sex emerged as a significant factor in the domains of teaching methodologies and professional ethics. This indicates that perceptions of pedagogical leadership and ethical practice varied by gender, suggesting differences in leadership orientation, instructional supervision styles, or ethical decision-making approaches. These findings align with studies that report gender-linked variations in leadership behaviors within educational settings.

Years of administrative experience also significantly influenced school heads' adherence to teaching methodologies. This result suggests that longer exposure to instructional leadership roles strengthens pedagogical oversight and familiarity with diverse teaching strategies. Experienced administrators may have greater confidence in evaluating and guiding instructional practices, leading to higher adherence ratings in this domain.

For teachers, age was found to significantly affect adherence in technology integration. This result reflects generational differences in digital competence and comfort with instructional technologies. Younger teachers may demonstrate stronger engagement with ICT-based teaching, while older teachers may face adaptation challenges despite overall high adherence.

Highest educational attainment significantly influenced teachers' adherence in curriculum development and assessment and evaluation. Teachers with advanced graduate education demonstrated stronger alignment with curriculum planning and assessment practices, indicating that higher academic preparation enhances pedagogical depth, assessment literacy, and curriculum coherence. This finding reinforces the value of graduate studies in strengthening core instructional competencies.

Overall, these results show that while PPST adherence was generally consistent across most demographic variables, specific domains were influenced by sex, experience, age, and educational attainment. These differences were limited and domain-specific, suggesting that the PPST framework has been largely institutionalized. However, the significant results provide clear evidence-based directions for targeted professional development, particularly in pedagogical leadership, technology integration, and advanced curriculum and assessment training.

Table 4. Difference Between School Heads' and Teachers' Perceptions of PPST Implementation

PPST Domain	t-value	p-value	Decision	Interpretation
Subject Matter Competence	-0.09	0.929	Accept Ho	Not significant
Teaching Methodologies	0.15	0.878	Accept Ho	Not significant
Inclusive Education	-0.81	0.419	Accept Ho	Not significant
Curriculum Development	-0.90	0.371	Accept Ho	Not significant
Assessment and Evaluation	-0.97	0.334	Accept Ho	Not significant
Technology Integration	0.44	0.662	Accept Ho	Not significant
Community Engagement	0.01	0.989	Accept Ho	Not significant
Professional Ethics	0.16	0.873	Accept Ho	Not significant

Table 4 shows that there were no statistically significant differences between school heads' and teachers' perceptions of PPST implementation across all eight domains. All p-values exceeded the 0.05 level of significance, indicating strong convergence in how both groups viewed the extent of adherence to professional standards. The smallest difference was observed in community engagement ($t = 0.01$, $p = 0.989$), suggesting near-identical perceptions between school heads and teachers regarding partnerships with parents and community stakeholders. This finding reflects a shared understanding of the importance of collaborative relationships in supporting learner outcomes, particularly in rural school contexts.

Similarly, domains such as subject matter competence, teaching methodologies, and professional ethics showed negligible differences. This consistency indicates that both instructional leaders and classroom teachers operate under a common professional framework and interpret PPST indicators in a comparable manner. Such alignment suggests that the standards have been effectively communicated, internalized, and practiced at multiple levels of the school system.

The absence of perceptual gaps in technology integration and assessment and evaluation further implies that recent system-wide initiatives and capacity-building programs have resulted in a shared understanding of contemporary instructional expectations. Even in domains where earlier analyses revealed demographic-based differences, perceptions between the two groups remained statistically aligned.

Overall, these findings indicate a high level of institutional coherence in PPST implementation within the Anao-aon District. The alignment between school heads and teachers reflects a mature professional culture characterized by shared accountability, consistent professional language, and common instructional goals. This coherence strengthens the sustainability of PPST implementation and supports continuous improvement efforts at the school and district levels.

Integrated Results Summary

The findings of the study demonstrate a consistently high level of adherence to the Philippine Professional Standards for Teachers across all eight domains, as perceived by both school heads and teachers in the Anao-aon District. Descriptive results showed that all domains were rated within the *Always* and *Highly Implemented* range, indicating strong institutionalization of PPST-aligned practices in subject matter competence, teaching methodologies, inclusive education, curriculum development, assessment and evaluation, technology integration, community engagement, and professional ethics.

Inferential analyses revealed that demographic variables had limited influence on perceived adherence. Among school heads, significant differences emerged only in teaching methodologies and professional ethics when grouped by sex, and in teaching methodologies when grouped by years of administrative experience. Among teachers, age significantly influenced technology integration, while highest educational attainment significantly affected curriculum development and assessment and evaluation. No other demographic variables yielded statistically significant differences. These results suggest that PPST adherence is generally stable across profiles, with variation occurring only in domains that require advanced pedagogical, evaluative, or technological competencies.

Most critically, no significant differences were found between school heads' and teachers' perceptions across all PPST domains. This convergence indicates a shared understanding of professional standards and suggests effective vertical alignment between instructional leadership and classroom practice. The absence of perceptual gaps reflects a coherent professional culture and supports the credibility of the reported high levels of PPST implementation in the district.

Implications of the Findings

The strong alignment between school heads and teachers implies that the PPST framework has been successfully embedded into daily professional practice rather than functioning as a compliance-driven policy. This alignment strengthens instructional coherence and supports sustained school improvement, particularly in rural contexts where consistency in professional standards is critical.

The limited but significant effects of age, sex, experience, and educational attainment highlight the need for targeted professional development rather than broad, uniform training programs. Advanced pedagogical skills, assessment literacy, and technology integration should be prioritized in capacity-building initiatives, especially for educators with lower academic qualifications or limited exposure to digital tools.

The consistently high ratings in professional ethics and community engagement indicate that values-based and community-responsive teaching practices are well-established. These strengths can serve as anchors for future reforms, allowing schools to focus improvement efforts on more technically demanding domains such as inclusive education strategies, curriculum contextualization, and data-informed assessment.

Overall, the findings affirm that strengthening differentiated professional learning, sustaining leadership–teacher alignment, and investing in advanced competencies will further enhance the quality and equity of PPST implementation in public elementary schools.

5. Conclusion and Recommendations

Conclusion

This study examined adherence to the Philippine Professional Standards for Teachers among public elementary school teachers and school heads in a rural Philippine district. The findings revealed a consistently high level of adherence across all PPST domains. Both respondent groups rated all domains as always practiced and highly implemented. This indicates that the PPST framework has been effectively institutionalized in daily professional practice rather than treated as a compliance requirement.

The highest levels of adherence were observed in professional ethics and community engagement. These results suggest that values-based professionalism and stakeholder collaboration are deeply embedded in the school culture. Lower, yet still high, ratings were found in inclusive education, curriculum development, and subject matter competence. These domains require advanced pedagogical expertise and contextual responsiveness, which may explain the slight variation in scores.

Inferential analysis showed that demographic variables had limited influence on adherence. Significant differences emerged only in domains that require higher-order competencies, such as technology integration, curriculum development, assessment, and teaching methodologies. No significant difference was found between teachers' and school heads' perceptions across all domains. This convergence reflects strong alignment between instructional leadership and classroom practice.

Overall, the study concludes that PPST implementation in the district is strong, coherent, and collectively upheld. The findings affirm the effectiveness of current professional standards implementation while highlighting specific areas where targeted support may further enhance instructional quality and equity.

Recommendations

School administrators should sustain existing strengths in professional ethics and community engagement, as these domains anchor a positive and collaborative school culture. Structured professional development should be intensified in inclusive education, curriculum design, assessment literacy, and technology integration, as these domains demand advanced pedagogical competence.

Targeted capacity-building programs are recommended rather than uniform training. Teachers with lower academic qualifications or limited digital exposure should be prioritized for mentoring and specialized training. Leadership development programs should consider experience-based and gender-responsive approaches, particularly in strengthening pedagogical leadership and ethical practice among school heads.

Graduate studies and advanced certification should be encouraged, as educational attainment was shown to influence curriculum and assessment competence. Learning Action Cells and professional learning communities should be strengthened to promote reflective practice and shared expertise.

Future studies may expand the scope to other districts or regions and include classroom observations or learner outcomes to triangulate self-reported data. Longitudinal research may also be conducted to examine how sustained PPST implementation influences instructional quality and student achievement over time.

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