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Attuning pre-service teachers' competencies in the context of Philippine professional standards for teachers

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ABSTRACT

This study focused on the assessment of pre-service teachers' competencies in accordance with the Philippine Professional Standards for Teachers (PPST), specifically in content knowledge, pedagogy, learning environment, diversity of learners, assessment and reporting, community linkages, and professional engagement. For a comprehensive analysis, the assessments of faculty and pre-service teachers were compared. Additionally, the initiatives of Teacher Education Institutions (TEIs) in integrating the PPST into the curriculum, along with the issues and challenges encountered during this integration, were examined. Based on the findings, a training program for pre-service teachers was proposed. The research employed a descriptive method, utilizing questionnaire as the primary data collection tool, complemented by interviews and focus group discussions. Respondents included 60 faculty members and 335 pre-service teachers from Teacher Education Institutions in Batangas. The statistical tools used were the weighted mean and t-test. Findings indicated that pre-service teachers demonstrate the PPST competencies to a great extent. Faculty and pre-service teachers differ significantly in their assessments of pre-service teachers' competencies in content knowledge and pedagogy, assessment and reporting, and community linkages and professional engagement. Generally, TEIs have several initiatives to familiarize teachers with PPST standards. Common challenges include instructional materials, outcomes-based assessment tools, and training seminars, which hinder the full integration of PPST into the curriculum. The activities in the proposed training program may serve as relevant resources for enhancing pre-service teachers' competencies within the PPST framework.

Contribution/Originality: The study is unique in nature as it validates the manifestation of PPST competencies among pre-service teachers. Through this study, educators, policymakers, and school administrators will have a clear understanding of how future teachers are likely to perform in terms of their content knowledge and pedagogy, learning environment, diversity of learners, assessment and reporting, community linkages, and professional engagement.

1. INTRODUCTION

Quality education is identified as a primary tool for individual growth, a prerequisite for communal unity, and a principal factor for nationwide success. The development of a country depends on the quality of education it provides to its people. Therefore, commitment to quality education and improved learning outcomes requires strengthening inputs, processes, and the evaluation of outcomes, along with mechanisms to measure students' progress. Students

must be empowered, adequately recruited, well-trained, professionally qualified, motivated, and supported within well-resourced, efficient, and effectively governed systems. The goal is to achieve quality education that fosters creativity and knowledge, ensures the acquisition of foundational skills such as literacy and numeracy, and develops analytical, problem-solving, and other high-level cognitive, interpersonal, and social skills. Evidently, the quality of teacher education directly impacts the quality of future teachers. This involves providing comprehensive training and practical experiences. The responsibility for ensuring these standards lies primarily with higher education institutions, particularly Teacher Education Institutions. The College of Teacher Education at Batangas State University, a leading teacher education institution in the region, plays a vital role in developing competent pre-service teachers who will become future educators. They must provide meaningful learning experiences to help students acquire knowledge, skills, and appropriate attitudes that enable them to function effectively in society. It is essential to develop educators capable of adapting to and managing the demands of this generation's diverse and challenging learners. This indicates that TEIs should have professionally trained teachers who are physically and psychologically sound, possessing quality knowledge, skills, and attitudes. To fulfill these roles successfully, TEIs must stay updated with changes in the education system, both locally and internationally. Teacher education as provided by laws involves pre-service teachers, in-service teachers, and graduate education across various disciplines. In this context, pre-service education refers to the training and education of student teachers before they enter the teaching profession. The CHED has developed a pre-service teacher education program that addresses the needs of modern educators, whether in elementary, high school, inclusive education, or special education. Additionally, CHED and the DepEd issued guidelines on the deployment of student teachers (Memo Order No. 39 s. 2005). These guidelines outline the roles of Teacher Education Institutions (TEIs) and school division superintendents in practice teaching, including the selection of cooperating schools and mentors, as well as their duties and responsibilities. The guidelines also specify the responsibilities of student teachers during their training period.

Practice teaching is an essential component of the teacher education curriculum, providing pre-service teachers with the opportunity to apply the theories they have learned in a real classroom setting. Rawlins (2012) justified student teachers should be well-monitored, supervised, and guided by their supervising teachers through classroom teaching observation. In some institutions, this is complemented by online discussions and continuous monitoring and guidance from teacher educators. They learn how to handle and manage not only their daily lessons but also the students and the classroom environment. As a policy, education students are not allowed to graduate without completing the required hours for both classroom observation and practice teaching. Although practice teaching is more systematic and formal, guided by policies and guidelines from the DepEd, these pre-service teachers are trained to become well-prepared and qualified educators capable of passing on their knowledge to students.

The teacher education program has been continuously responding to local and global challenges. CMO No. 74, s. 2017 mandates all TEIs in the country to provide a relevant and responsive curriculum to aspiring teachers at both the elementary and secondary levels. This order aims to redefine and clarify the direction of the new teacher education program. Consequently, the National Competency-Based Teacher Standards (NCBTS) underwent significant rethinking, and DepEd issued the National Adoption and Implementation of the PPST through DepEd Order No. 42, s. 2017, which reflects reforms in teaching quality for both pre-service education and in-service training.

The PPST outlines what effective K to 12 Filipino teachers must know, do, and value through clearer domains and standards, complete with indicators. It establishes instruments for delivering improved student learning outcomes and measuring them to determine professional growth, competent practice, and effective engagement. This PPST also serves as a public declaration of professional accountability to enhance public trust in the teaching profession. Teachers bear the significant responsibility of educating citizens so that they become lifelong learners and key players in nation-building. For Ibrahim and Ibrahim (2014) teaching profession should be for those who are intellectually competent, effective, and efficient decision-makers, creators of a warm classroom environment, seekers of alternative strategies, and possessors of professional interest and pride. This makes teachers highly attractive

within the educational system. Moreover, teachers' competencies must be continuously evaluated to ensure they possess the necessary technical knowledge for teaching and to help them become more responsive in producing relevant and productive learners. This study was conceptualized to address the concern of aligning pre-service teacher education with the Philippine Professional Standards for Teachers (PPST). It is based on the belief that teacher education programs offered by Teacher Education Institutions (TEIs) must prepare future educators by equipping them with the necessary knowledge, skills, and attitudes. These competencies are developed through activities and practices embedded in curriculum, instruction, and assessment, which are conducted by qualified full-time professional education faculty and supported by various student services. The researcher aims to assess how well pre-service teachers' competencies align with the PPST standards. The findings of this study could help TEIs, both public and private, to emphasize the inclusion of PPST domains in their holistic curricular offerings. The overarching theme is "Enkindling Pre-Service Teachers' Proficiency towards Innovative PPST-based Teaching Experiences." This theme reflects the goal of the training program, which is to assist TEIs in developing pre-service teachers' competencies in lesson planning, demonstration teaching, understanding learners, designing innovative assessment tools, and recognizing teaching as a holistic profession.

1.1. Statement of the Problem

This study aimed to assess the competencies of pre-service teachers in the context of the Philippine Professional Standards for Teachers (PPST), with the goal of proposing a pre-service teachers' training program.

Specifically, it sought answers to the following questions:

1. Determine the extent of pre-service teachers' manifestation of competencies across the following PPST domains as assessed by the faculty and pre-service teachers themselves:

1.1 Content knowledge and pedagogy.

1.2 Learning environment.

1.3 Diversity of learners.

1.4 Assessment and reporting.

1.5 Community linkages and professional engagement.

2. Identify the significant differences in assessments between the two respondent groups.

3. Identify the TEIs' initiatives on integrating PPST in the curriculum.

4. Ascertain some issues and challenges in the integration of PPST.

5. Prepare a training program for pre-service teachers.

2. REVIEW OF LITERATURE

2.1. Conceptual Literature

Characteristics of pre-service teachers. Teaching practice, or practice teaching, refers to the internship phase during which a pre-service teacher receives support to learn how to assume key teaching responsibilities in a school setting. It provides an opportunity for pre-service teachers to enhance and refine their professional skills within a genuine classroom environment, typically under supervision. This phase offers a range of engaging experiences, allowing pre-service teachers to apply various educational concepts and practices they have learned in the classroom.

Teaching practice enables pre-service teachers to cultivate a positive attitude toward teaching, exposes them to authentic classroom experiences, allows them to identify their strengths and weaknesses in teaching, serves as a platform to apply educational theories and principles in real scenarios, and equips them with the essential skills, competencies, personal traits, and experiences needed for full-time teaching upon graduation. Internships assist trainees in acquiring knowledge and enthusiasm for teaching, while also contributing to personal growth, including decision-making abilities, critical thinking skills, and boosting confidence and self-worth.

Pre-service teachers assume a dual responsibility in teaching practice, acting as both instructors and learners. During their teaching practice, their emotional experiences as novice teachers often differ from those of experienced teachers. Pre-service teachers encounter a range of both positive and negative feelings during their interactions with advisors, students, fellow pre-service trainees, and other school personnel. Timoštšuk and Ugaste (2012) study indicates that the situational context or setting elicits varied emotional reactions in pre-service teachers; positive emotions foster joy and self-contentment, while negative emotions result in feelings of powerlessness, helplessness, and insecurity. Keller, Chang, Becker, Goetz, and Frenzel (2014) highlighted that pre-service teachers often face significant anxiety, particularly when they feel unprepared for teaching and unable to meet teaching expectations. Pre-service educators emotionally experience yearning and apprehension at the beginning of their teaching internship, followed by astonishment and humiliation after teaching, and finally remorse and sorrow at the conclusion of the internship (Zhu, 2017). Many pre-service teachers generally exhibit a lot of enthusiasm and self-confidence during their initial teaching experiences. However, upon starting the internship, they often begin to experience significant stress and anxiety (Mapfumo, Chitsiko, & Chireshe, 2012), along with various negative feelings, including helplessness, frustration, confusion, embarrassment, and even anger (Timoštšuk, Kikas, & Normak, 2016).

Teachers' acquisition of technological knowledge, skills, and expertise indicates advancement, development, and improvement in incorporating new tools to provide quality education. The absence of this technological expertise and skill renders it nearly unfeasible for educators to utilize existing technological tools to enhance subject matter representation and support teaching and learning (Amedzo, 2007; Jarvis, Pell, & Hingley, 2003). Teacher education institutions are tasked with preparing future educators in essential subject knowledge, a solid understanding of learning theories, the practical application of these theories for teaching purposes, and proficiency in technology. Using these mediums, pre-service teachers gain greater expertise in specific content areas, enhance their instructional skills, and improve their technological knowledge. The ownership of technological expertise by future educators aids in achieving the national policy and implementation strategy for technology in education, Ministry of Education (2002), and the application of ICT as a teaching tool for successful instructional delivery (NaCCA (National Council for Curriculum and Assessment), 2019). These policies related to ICT emphasize the necessity of incorporating technologies into education, particularly in the delivery of curriculum content. The rationale for integrating technological resources into education is to enhance motivation, eagerness, engagement, self-worth, confidence, innovation, interactivity, and analytical thinking among learners (Papaioannou & Charalambous, 2011).

The internship involves the intern in service tasks primarily to provide practical experience that enhances their understanding of matters related to a specific field of study. It helps the intern connect the academic learning process with real-world experiences. Internships are supervised work experiences where students receive close oversight. The internship program plays a crucial and beneficial role in improving students' knowledge base and motivation. The most effective learning activities outside the classroom often stem from internship experiences. Additional benefits include improved career guidance, acquisition of hands-on experience, increased attractiveness of graduates in the job market, development of interpersonal skills, and a better understanding of classroom learning theories. However, unlike typical student interns, some individuals may already be experienced employees and have often decided on a career path (Bukaliya, 2012).

Pre-service teacher education is an essential part of the ongoing professional development of educators, as it prepares future teachers with the vital subject knowledge, professional skills, and attitudes needed for successful teaching. This phase of teacher training is crucial for inspiring and retaining teachers in the field. The task for teacher education institutions (TEIs) is to train teachers who embrace innovative concepts, methods, and information and communication technologies (ICT), to acquire skills in learning, unlearning, and relearning, as well as to recognize and accept the necessity for change. As teacher education programs transition towards a new paradigm, focusing on globalization, localization, and individualization, along with contextualized multiple intelligences and ongoing

professional learning in teacher development, it is essential for TEIs to partner with schools, public, and private entities to enhance teachers' skills throughout their careers (Bender, 2012).

Successful instruction encompasses traits of personality, abilities, content expertise, and thoughtful reflection. An effective teacher is sometimes viewed as a perfectionist, supportive, friendly, and nurturing, while at other times seen as intelligent, but primarily as passionate, humorous, smart, empathetic, open-minded, and relaxed in their teaching approach. Considering the advantages of practice teaching, pre-service educators can subsequently cultivate traits associated with genuinely effective teachers. Numerous traits define a highly effective teacher, including compassion, equity and respect, outlook on the teaching profession, social engagement with students, encouragement of excitement and motivation for learning, and reflective practice. An attentive teacher who is concerned about students can recognize and appreciate them as distinct individuals and can treat them justly and with an open perspective that takes their situations into account.

Effective pre-service teachers must think pedagogically, navigate dilemmas, explore issues, and analyze student learning to create suitable curricula for a diverse group of learners. Certain researchers, administrators, and stakeholders have characterized effective teaching based on student outcomes and evaluations of teachers' performances by supervisors. Regarding student success, as research on teacher effectiveness has expanded, it has uncovered key traits and behaviors in teaching. Great educators possess numerous descriptive adjectives and nouns, including exemplary, efficient, analytical, responsible, skilled, knowledgeable, introspective, rewarding, diversity-sensitive, and esteemed. These traits should be cultivated in pre-service teachers, as they will significantly and enduringly influence students' lives.

Successful teaching incorporates the fundamental elements of strong classroom management, organization, effective planning, and the unique traits of the teacher. The presentation of the material to students in the classroom and the provision of experiences that allow students to create genuine connections to the content are essential. The proficient teacher orchestrates the classroom like a symphony conductor who draws forth the finest performance from each musician to create a harmonious sound. In the classroom setting, every student is reaching their learning objectives within a positive environment that fosters support, challenge, and encouragement for those goals. A great lesson plan won't be effective if classroom management is poor or if the teacher does not connect well with the students. Executing instruction resembles the opening night of a play, where all the behind-the-scenes efforts are concealed, showcasing only the enchantment to the audience. Skillful teachers appear to create classroom magic with ease. The skilled observer, conversely, is probably to experience profound empathy and gratitude for the meticulously arranged craft of instruction.

The Philippine Professional Standards for Teachers (PPST) complement reform initiatives on teacher quality, from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 reforms through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards explicitly states what teachers should know, be able to do, and value to achieve competence, improved learning outcomes, and ultimately quality education. It is based on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity, among others.

It is essential to emphasize that the PPST (Philippine Professional Standards for Teachers) determines the quality of teachers in the country. The standards indicate the expected growth in teachers' understanding, methods, and engagement in their profession at different career stages. Simultaneously, the standards reflect teachers' increasing understanding, which is applied with greater sophistication across a broader and more complex range of teaching and learning settings. The PPST embodies the nation's goals for the anticipated quality of its educators by presenting a collection of indicators divided into domains and organized according to ascending career levels: Beginning, Proficient, Highly Proficient, and Distinguished teachers. Additionally, the PPST specifies the competencies and expertise that characterize teacher quality in both pre-service and in-service training, aligning with the K to 12 reform. It includes clearly defined areas, strands, and indicators that serve as metrics for professional

development, competent practice, and active participation, forming the foundation for all teacher learning and development initiatives to ensure educators are adequately prepared to effectively implement the K to 12 programs. Domain one covers knowledge of content and teaching methods. Educators are expected to recognize the importance of acquiring content knowledge and understanding its connections across different curriculum areas, along with a strong and analytical grasp of how to implement teaching and learning theories and principles. This also involves teachers' ability to apply age-appropriate and relevant teaching strategies rooted in content comprehension and current research. It considers teachers' proficiency in Mother Tongue, Filipino, and English throughout the teaching and learning process, as well as essential skills in applying communication strategies, teaching techniques, and technologies to enhance high-quality learning outcomes (DO No. 42, s. 2017).

To guarantee the successful incorporation of information technology communication tools in education, many teachers believe they are inadequately equipped to merge technology with the curriculum and strategies for effectively conveying lessons to accommodate the varied learning requirements of students (Ertmer & Ottenbreit-Leftwich, 2010; Hutchison & Reinking, 2011). The unpreparedness of teachers is attributed to insufficient professional development and rapid changes in technological resources (Agyei, 2012; Agyei & Voogt, 2011a; Hutchison & Reinking, 2011; Matherson, Wilson, & Wright, 2014; Ottevanger, van den Akker, & De Feiter, 2007). Once more, the didactic teaching approach used by instructors in teacher training programs restricts pre-service teachers' awareness of how ICT resources are applied for educational objectives (Agyei & Voogt, 2011a; Agyei & Voogt, 2011b; Mouza, Karchmer-Klein, Nandakumar, Ozden, & Hu, 2014). Additionally, Cuhadar (2018) verified that pre-service educators require sufficient knowledge, training, and assistance in implementing ICT resources in education throughout their studies at teacher training institutions. The contextual significance of these research works (Agyei, 2012; Cuhadar, 2018; Ertmer & Ottenbreit-Leftwich, 2010; Hutchison & Reinking, 2011; Koc & Bakir, 2010) reveals inconsistencies in the anticipated application of technological tools for providing quality education.

Moreover, the acceptability of implementing Information Communication Technology (ICT) resources in education to close the technological knowledge gap among future teachers has resulted in African nations falling behind their Western and Asian counterparts (Kiboro, 2018). The necessity for enhanced technological knowledge, ICT skills, and competence among teachers poses considerable obstacles to the effective adoption and use of innovative resources in educational settings. The capacity of pre-service teachers to incorporate technological tools hinges on their understanding of technology. As stated, the understanding of educational technologies by a teacher is referred to as technological knowledge (TK). Teachers utilize technological knowledge when they employ technological resources to present information in the classroom (Archambault & Barnett, 2010). The technological resources are categorized into low and high technologies (Archambault & Barnett, 2010). For effective movement between low- and high-technology environments, pre-service educators should demonstrate technical adaptability, instructional engagement, organizational viability, ethical approval, and the ability to provide progressive feedback. The integration of technology into content and pedagogy by prospective teachers becomes effective when they acquire the necessary technical skills and knowledge, as demonstrated in their teaching methods. Engaging and collaborative lessons enhance student interest and provide opportunities for performance-based assessments, fostering the growth of technological literacy in both teachers and students.

Research has identified connections and correlations between the independent variables of technological pedagogical content knowledge (TPACK) (Chai, Koh, & Tsai, 2013; Wilson, Ritzhaupt, & Cheng, 2020). Regardless of the impact of pre-service teachers' technological knowledge on their TPACK, contradictions arise concerning how demographic variables of prospective teachers influence their technological knowledge and its application. The demographic factor of "age" in potential teachers influences their ability to integrate innovative technologies effectively, while Chai et al. (2013) suggest that there are gender disparities in teachers' technological and subject matter expertise. Nonetheless, Jang and Tsai (2012) found no statistically significant gender disparities in the TPACK of future primary-school Mathematics and Science educators. Furthermore, Jimoyiannis and Komis (2007) identified

a significant connection between the teaching experience of pre-service teachers and their engagement in technology-related teaching activities. Additionally, research shows that the experience, qualifications, age, TK, and PK of potential teachers influence their use of technological tools in education (Chai, Koh, & Tsai, 2010; Lee & Tsai, 2010). Typically, studies examining knowledge, adaptation, and use of technological resources primarily explore age, gender, and teaching experience, whereas the specific program of study, subject concentration, and minors receive less attention. Research on the incorporation of technology in education (Amanamah, Acheampong, & Owusu, 2018; Arkorful, Barfi, & Aboagye, 2021; Essel, Vlachopoulos, & Adom, 2021; Lam, Cheng, & Chan, 2008) has primarily focused on university students, leading to a lack of studies that emphasize the impact of demographic factors (gender, program of study, major, and minor areas of specialization) on aspiring teachers.

Domain four relates to the educator's effectiveness in curriculum and planning. This pertains to educators' understanding of engagement with national and local curriculum standards. It also includes teachers' skills in converting curriculum material into meaningful learning experiences that are relevant to students and based on principles of effective teaching and learning. It is expected that educators will use their professional expertise to create and organize, either independently or collaboratively, well-structured and sequential lessons. These lesson sequences and related educational programs must be relevant to the context, adaptable to learners' needs, and include a variety of teaching and learning materials. Additionally, teachers should clearly communicate learning objectives to enhance student engagement, understanding, and success (DO No. 42, s. (2017)). The domain, assessment, and reporting relate to procedures associated with various assessment tools and strategies used by educators to monitor, evaluate, document, and report students' needs, progress, and achievements. These processes involve utilizing assessment data in multiple ways to enhance and support teaching and learning activities and programs. Additionally, they emphasize providing students with essential feedback on learning outcomes. This feedback establishes the reporting cycle and enables teachers to select, organize, and implement effective assessment methods.

Community linkages and professional involvement are essential components of PPST. This area emphasizes the importance of teachers in fostering school-community collaboration to enhance the learning environment and increase community participation in education. It also highlights that educators should recognize and address opportunities to connect classroom teaching and learning with the experiences, interests, and goals of the broader school community and other key stakeholders. Furthermore, it underscores the significance of teachers upholding professional ethics, accountability, and transparency to build positive and collaborative relationships with students, parents, schools, and the wider community. Epstein (2018) emphasized that recognizing family differences, community resources, student experiences both in and out of school, and effectively utilizing all available teaching tools are essential for educators. This ability is regarded as suitable for assessing teachers' professional status. Teachers are consequently seen as professionals who understand that education results from a collective vision and shared responsibility. To achieve this, it is essential for schools, homes, and communities to collaborate, with teachers leading the way as the most qualified individuals for this task.

The establishment of strong connections among family, school, and community ensures that children acquire the knowledge, attitudes, and skills necessary for life, both in school and beyond. It emphasizes the importance of children engaging with peers, educators, families, the school, and the community to enhance learning outcomes. The relationship between parents and the school requires a reevaluation of the traditional partnership and support systems between schools and communities. Therefore, parental engagement should be expanded to include participation in decision-making related to their children's education, management, assessment, oversight, and monitoring. Facilitating this involvement requires valuing and practicing the ideas of family, community, interaction, and respect for each individual, as well as for diverse opinions, cultures, beliefs, and plans. Such a democratic environment is believed to enable rural communities to foster renewed hope regarding their children's education and schooling.

The last domain is personal advancement and career development. It emphasizes the significant and positive respect teachers have for their profession by embodying traits that preserve the dignity of teaching, including a caring

approach, respect, and integrity. This area also emphasizes individual and professional introspection and education to enhance performance. It acknowledges the importance of educators taking charge of their own growth and professional advancement for continuous learning. Issues and challenges in teacher performance. Student teachers face difficulties during their teaching practice: insufficient preparation, geographical remoteness, varying and low levels of teacher competence, resource shortages, discipline issues among learners and educators, financial constraints, inadequate accommodation, lack of engagement in additional school activities, minimal support, distrust from cooperating teachers, and unclear policies governing teaching practice. If these challenges are not addressed, they could impact student teachers' performance and influence their perception of the teaching profession. It is also contended that the difficulties faced during field observation include the transition from on-campus experience to off-campus exposure for pre-service teachers from various disciplines. These challenges require reconsideration and restructuring to improve the execution of future observations, leading to a successful practicum.

Furthermore, they noted that pre-service teachers faced challenges such as difficulties in teaching, including a lack of supervision in reviewing off-campus policies, brainstorming with students, and being creative, which they viewed as obstacles. However, having a sense of humor helps in putting these challenges into perspective. They encountered a lack of resources such as technology, space, laboratory tools, library resources, assistance with technology skills, and other items. The absence of funds to support pre-service teachers' training is another challenge. Additionally, they emphasized that student skills and conduct pose further difficulties.

3. RESEARCH METHOD AND PROCEDURES

3.1. Research Design

The study used a descriptive research method to establish the need for a pre-service teachers' training program to further develop the competencies outlined in the PPST.

3.2. Subjects of the Study

The study involved two groups of respondents: faculty and pre-service teachers, during the academic year 2018–2019, from selected TEIs in Batangas province. Selection was conducted to include representatives from all TEIs in the province. Table 1 presents the distribution of respondents

Table 1. Distribution of respondents.

TEIs	Faculty	Pre-Service Teachers	
		Population	Sample
BatStateU Lemery	2	87	18
BatStateU Nasugbu	2	224	32
BatStateU Balayan	2	158	15
Sta Teresa College	2	72	11
BatStateU Malvar	2	163	13
BatStateU San Juan	3	75	8
FAITH Colleges	3	100	12
BatStateU Rosario	6	161	18
BatStateU Main I	9	468	78
Colegio ng Lungsod ng Batangas	3	115	18
University of Batangas	2	40	6
Kolehiyo ng Lungsod ng Lipa	20	900	100
Lipa City Colleges	4	47	6
Total	**60**	**2,610**	**335**

No sampling was done among the faculty respondents, while Rao Soft application was used to determine the desired number of pre-service teachers.

Ethical Consideration: Participants were fully informed of what would be asked of them, how the data would be used, and what the potential consequences could be. They were provided with explicit, active, signed consent to

participate in the research, including understanding their rights to access their information and the right to withdraw at any point. They were also informed that their individual responses to the questionnaire would not be shared with others but would be used solely for research purposes. All of their information was kept confidential throughout the entire research process.

4. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

4.1. Extent of Manifestation of Pre-Service Teachers' Competencies in the Context of PPST

The study examined the extent to which pre-service teachers demonstrate competencies in content knowledge and pedagogy, learning environment, diversity of learners, assessment and reporting, community linkages, and professional engagement within the context of the Philippine Professional Standards for Teachers (PPST). Data are shown in Tables 2 to 6. Content knowledge and pedagogy. As future teachers, pre-service teachers need to develop mastery of content knowledge and its interconnectedness across the curriculum. This competency includes knowledge of the concepts, theories, and practices in the different topics within the discipline. Table 2 presents the pre-service teachers' competency relative to the first domain of PPST, content knowledge and pedagogy.

Based on the assessment by the faculty, pre-service teachers could communicate clear learning goals appropriate to students' understanding to a great extent. This indicates that throughout their student teaching experience, pre-service teachers have demonstrated the skills and proper understanding needed to establish suitable learning goals and objectives for each class lesson. The faculty also assessed that pre-service teachers are largely competent in providing students with meaningful and challenging activities. They are knowledgeable about using effective methods and strategies that involve challenging tasks to enhance teaching and learning. These teachers understand that their activities need to be meaningful and challenging to support students' academic success. They demonstrate creativity by preparing engaging activities in their daily teaching. This supports the idea that teachers should employ a variety of approaches to motivate students in their learning.

Table 2. Pre-service teachers' competencies in content knowledge and pedagogy.

Items	Faculty		Students	
	WM	VI	WM	VI
1. Provide students with meaningful and challenging activities	3.61	GE	3.68	GE
2. Demonstrate knowledge and understanding of the concepts	3.58	GE	3.65	GE
3. Relate students' daily life experiences in the teaching- learning process	3.58	GE	3.67	GE
4. Identify teaching strategies to develop critical and creative thinking skills	3.56	GE	3.61	GE
5. Select methods, learning activities, and instructional materials appropriately.	3.55	GE	3.59	GE
6. Use a variety of teaching strategies that enhance learners' achievement	3.58	GE	3.61	GE
7. Possess the basic and higher levels of literacy, communication, numeracy, and critical thinking needed for a better understanding of students.	3.53	GE	3.59	GE
8. Conduct individual and cooperative learning activities to enhance students' complex learning.	3.34	ME	3.59	GE
9. Provide learners with remarkable and varied enrichment experiences	3.47	ME	3.61	GE
10. Develop creative and appropriate instructional planning	3.56	GE	3.58	GE
11. Utilize developmentally sequenced teaching and learning processes to meet the content requirements.	3.37	ME	3.58	GE
12. Use appropriate teaching and learning infrastructure, including ICT, to address learning goals.	3.40	ME	3.57	GE
13. Sustain students' interest through the use of meaningful, relevant content	3.44	ME	3.64	GE
14. Apply knowledge of content within and across the curriculum teaching areas	3.56	GE	3.58	GE
15. Communicate clear learning goals appropriate to students' understanding.	3.66	GE	3.66	GE
16. Demonstrate proficiency in teaching Mother Tongue, Filipino and English	3.53	GE	3.61	GE
Composite mean	3.52	GE	3.61	GE

Note: GE – Great extent, ME – Moderate extent

Moreover, the faculty and pre-service teachers assessed that they demonstrated knowledge and understanding of the concepts, related students' daily life experiences in the teaching-learning process, and used a variety of teaching strategies that significantly enhanced learners' achievement. The findings indicate that pre-service teachers are skilled in their subject matter and have learned to align teaching strategies with objectives. They recognize the importance of connecting lessons to students' everyday experiences. Teacher Education Institutions (TEIs) have improved these teachers' ability to make lessons relevant to real life.

For faculty and pre-service teachers, it is essential to identify teaching strategies that develop critical and creative thinking skills, create effective instructional plans, and apply content knowledge across and within curriculum areas. Pre-service teachers should acquire skills to select appropriate teaching strategies and implement content in a diverse curriculum. They must understand how these strategies relate to student development and design activities that foster creative and critical thinking. Additionally, employing higher-order thinking skills (HOTS) in discussions and encouraging active student participation are crucial. Faculty members' perspectives, supported by pre-service teachers during interviews, indicate that they plan activities aimed at enhancing students' critical thinking and applying knowledge across subjects. They often utilize thematic approaches for performance tasks that integrate multiple subjects to assess learning outcomes.

Other competencies assessed by the faculty that have been manifested to a great extent by pre-service teachers include selecting appropriate methods, learning activities, and instructional materials; possessing basic and higher-level literacy, communication, numeracy, and critical thinking skills necessary for better understanding students; and demonstrating proficiency in teaching Mother Tongue, Filipino, and English. Pre-service teachers are skilled in adapting teaching techniques and selecting suitable instructional materials for effective classroom instruction. They are knowledgeable about holistic education, particularly in teaching Mother Tongue, Filipino, and English. Faculty noted that these teachers are creative in lesson planning and articulate speakers, meeting the qualifications required to become Filipino educators. According to Akpan and Beard (2014), they should integrate 21st-century skills into their teaching by providing engaging activities that match students' learning abilities.

Lastly, pre-service teachers demonstrated a moderate level of competency in conducting individual and cooperative learning activities to enhance students' complex learning, as reflected by the lowest weighted score. This indicates a need for increased exposure to classroom strategies and techniques that can help students handle complex learning through well-prepared individual and cooperative activities. They still need to identify appropriate activities to improve students' understanding of lessons. As Bhargava posits, effective teachers utilize a wide range of individual and group-based methods to assess students' understanding and learning.

Table 3. Pre-service teachers' competencies in the learning environment.

Items	Faculty		Students	
	WM	VI	WM	VI
1. Create a democratic atmosphere where learners can fully express their ideas.	3.5	GE	3.59	GE
2. Provide learners with equal opportunities for learning.	3.65	GE	3.67	GE
3. Arrange gender-fair opportunities for learning	3.50	GE	3.78	GE
4. Describe knowledge of policies, guidelines, and procedures that provide a safe and secure learning environment.	3.56	GE	3.59	GE
5. Communicate and maintain high standards of learning performance	3.42	ME	3.52	GE
6. Show skills in establishing a stress-free, child-friendly learning atmosphere.	3.56	GE	3.56	GE
7. Establish classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities.	3.55	GE	3.59	GE
8. Control students' behavior by positive discipline in everyday teaching	3.53	GE	3.56	GE
9. Manage time, space and resources conducive to learning	3.52	GE	3.58	GE
10. Maintain a conducive learning environment that promotes fairness, respect, and care to encourage learning.	3.5	GE	3.63	GE
11. Establish a localized and student-centered learning environment	3.53	GE	3.51	GE
12. Create a healthy psychological climate for students	3.53	GE	3.53	GE
Composite mean	3.53	GE	3.59	GE

Note: GE – Great extent, ME – Moderate extent

Learning environment. Providing learning environments that are safe, secure, fair, and supportive is one of the important roles of teachers to promote learners' responsibility and achievement. Table 3 shows the pre-service teachers' competencies in learning environment.

Based on the assessment of two groups of respondents, the pre-service teachers provided learners with equal opportunities for learning, assessed as manifested to a great extent. Pre-service teachers demonstrate strong skills in adapting lessons to ensure all students have equal access to learning. They are flexible and consider diversity in their classrooms. Faculty members observe that these teachers practice fairness, which is essential for teaching.

Pre-service teachers were also assessed on their competency in describing knowledge of policies, guidelines, and procedures, including providing a safe and secure learning environment and demonstrating skills in establishing a stress-free, child-friendly learning atmosphere. They recognize the importance of a safe and secure learning environment for their students.

Moreover, the faculty also revealed that pre-service teachers demonstrated a high level of competency in establishing classroom structures to engage learners both individually and in groups, through meaningful exploration, discovery, and hands-on activities. The results indicate that pre-service teachers have a good understanding of using activities that can enhance student learning. They show the ability to design strategic classroom activities for their lessons. Through interviews, pre-service teachers expressed that they can maintain students' attention during lessons by planning activities that promote active participation and cooperation.

Along this context, pre-service teachers demonstrate skills in controlling students' behavior through positive discipline in everyday teaching; establishing a localized and student-centered learning environment; and creating a healthy psychological climate for students.

Pre-service teachers understand effective discipline strategies and recognize that positive responses foster trust and openness. They feel competent in creating student-centered environments and achieving goals. Effective teachers motivate students through engaging activities and positive discipline.

Another competency assessed by the faculty, which pre-service teachers have demonstrated to a great extent, is managing time, space, and resources conducive to learning. Pre-service teachers are effective at managing resources. They understand the importance of adapting classroom structures and teaching materials to facilitate student learning. This indicates their ability to plan and prepare learning resources efficiently.

On the other hand, communicating and maintaining high standards of learning performance were seen to be manifested to a moderate extent by pre-service teachers. This finding indicates the need for pre-service teachers to develop skills in communicating high standards of learning performance. As shared in the FGD, pre-service teachers experienced difficulty in these aspects. Failure to do so may lead to poor learning and participation among students. TEIs, therefore, must emphasize the development of communication and performance standards to help their pre-service teachers address this concern.

Diversity of learners. This highlights the importance of teachers' knowledge and understanding of learners' diverse characteristics and experiences as inputs to effective classroom instruction. Table 4 presents the pre-service teachers' competencies on the aspect of diversity of learners.

From the assessment, pre-service teachers demonstrated a high level of knowledge and understanding of differentiated teaching methods tailored to students' gender, needs, strengths, interests, and experiences. They showed the ability to deliver various teaching styles effectively and understood concepts related to multiple intelligences and learning styles. This knowledge is essential for providing innovative instruction that addresses diverse learning needs. The National Council for Teacher Education emphasizes the importance of employing diverse teaching methods. Interviews confirmed that pre-service teachers feel confident in using these methods to enhance student learning.

Table 4. Pre-service teachers' competencies in diversity of learners.

Items	Faculty		Students	
	WM	VI	WM	VI
1. Demonstrate knowledge and understanding of differentiated teaching methods to suit learners' gender, needs, strengths, interests, and experiences.	3.66	GE	3.64	GE
2. Design learning experiences appropriate to different kinds of learners	3.61	GE	3.55	GE
3. Select approaches and strategies suited to the needs and multicultural backgrounds of the learners.	3.55	GE	3.56	GE
4. Demonstrate skills in adapting to an indigenous group of learners	3.29	ME	3.50	GE
5. Apply the theory of multiple intelligences to develop learners' personalities.	3.45	ME	3.57	GE
6. Show respect and concern for individual differences of the learners	3.53	GE	3.66	GE
7. Analyze and accept the students' diverse backgrounds	3.61	GE	3.64	GE
8. Diagnose students' learning styles and multiple intelligences	3.45	ME	3.62	GE
9. Use strategies responsive to learners with disabilities, giftedness, and talents.	3.61	GE	3.59	GE
10. Devise means to keep students free from anxiety or fear of the teacher and/or subject matter.	3.45	ME	3.53	GE
Composite mean	3.52	GE	3.59	GE

Note: GE – Great extent, ME – Moderate extent

As assessed by the faculty, pre-service teachers could, to a great extent, design learning experiences appropriate for different kinds of learners, analyze and accept students' diverse backgrounds, and use strategies responsive to learners with disabilities, giftedness, and talents. These manifest pre-service teachers' cognition of students' differences and the need to address them. This underscores the principle that learners' diversity and uniqueness are well-emphasized to them.

Faculty also revealed in their assessment that pre-service teachers, to a great extent, select approaches and strategies suited to the needs and multicultural backgrounds of learners and show respect and concern for individual differences. The findings suggest that pre-service teachers can create effective lessons and strategies tailored for their students. They have learned about individual differences in students, influenced by their unique environments and experiences, thanks to effective training at Teacher Education Institutions (TEIs).

The faculty assessed that pre-service teachers demonstrated a moderate level of competency in applying the theory of multiple intelligences to develop learners' personalities, diagnose students' learning styles, and identify multiple intelligences. The findings indicate that pre-service teachers need to expand their knowledge of multiple intelligences. Difficulties in applying this theory hinder their ability to accurately identify students' learning styles. Interviews suggest that pre-service teachers should critically evaluate how they select and utilize learning styles in their lessons, as they often lack motivating activities. This aligns with Bender's ideas about the necessity for teachers to adopt new approaches emphasizing individualization and contextualization in student development. Additionally, pre-service teachers must be proficient in using multiple intelligences and recognizing diverse learning styles.

Assessment and reporting. Pre-service teachers utilize a variety of assessment tools and strategies to monitor, evaluate, document, and report learners' progress and achievement. Table 5 presents the pre-service teachers' competencies in assessment and reporting.

As assessed, pre-service teachers can interpret assessment outcomes effectively and utilize the findings to enhance the teaching-learning process. They understand how to analyze assessment results, which aids in deciding whether to review a topic or proceed with new lessons. Additionally, they can evaluate students' overall achievements. This supports the notion that teachers consider assessment results when planning their lessons. Furthermore, pre-service teachers are familiar with using assessment tools, increasing opportunities for students to demonstrate their skills.

Table 5. Pre-service teachers' competencies in assessment and reporting.

Items	Faculty		Students	
	WM	VI	WM	VI
1. Utilize outcome-based and/or performance-based assessment tools such as portfolios and reflective journals.	3.50	GE	3.56	GE
2. Demonstrate knowledge of monitoring and evaluation of learners' progress and achievement.	3.53	GE	3.61	GE
3. Devise necessary rubrics to evaluate students' output and performance	3.55	GE	3.63	GE
4. Interpret outcomes of different assessment results and use the findings to improve the teaching-learning process.	3.56	GE	3.57	GE
5. Identify students' difficulties and provide appropriate interventions.	3.48	ME	3.62	GE
6. Provide records of grades on the performance level of the students	3.52	GE	3.68	GE
7. Provide feedback to encourage learners to reflect and monitor their progress.	3.45	ME	3.64	GE
8. Involve parents in all academic-related activities such as fairs and festivals.	3.32	ME	3.50	GE
9. Analyze test results for the improvement of the test items	3.39	ME	3.63	GE
10. Describe the significance of using varied assessment tools in diverse situations.	3.47	ME	3.56	GE
Composite mean	3.48	ME	3.60	GE

Note: GE – Great extent, ME – Moderate extent

As revealed, pre-service teachers demonstrated a high level of competency in devising necessary rubrics to evaluate students' output and performance, as well as in demonstrating knowledge of monitoring and evaluation of learners' progress and achievement. They understand the importance of creating rubrics and assessment tools to measure students' higher-order skills and evaluate complex tasks. Additionally, they recognize the need to monitor students' progress and utilize performance data to assess their teaching effectiveness.

Moreover, it was revealed by the faculty that pre-service teachers provided records of grades on the students' performance levels and utilized outcomes-based and performance-based assessment tools such as portfolios and reflective journals to a great extent. Pre-service teachers have learned the importance of maintaining accurate records of student evaluations. These records are essential for justifying final grades and tracking student progress.

Likewise, pre-service teachers must be able to design appropriate assessment tools to cater to students' diverse needs. It is also expected that they provide timely feedback to help students reflect and monitor their progress. As revealed in the interview, pre-service teachers need further development in implementing meaningful assessment procedures. They also need to foster mastery in this area, as the K to 12 curricula in Basic Education envisions them as effective lesson facilitators and assessment tool designers. This reinforces DO No. 42, s. 2017, which states that teachers should use a variety of assessment tools and strategies to address students' difficulties and to inform and improve the teaching-learning process.

Moreover, for the faculty, pre-service teachers demonstrated a moderate level of competency in involving parents in all academic-related activities such as fairs and festivals.

Pre-service teachers recognize that parental involvement in school events is important, but they feel unmotivated to encourage parents to attend effectively.

Regarding pre-service teachers, they assessed competency primarily in providing records of grades based on students' performance levels with the highest weighted mean. This acknowledgment presupposes that pre-service teachers have embraced the essential principle of maintaining accurate and up-to-date records of students' achievements, which are fundamental documents in the teaching-learning process, including assessment.

Also noted competencies of pre-service teachers include identifying students' difficulties, providing appropriate interventions, and demonstrating knowledge of monitoring and evaluating learners' progress and achievement. Pre-service teachers are skilled at identifying students' difficulties and offering necessary support and enrichment activities. In their roles, they monitor student progress and achievement, making it essential for them to understand assessment tools and techniques.

Pre-service teachers utilize outcomes-based and performance-based assessment tools and recognize the importance of using varied assessment methods in different situations. They incorporate performance-based assessments in daily teaching to foster collaboration and meaningful learning. These assessments help students perceive their performances as being evaluated fairly, demonstrating that Teacher Education Institutions (TEIs) teach outcomes-based learning. This approach aligns with the K to 12 curriculum and supports 21st-century skills. Focus group discussions indicate that teachers often require students to maintain portfolios containing all their records. Teachers also value assessment tools for measuring student progress and achievement. This aligns with Mitten's study, which suggests various ways to assess understanding, such as projects, diaries, journals, portfolios, and concept maps. Teachers are proficient in using performance-based assessments to reflect student learning across diverse settings.

Community linkages and professional engagement. Pre-service teachers need to know how to establish sound and effective school-community partnerships and community engagement to enhance the educational process. Table 6 presents the pre-service teachers' competencies in community linkages and professional engagement.

Based on the assessment, pre-service teachers' understanding of the ethical standards and teaching responsibilities outlined in the Code of Ethics for Professional Teachers is significant. This indicates that pre-service teachers are well-versed in the ethical standards inherent in the teaching profession. This understanding is expected, as their training and practices adhere to the Code of Ethics, emphasizing the importance of maintaining the dignity of the profession. During interviews, pre-service teachers shared that they were oriented to the honor associated with the teaching profession and that they should be proud to be teachers. Additionally, Eaude emphasizes that pre-service teachers should possess proper attitudes and sound values.

Table 6. Pre-service teachers' competencies in community linkages and professional engagement.

Items	Faculty		Students	
	WM	VI	WM	VI
1. Pursue post-graduate studies	3.61	GE	3.59	GE
2. Identify the needs and relevance of attending seminars and workshops.	3.61	GE	3.64	GE
3. Involve community partners in sharing accountability for students' holistic progress.	3.50	GE	3.63	GE
4. Establish an open and harmonious relationship with community members.	3.56	GE	3.53	GE
5. Integrate community-initiated activities and programs into the teaching-learning process.	3.42	ME	3.58	GE
6. Provide learning enrichment activities that enable students to apply concepts learned to address community issues and problems.	3.56	GE	3.62	GE
7. Establish community networks for disseminating information to the community regarding school events, programs, and achievements.	3.55	GE	3.55	GE
8. Reflect the extent of attainment of professional development goals	3.53	GE	3.60	GE
9. Demonstrate awareness of existing laws and regulations that apply to the teaching profession.	3.52	GE	3.64	GE
10. Demonstrate awareness and understanding of current issues and challenges affecting the teaching profession.	3.50	GE	3.64	GE
11. Understand the set of ethical standards and teaching responsibilities in the Code of Ethics for professional teachers.	3.63	GE	3.69	GE
12. Establish linkages with other professional organizations for sharing best practices.	3.60	GE	3.63	GE
Composite Mean	3.53	GE	3.59	GE

Note: GE – Great Extent, ME – Moderate Extent

The faculty also assessed that, to a great extent, pre-service teachers are open to pursuing postgraduate studies, attending seminars and workshops, and establishing linkages with other professional organizations for sharing best practices. Pre-service teachers recognize the value of professional growth through graduate studies, seminars, and

workshops. They believe that pursuing further education helps them connect with other professionals and improves their skills. Faculty discussions highlight that teachers are lifelong learners, striving to provide the best for their students.

On the other hand, faculty also assessed that pre-service teachers largely established open and harmonious relationships with community members and provided learning enrichment activities that enabled students to apply concepts learned to address community issues and problems. Pre-service teachers value strong connections with community members, recognizing their role in students' academic success.

The faculty also assessed pre-service teachers' competency in involving community partners in sharing accountability for students' holistic progress and demonstrating awareness of current issues and challenges affecting the teaching profession. Pre-service teachers recognize the importance of involving community partners to enhance students' academic success. They understand that community members influence student progress. The teachers also acknowledge the challenges of the teaching profession and the need for commitment to both the job and the community. Interviews reveal that they believe teachers should embody proper values and professional dignity. This supports Bhargava's idea that positive attitudes can create a better learning environment, showing that good relationships reflect a positive view of the teaching profession.

Another competency assessed by the faculty, which was manifested to a moderate extent by pre-service teachers, was the integration of community-initiated activities and programs into the teaching-learning process, which received the lowest weighted mean.

Pre-service teachers need to learn how to include community activities in their teaching. They should understand these activities to incorporate them into lessons. Teacher Education Institutions (TEIs) should improve their courses on community involvement to enable future teachers to participate in such activities. TEIs should develop programs for teachers to learn about community initiatives for better lesson integration.

Table 7. Difference in the assessments by the two groups of respondents.

Variables	Group	Mean	Mean Difference	t	P	Decision on H_0	Significance
1. Content knowledge and pedagogy	Students	3.61		1.789	0.039	Reject	Significant
	Teachers	3.52	0.09				
2. Learning environment	Students	3.59	0.06	1.033	0.153	Accept	Not Significant
	Teachers	3.53					
3. Diversity of learners	Students	3.59	0.07	1.033	0.152	Accept	Not Significant
	Teachers	3.52					
4. Assessment and reporting	Students	3.6	0.12	2.005	0.024	Reject	Significant
	Teachers	3.48					
5. Community linkages and professional engagement	Students	3.61	0.12	1.955	0.027	Reject	Significant
	Teachers	3.49					

4.2. Comparison in the Assessments by the Two Groups of Respondents

As revealed in Table 7, there were significant differences in the assessments of the faculty and the pre-service teachers regarding their manifestation of competencies within the context of the PPST domains, namely content knowledge and pedagogy, assessment and reporting, community linkages, and professional engagement. These differences were evidenced by the computed t-values of 1.789, 2.005, and 1.955, respectively. The corresponding p-values of 0.039, 0.024, and 0.027 were all less than the 0.05 level of significance. Therefore, the null hypothesis was rejected. This suggests that the two groups of respondents had different interactions, exposures, and beliefs concerning the competencies demonstrated by pre-service teachers relative to the PPST. The faculty likely based their assessments on the pre-service teachers' daily interactions and practices in their classes, feedback from deployed

schools, and colleagues serving as supervisors. Conversely, pre-service teachers based their assessments on their self-perceptions of their knowledge, skills, and attitudes toward the PPST.

The analysis revealed differences in how respondents perceived content knowledge and teaching methods. Variations were observed in setting clear learning goals tailored to students' understanding and in connecting content across different subjects. These groups also held differing opinions on how effectively pre-service teachers communicated learning goals. Kenzie emphasized that teachers need to be skilled planners who thoroughly understand their subject matter and can communicate it effectively, considering students' age and abilities.

On the other hand, faculty and pre-service teachers did not differ in their assessments regarding the learning environment and diversity of learners. They obtained the same computed t-value of 1.033 and p-values of 0.153 and 0.152, respectively, which are higher than the 0.05 level of significance. Therefore, the null hypothesis is accepted. The study found that faculty and pre-service teachers shared similar views on the competencies related to the learning environment and diversity of learners. Their regular interactions allowed for a better understanding and assessment of each other's skills. This alignment echoes findings from previous research indicating that focusing on the learning environment and diversity should be priorities for teachers. Both groups agreed that pre-service teachers could create a safe and enjoyable classroom atmosphere. They possess the skills to foster a localized, student-centered environment that offers equal learning opportunities. This suggests that pre-service teachers are well-prepared to promote a secure learning space, understanding the importance of student safety and fairness.

Regarding the diversity of learners, both respondents recognized that pre-service teachers are capable of using appropriate teaching methods to address students' varied backgrounds. They demonstrated knowledge of differentiated instruction tailored to students' unique needs and strengths. This reflects a shared belief in the importance of adapting teaching approaches to support all learners effectively. However, differences emerged in their assessments of analyzing test results, providing feedback, and involving parents in school activities. Both groups emphasized these practices but held varying views on their implementation. Additionally, opinions differed regarding integrating community involvement into teaching and understanding current challenges in the profession, which is attributed to faculty having more community engagement opportunities. This discrepancy highlights the need for teachers to connect classroom learning with community experiences and broader educational goals.

Table 8. TEIs' initiatives in integrating PPST in the curriculum.

Items	WM	VI
1. Conducting faculty training programs to help familiarize participants with the standards.	3.52	SA
2. Integrating the diversity of the learner's domain into various academic and non-academic activities.	3.48	A
3. Encourage faculty members to plan and select teaching strategies and content aligned with standards.	3.47	A
4. Developing instructional materials, manuals, books, and the like	3.45	A
5. Developing programs in support of the principles and relevance of PPST.	3.45	A
6. Benchmarking with other institutions on the best practices for fully integrating the standards.	3.44	A
7. Realigning the different courses of the programs with the PPST standards	3.42	A
8. Conducting a wide consultation with key academic stakeholders	3.40	A
9. Exhausting the institution's resources to adapt the PPST requirements	3.40	A
10. Inviting resource speakers whose expertise can help faculty deeply acquire and strengthen the skills of the PPST.	3.39	A
11. Sending faculty to different seminars and fora to better understand the concepts and content of PPST.	3.39	A
Composite mean	3.44	A

Note: SA – Strongly Agree, A – Agree.

4.3. TEIs' Initiatives in Integrating PPST in the Curriculum

As seen in Table 8, the respondents strongly agreed that TEIs conducted faculty training programs to help teachers become acquainted with the standards, as reflected in the highest weighted mean. This indicates that TEIs believe that exposing teachers to training is beneficial for increasing awareness of the PPST standards.

The invited faculty members confirmed that Teacher Education Institutions (TEIs) have regular faculty development programs that improve their knowledge of the Philippine Professional Standards for Teachers (PPST)

for developing pre-service teachers. This aligns with Panganiban's view that training programs enhance skills to meet organizational goals. Faculty also noted that these programs boost their awareness and understanding of integrating PPST into the curriculum, allowing for collaboration and further inquiry about it.

Furthermore, respondents also agreed that TEIs developed instructional materials, manuals, books, and the like, and created programs to support the principles and relevance of PPST. TEIs have established support systems to fully integrate PPST into their curriculum. They regularly conduct training programs for faculty, assisting them in selecting teaching strategies and developing instructional materials aligned with PPST principles. Additionally, TEIs invite resource speakers to share relevant ideas about PPST through their in-house training programs. As revealed by the faculty in the FGD conducted, they attended seminars, sometimes sponsored by a private university in partnership with DepEd, to emphasize the importance of PPST.

Generally, the composite mean revealed that respondents agreed that TEIs exerted efforts and means to integrate PPST into the curriculum. This indicates their recognition that better instruction in the classroom should be guided by the standards set forth in the PPST. As pre-service teachers will be at the forefront of such initiatives, it is important to equip them with competencies guided by the PPST.

4.4. Issues and Challenges in the Integration of PPST

As shown in the table, respondents strongly agreed that preparing instructional materials, utilizing outcomes-based assessment tools, and attending training sessions and seminars are issues and challenges in integrating the PPST into the curriculum. The respondents expressed significant concerns about their difficulties in preparing instructional materials and using outcomes-based assessment tools based on the PPST standards. This issue may stem from their limited participation in PPST-related training and seminars, which could help them effectively integrate the PPST into the curriculum. Table 9 presents the issues and challenges encountered in the integration of PPST.

Table 9. Issues and Challenges in the Integration of PPST.

Items	WM	VI
1. Preparation of instructional materials	3.52	SA
2. Utilization of outcomes-based assessment tools	3.52	SA
3. Attendance at trainings and seminars	3.52	SA
4. Mastery of the subject matter	3.48	A
5. Availability of resources required to meet the standards	3.48	A
6. Selection of appropriate teaching and learning infrastructure	3.45	A
7. Diversity of students' backgrounds and learning styles	3.45	A
8. Pursuance of post-graduate studies	3.45	A
9. Feedback on students' achievement and progress	3.44	A
10. Adaptation to the indigenous group of learners	3.44	A
11. Community networks and linkages	3.42	A
12. Involvement of community partners and other key stakeholders	3.40	A
13. Students' dynamic behavior	3.35	A
Composite mean	3.46	A

Note: SA – Strongly agree , A – Agree.

Given the same weighted mean, respondents agreed that mastery of the subject matter and the availability of resources required to meet the standards were also issues and challenges in integrating PPST into the curriculum. It can be noted that these issues were interrelated: the respondents' mastery of the holistic view of PPST remained a challenge in curriculum integration, and there were limited or unavailable teaching resources that could aid in better learning of the subject matter.

Selection of appropriate teaching and learning infrastructure, diversity of students' backgrounds and learning styles, and the pursuit of postgraduate studies are issues and challenges identified by respondents in integrating PPST

into the curriculum. This clearly indicates that respondents believe selecting suitable teaching and learning infrastructure that accommodates students' diverse needs and backgrounds is a significant issue in the integration of PPST. They also emphasize that selecting appropriate instructional materials should always be a concern for teachers whenever they teach.

Likewise, respondents agreed that feedback on students' achievement and progress, as well as adaptation to indigenous learners, are issues and challenges in the integration of PPST. This implies that feedback plays an important role in monitoring and evaluating learners' achievement. Teachers must ensure that feedback is provided after students' performance to enable reflection and self-assessment of their skills and learning. As shared by the faculty during the FGD, DepEd has officially issued an order supporting inclusive education, which includes this group of learners. Indigenous students must not be discriminated against and should receive equal respect and attention from the school community.

Community networks, linkages, and involvement of community partners and other key stakeholders are considered essential by respondents for the successful integration of PPST. This highlights the importance of engaging community members and establishing strong community networks to achieve full integration. It also indicates that respondents should foster harmonious relationships with all community members and partners. As Epstein emphasizes, understanding family variations and utilizing community resources are crucial for teachers. Recognizing effective ways to collaborate with guardians, family members, and community partners is vital for promoting effective learning.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions
Based on the findings of the study, the following conclusions are drawn:
1. The pre-service teachers manifest the competencies set forth in the PPST standards to a great extent.
2. The faculty and pre-service teachers vary significantly in their assessments of pre-service teachers' competencies across the PPST domains: content knowledge and pedagogy, assessment and reporting, community linkages, and professional engagement.
3. Generally, TEIs have several initiatives to help teachers become acquainted with the standards of PPST.
4. Concerns regarding instructional materials, outcomes-based assessment tools, and training seminars are common challenges that affect the full integration of PPST into the curriculum.
5. The activities in the proposed training program may serve as relevant resources for enhancing pre-service teachers' competencies within the context of PPST.

5.2. Recommendations
In light of the findings and conclusions from this study, the following recommendations are endorsed.
1. 1. TEIs may consider providing additional initiatives for pre-service teachers in managing the learning environment and addressing learner diversity.
2. 1. Issues related to effective instructional delivery, such as resources, OBE books, and faculty participation in PPST-oriented seminars, need to be studied and addressed appropriately.
3. 1. The proposed training program may be reviewed, refined, and later used to upgrade pre-service teachers' competencies in alignment with PPST.
4. 1. A similar study using other variables may be conducted in other TEIs outside the province.

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