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COMPETENCE OF SENIOR HIGH SCHOOL TEACHERS IN THE IMPLEMENTATION OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS IN MANDALUYONG CITY DIVISION

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Abstract

The Philippine Professional Standards for Teachers (PPST) serves as a framework for ensuring quality teaching and professional development among educators in the Philippines. This study aimed to assess the level of competence of Senior High School teachers in the implementation of the Philippine Professional Standards for Teachers in the Mandaluyong City Division for the School Year 2024–2025. Specifically, it determined the level of competence across the seven PPST domains: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

The study employed a descriptive research design with Senior High School teachers and school heads as respondents. A questionnaire checklist adapted from Gepila (2019) served as the primary data-gathering instrument. The Average Weighted Mean was used to determine the level of competence, while the t-test was utilized to examine differences in perceptions between teachers and school heads at the 0.05 level of significance.

Findings revealed that the competence of Senior High School teachers in implementing the PPST was generally high across the seven domains. The results further indicated that there was no significant difference between the perceptions of teachers and school heads regarding teacher competence. Moreover, the problems encountered that affect teacher competence were rated as moderately serious.

The findings suggest that while Senior High School teachers demonstrate a strong level of competence aligned with PPST standards, certain challenges still influence professional performance. The results served as the basis for proposing an action plan aimed at further strengthening teacher competence and supporting continuous professional development.

Keywords: Philippine Professional Standards for Teachers, teacher competence, Senior High School teachers, professional development, instructional performance

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INTRODUCTION

Quality teaching remains a crucial factor in achieving educational excellence and improving learner outcomes. In the Philippines, the Department of Education established the Philippine Professional Standards for Teachers (PPST) as a framework that defines teacher quality and professional competence. The PPST outlines clear expectations for teachers across seven domains, including content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. These domains serve as benchmarks for guiding teachers in their professional practice and development.

Senior High School teachers play a significant role in preparing learners for higher education, employment, and lifelong learning. Their competence in implementing the PPST ensures that instructional practices are aligned with national standards and responsive to the diverse needs of learners. Effective implementation of the PPST promotes improved teaching strategies, learner-centered instruction, meaningful assessment, and strong collaboration with stakeholders.

Despite the implementation of professional standards, challenges may still affect teachers' competence in fulfilling their roles effectively. Factors such as limited professional development opportunities, workload demands, resource constraints, and the diverse learning needs of students can influence teachers' ability to fully apply the PPST in classroom practices. Understanding the level of competence of teachers and identifying the challenges they encounter are essential for designing appropriate interventions and support mechanisms.

Anchored on the need to strengthen teacher competence and improve instructional quality, this study aimed to assess the level of competence of Senior High School teachers in the implementation of the Philippine Professional Standards for Teachers in the Mandaluyong City Division for the School Year 2024–2025. Specifically, it sought to determine the level of competence across the seven PPST domains, examine whether differences exist between the perceptions of teachers and school heads, and identify the problems encountered that may affect teacher competence. The results of the study are expected to provide valuable insights that can guide school leaders and policymakers in enhancing professional development programs and strengthening teacher support systems.

METHODS

Research Design

This study employed a descriptive research design to assess the level of competence of Senior High School teachers in the implementation of the Philippine Professional Standards for Teachers (PPST). The design was appropriate for describing existing levels of competence, examining perceptions of teachers and school heads, and identifying problems encountered in the implementation of the PPST without manipulating any variables.

Participants

The participants of the study consisted of a total enumeration of 120 Senior High School teachers and 11 school heads from public secondary schools in the Mandaluyong City Division during the School Year 2024–2025. These respondents were selected because of their direct involvement in the

implementation and supervision of instructional practices aligned with the PPST.

Instruments

A questionnaire checklist served as the primary data-gathering instrument. The instrument consisted of two parts. Part I measured the level of competence of Senior High School teachers across the seven domains of the PPST: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Part II determined the degree of seriousness of the problems encountered that may affect the level of competence of teachers. The responses were measured using a Likert scale.

Procedure

Permission to conduct the study was obtained from the Schools Division Superintendent of the Mandaluyong City Division. After securing approval, the researcher personally distributed the questionnaires to the identified respondents in their respective schools. The respondents were informed of the purpose of the study and were assured that their responses would remain confidential and used solely for research purposes. The distribution and retrieval of the questionnaires were completed within two weeks, achieving a 100 percent retrieval rate.

Data Analysis

Descriptive statistics, particularly the Average Weighted Mean (AWM), were used to determine the level of competence of Senior High School teachers in the implementation of the PPST. The t-test was used to determine whether a significant difference existed between the perceptions of teachers and school heads at the 0.05 level of significance. The degree of seriousness of the problems encountered was analyzed using a Likert scale and interpreted based on the descriptive ratings of serious, moderately serious, and least serious.

RESULTS AND DISCUSSION

LEVEL OF COMPETENCE OF SENIOR HIGH SCHOOL TEACHERS ALONG CONTENT KNOWLEDGE AND PEDAGOGY AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 2 shows that the overall Average Weighted Mean of 3.77 indicates a high level of competence of Senior High School teachers in terms of Content Knowledge and Pedagogy as perceived by both teachers and school heads. The results reveal that teachers demonstrate strong competence in applying knowledge of content across curriculum areas, utilizing a range of teaching strategies to enhance learner achievement, and developing critical and creative thinking skills among students. Teachers also exhibit very high competence in using Mother Tongue, Filipino, and English to facilitate teaching and learning, highlighting their ability to communicate effectively in the classroom.

The findings further suggest that teachers are able to apply various instructional strategies and communication techniques that support learner understanding, engagement, and achievement. The positive use of ICT in facilitating the teaching and learning process also reflects teachers' adaptability to modern instructional approaches that support effective classroom instruction.

The overall high level of competence implies that Senior High School teachers possess the necessary pedagogical knowledge and instructional skills aligned with the Philippine Professional Standards for Teachers. This competence contributes to effective teaching practices, improved learner participation, and the promotion of higher-order thinking skills among students in Senior High School classrooms.

Table 2. *Level of Competence along Content Knowledge and Pedagogy as Perceived by the Teachers and School Heads*

Content Knowledge and Pedagogy	**Senior High School Teachers**		**School heads**		**Overall**	
	Mean	**DE**	**Mean**	**DE**	**AWM**	**DE**
1. Apply knowledge of content within and across curriculum Teaching areas.	4.06	HE	4.07	HE	4.06	HE
2. Use research-based knowledge and principles of Teaching and learning to enhance professional practice.	2.65	ME	2.59	ME	2.62	ME
3. Ensure the positive use of ICT to facilitate the Teaching and learning process.	3.94	ME	4.00	HE	3.97	HE
4. Use a range of Teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.35	ME	3.73	HE	3.54	HE
5. Apply a range of Teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.00	HE	4.07	HE	4.03	HE
6. Display proficient use of Mother Tongue, Filipino and English to facilitate Teaching and learning.	4.47	VHE	4.20	VHE	4.34	VHE
7. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	3.88	HE	3.83	HE	3.85	HE
Total	**3.76**	**HE**	**3.78**	**HE**	**3.77**	**HE**

LEVEL OF COMPETENCE OF SENIOR HIGH SCHOOL TEACHERS ALONG LEARNING ENVIRONMENT AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 3 shows that the overall Average Weighted Mean of 4.14 indicates a high level of competence of Senior High School teachers in maintaining an effective learning environment as perceived by both teachers and school heads. The results reveal that teachers demonstrate strong competence in establishing safe and secure learning environments, managing classroom structures, and applying strategies that encourage active participation and collaboration among learners. These practices contribute to a classroom atmosphere that supports meaningful learning experiences and promotes learner engagement.

The findings also indicate very high competence in promoting fairness, respect, and care among learners, as well as in managing learner behavior through positive and non-violent discipline. These practices reflect teachers' ability to create supportive and motivating learning environments that inspire learners to participate actively and assume responsibility for their own learning.

The overall high level of competence implies that Senior High School teachers are capable of fostering classroom environments that support productive learning and positive learner behavior. Such

competence contributes to improved learner participation, stronger collaboration among students, and a more conducive atmosphere for effective teaching and learning.

Table 3.*Level of Competence of Senior High School Teachers along with Learning Environment as Perceived by the Teachers and School Heads*

Learning Environment	Senior High School Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Establish safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.12	HE	4.15	HE	4.13	HE
2. Maintain learning environments that promote fairness, respect and care to encourage learning.	4.29	VHE	4.23	VHE	4.26	VHE
3. Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4.06	HE	4.11	HE	4.08	HE
4. Maintain supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning.	4.06	HE	4.00	HE	4.03	HE
5. Apply a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	4.00	HE	4.01	HE	4.01	HE
6. Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	4.35	VHE	4.31	VHE	4.33	VHE
Total	**4.15**	**HE**	**4.13**	**HE**	**4.14**	**HE**

LEVEL OF COMPETENCE OF SENIOR HIGH SCHOOL TEACHERS ALONG DIVERSITY OF LEARNERS AS PERCEIVED BY THE TEACHERSAND SCHOOL HEADS

Table 4 shows that the overall Average Weighted Mean of 3.69 indicates a high level of competence of Senior High School teachers in addressing the diversity of learners as perceived by both teachers and school heads. The results reveal that teachers are capable of using differentiated and developmentally appropriate learning experiences that consider learners' gender, needs, strengths, interests, and experiences. Teachers also establish learner-centered environments by applying teaching strategies that respond to learners' linguistic, cultural, socio-economic, and religious backgrounds.

The findings further indicate that teachers demonstrate competence in designing and implementing instructional strategies that address the needs of learners with disabilities, giftedness, and talents. In addition, teachers are able to plan and deliver instruction that supports learners in difficult circumstances and apply culturally appropriate strategies for learners from indigenous groups. These practices show teachers' commitment to ensuring inclusive and equitable learning opportunities for all students.

The overall high level of competence implies that Senior High School teachers are responsive to the diverse characteristics and needs of learners. This competence contributes to inclusive classroom

practices, promotes equal participation among learners, and supports the delivery of instruction that respects and values learner diversity.

Table 4. *Level of Competence of Senior High School Teachers along with Diversity of Learners as Perceived by the Teachers and School Heads*

Diversity of Learners	Senior High School Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	3.41	HE	3.35	HE	3.38	HE
2. Establish a learner-centered culture by using Teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	3.76	HE	3.83	HE	3.80	HE
3. Design, adapt and implement Teaching strategies that are responsive to learners with disabilities, giftedness and talents.	3.88	HE	3.97	HE	3.93	HE
4. Plan and deliver Teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.	3.53	HE	3.60	HE	3.56	HE
5. Adapt and use culturally appropriate Teaching strategies to address the needs of learners from indigenous groups.	3.82	HE	3.77	HE	3.80	HE
Total	**3.68**	**HE**	**3.70**	**HE**	**3.69**	**HE**

LEVEL OF COMPETENCE OF SENIOR HIGH SCHOOL TEACHERS ALONG CURRICULUM AND PLANNING AS PERCEIVED BY THE SENIOR HIGH SCHOOL TEACHERS AND SCHOOL HEADS

Table 5 shows that the overall Average Weighted Mean of 3.74 indicates a high level of competence of Senior High School teachers in terms of curriculum and planning as perceived by both teachers and school heads. The results reveal that teachers are capable of planning, managing, and implementing sequenced teaching and learning processes that align with curriculum requirements and varied teaching contexts. Teachers also demonstrate competence in setting achievable learning outcomes and adapting learning programs that respond to the needs of all learners.

The findings further indicate that teachers actively participate in collegial discussions that utilize feedback from both teachers and learners to improve instructional practices. In addition, teachers are able to select, develop, and organize appropriate teaching and learning resources, including the use of ICT, to support the achievement of learning goals and enhance the effectiveness of instruction.

The overall high level of competence implies that Senior High School teachers are capable of aligning their instructional planning with curriculum standards and learner needs. This competence supports effective lesson organization, promotes collaborative professional practice, and contributes to improved instructional delivery and learning outcomes in the classroom.

Table 5. *Level of Competence of Senior High School Teachers along Curriculum and Planning as Perceived by the Teachers and School Heads*

Curriculum and Planning	Senior High School Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Plan, manage and implement developmentally sequenced Teaching and learning process to meet curriculum requirements and varied Teaching contexts.	3.41	HE	3.40	ME	3.41	HE
2. Set achievable and appropriate learning outcomes that are aligned with learning Competence.	3.82	HE	3.87	HE	3.85	HE
3. Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.	3.88	HE	3.97	HE	3.93	HE
4. Participate in collegial discussions that use teacher and learner feedback to enrich Teaching practice.	3.65	HE	3.80	HE	3.72	HE
5. Select, develop, organize and use appropriate Teaching and learning resources, including ICT, to address learning goals.	3.94	HE	3.61	HE	3.78	HE
Total	**3.74**	**HE**	**3.73**	**HE**	**3.74**	**HE**

LEVEL OF COMPETENCE OF SENIOR HIGH SCHOOL TEACHERS ALONG ASSESSMENT AND REPORTING AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 6 shows that the overall Average Weighted Mean of 4.10 indicates a high level of competence of Senior High School teachers in the area of assessment and reporting as perceived by both teachers and school heads. The results reveal that teachers demonstrate strong competence in designing, selecting, and using diagnostic, formative, and summative assessment strategies that are aligned with curriculum requirements. Teachers also effectively monitor and evaluate learner progress through the use of learner attainment data.

The findings further indicate very high competence in monitoring and evaluating learner achievement, highlighting teachers' ability to use assessment results to measure learning outcomes accurately. In addition, teachers provide timely and constructive feedback, communicate learner progress clearly to stakeholders such as parents and guardians, and utilize assessment data to improve teaching and learning practices.

The overall high level of competence implies that Senior High School teachers are capable of implementing effective assessment and reporting practices that support learner development. This competence contributes to informed instructional decisions, improved communication with stakeholders, and the continuous enhancement of teaching strategies to support learner achievement.

Table 6. *Level of Competence of Senior High School Teachers along Assessment and Reporting as Perceived by the Teachers and School Heads*

Assessment and Reporting	Senior High School Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	4.12	HE	4.08	HE	4.10	HE

2. Monitor and evaluate learner progress and achievement using learner attainment data.	4.29	VHE	4.36	VHE	4.33	VHE
3. Use strategies for providing timely, accurate and constructive feedback to improve learner performance.	4.06	HE	4.07	HE	4.06	HE
4. Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.	4.06	HE	4.00	HE	4.03	HE
5. Utilize assessment data to inform the modification of Teaching and learning practices and programs.	4.00	HE	4.01	HE	4.01	HE
Total	**4.11**	**HE**	**4.10**	**HE**	**4.10**	**HE**

LEVEL OF COMPETENCE OF SENIOR HIGH SCHOOL TEACHERS ALONG COMMUNITY LINKAGES AND PROFESSIONAL ENGAGEMENT AS PERCEIVED BY THE TEACHERS AND SCHOOL HEADS

Table 7 shows that the overall Average Weighted Mean of 4.02 indicates a high level of competence of Senior High School teachers in the area of community linkages and professional engagement as perceived by both teachers and school heads. The results reveal that teachers are capable of maintaining learning environments that are responsive to community contexts and are able to establish strong relationships with parents, guardians, and the wider school community to support the educative process.

The findings further show that teachers regularly review their teaching practices in accordance with existing laws, professional regulations, and the Code of Ethics for Professional Teachers. They also consistently comply with and implement school policies and procedures, which helps foster harmonious relationships with learners, parents, and other stakeholders in the school community.

The overall high level of competence implies that Senior High School teachers actively engage with the community and uphold professional standards in their practice. This competence strengthens collaboration between the school and the community, promotes accountability in professional conduct, and supports the creation of a supportive environment that enhances the overall teaching and learning process.

Table 7. *Level of Competence of Senior High School Teachers along Community Linkages and Professional Engagement by the Teachers and School Heads*

Community Linkages and Professional Engagement	**Senior High School Teachers**		**School Heads**		**Overall**	
	Mean	**DE**	**Mean**	**DE**	**AWM**	**DE**
1. Maintain learning environments that are responsive to community contexts.	4.06	HE	4.08	HE	4.07	HE
2. Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.	4.24	VHE	3.81	VE	4.02	VHE
3. Review regularly personal Teaching practice using existing laws and regulations that apply to the Teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.	3.71	HE	4.01	HE	3.86	HE
4. Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	4.12	HE	4.13	HE	4.13	HE

Total	**4.03**	**HE**	**4.01**	**HE**	**4.02**	**HE**

LEVEL OF COMPETENCE OF SENIOR HIGH SCHOOL TEACHERS ALONG PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT AS PERCEIVED BY THE SENIOR HIGH SCHOOL TEACHERS AND SCHOOL HEADS

Table 8 shows that the overall Average Weighted Mean of 3.50 indicates a high level of competence of Senior High School teachers in the area of personal growth and professional development as perceived by both teachers and school heads. The results reveal that teachers demonstrate competence in applying a learner-centered teaching philosophy and in upholding the dignity of the teaching profession through qualities such as respect, integrity, and a caring attitude toward learners and colleagues.

The findings further indicate that teachers actively participate in professional networks and engage in reflective practices that help improve their teaching performance. These practices support continuous professional learning and contribute to the enhancement of instructional competence. However, the setting of professional development goals based on the Philippine Professional Standards for Teachers was rated moderately, indicating an area that requires further attention.

The overall high level of competence implies that Senior High School teachers are committed to continuous professional growth and reflective practice. This commitment supports the improvement of teaching effectiveness, strengthens professional accountability, and aligns teachers' development with the standards set by the Philippine Professional Standards for Teachers.

Table 8. Level of Competence of Senior High School Teachers along Personal Growth and Professional Development as Perceived by the Teachers and School Heads

Personal Growth and Professional Development	**Senior High School Teachers**		**School Heads**		**Overall**	
	Mean	**DE**	**Mean**	**DE**	**AWM**	**DE**
1. Apply a personal philosophy of Teaching that is learner-centered.	3.47	HE	3.57	HE	3.52	HE
2. Adopt practices that uphold the dignity of Teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	3.88	HE	3.89	HE	3.89	HE
3. Participate in professional networks to share knowledge and to enhance practice.	3.41	HE	3.43	HE	3.42	HE
4. Develop a personal professional improvement plan based on reflection of one's	3.53	HE	3.33	ME	3.43	HE
5. Set professional development goals based on the Philippine Professional Standards for Teachers.	3.35	ME	3.17	ME	3.26	ME
Total	**3.53**	**HE**	**3.48**	**HE**	**3.50**	**HE**

SUMMARY OF THE LEVEL OF COMPETENCE OF SENIOR HIGH SCHOOL TEACHERS AND SCHOOL HEADS

Table 9 shows that the overall Average Weighted Mean of 3.77 indicates a high level of competence of Senior High School teachers in the implementation of the Philippine Professional Standards for Teachers as perceived by both teachers and school heads. Among the seven domains, Learning Environment obtained the highest rating, followed by Assessment and Reporting and Community Linkages and Professional Engagement, reflecting teachers' strong ability to create supportive classrooms, effectively assess learner progress, and collaborate with stakeholders in the school community.

The results also show that teachers demonstrate high competence in Content Knowledge and Pedagogy, Curriculum and Planning, and Diversity of Learners, indicating their capability to deliver instruction aligned with curriculum standards and responsive to the varied needs of students. Personal Growth and Professional Development, while still rated high, received the lowest mean among the domains, suggesting an area where teachers may further strengthen their engagement in continuous professional learning and goal setting aligned with the Philippine Professional Standards for Teachers.

The overall high level of competence implies that Senior High School teachers possess the professional knowledge, skills, and attitudes necessary to effectively implement the PPST in their instructional practices. This competence supports improved teaching quality, fosters positive learning environments, and contributes to the development of learners who are better prepared for academic and professional challenges.

Table 9. *Summary of the Level of Competence of Senior High School Teachers as Perceived by the Teachers and School Heads*

Competence	Senior High School Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Content Knowledge and Pedagogy	3.76	HE	3.78	HE	3.77	HE
2. Learning Environment	4.15	HE	4.13	HE	4.14	HE
3. Diversity of Learners	3.68	HE	3.70	HE	3.69	HE
4. Curriculum and Planning	3.74	HE	3.73	HE	3.74	HE
5. Assessment and Reporting	4.11	HE	4.10	HE	4.11	HE
6. Community Linkages and Professional Engagement	4.03	HE	4.01	HE	4.02	HE
7. Personal Growth and Professional Development	3.53	HE	3.48	HE	3.50	HE
Total	**3.76**	**HE**	**3.78**	**HE**	**3.77**	**HE**

SIGNIFICANT DIFFERENCES IN THE LEVEL OF COMPETENCE OF SENIOR HIGH SCHOOL TEACHERS AND SCHOOL HEADS

Table 10 shows that there is no significant difference between the perceptions of Senior High School teachers and school heads regarding the level of competence of teachers in the implementation of the Philippine Professional Standards for Teachers. The computed t-value of 0.3216 is lower than the critical value of 2.2436 at the 0.05 level of significance with 6 degrees of freedom, leading to the acceptance of the null hypothesis. This indicates that both groups have similar perceptions of teachers' competence across the seven domains.

The results show that all domains—Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development—were rated with high

extent by both teachers and school heads. This similarity in perceptions reflects a shared understanding of the professional capabilities and instructional practices of Senior High School teachers within the division.

The findings imply that there is consistency and alignment between instructional and administrative perspectives regarding teacher competence. Such agreement strengthens collaborative efforts in supporting teachers' professional development and ensures that initiatives aimed at improving teaching practices are based on a common evaluation of teachers' competencies.

Table 10 *Significant Differences in the Level of Competence of Senior High School Teachers*

Competence	Senior High School Teachers		School Heads	
	AWM	DE	AWM	DE
1. Content Knowledge and Pedagogy	3.76	HE	3.78	HE
2. Learning Environment	4.15	HE	4.13	HE
3. Diversity of Learners	3.68	HE	3.70	HE
4. Curriculum and Planning	3.74	HE	3.73	HE
5. Assessment and Reporting	4.11	HE	4.10	HE
6. Community Linkages and Professional Engagement	4.03	HE	4.01	HE
7. Personal Growth and Professional Development	3.53	HE	3.48	HE
Total	**3.76**	**HE**	**3.78**	**HE**

Computed t-value: *0.3216@ df 6*
Alpha: *@ 0.05 level of significance*
Critical Value: *2.2436 , df 6*
Decision: *accept the null hypothesis*
Interpretation: *No significant difference*

EXTENT OF SERIOUSNESS OF PROBLEMS ENCOUNTERED BY SENIOR HIGH SCHOOL TEACHERS

Table 11 shows that the overall Average Weighted Mean (AWM) of the problems encountered by Senior High School teachers is 1.96, which is interpreted as moderately serious (MS). This suggests that the challenges moderately affect teachers' ability to fully implement the Philippine Professional Standards for Teachers. The implication is that interventions such as providing updated teaching materials, improving access to ICT tools, expanding professional development opportunities, and addressing issues like large class sizes are needed to enhance teachers' competence and ensure more effective teaching and learning outcomes.

Table 11. *Degree of Seriousness of Problems Encountered*

Indicators	Senior High School Teachers		Rank
	Mean	DE	

1. Lack of updated teaching materials	2.18	MS	4
2. Insufficient ICT tools and support.	2.12	MS	5
3. Limited professional development opportunities.	2.24	MS	2.5
4. Difficulty managing large class sizes.	2.29	MS	1
5. Time constraints in lesson planning.	1.94	MS	6
6. Difficulty addressing learners with diverse needs.	1.71	MS	7.5
7. Poor classroom facilities.	2.24	MS	2.5
8. Low student motivation and engagement.	1.71	LS	7.5
9. Heavy workload and administrative tasks.	1.59	LS	9
10. Lack of active support or cooperation from parents and community members in the educational process.	1.53	LS	10
Total	**1.96**	**MS**	

CONCLUSION

Based on the findings of the study, it can be concluded that Senior High School teachers in the Mandaluyong City Division demonstrated a high level of competence in implementing the Philippine Professional Standards for Teachers, reflecting consistent performance across the seven domains. There was no significant difference between the perceptions of teachers and school heads regarding teacher competence, indicating a shared understanding and coordinated assessment of professional practice. The problems encountered by teachers were rated as moderately serious, suggesting that challenges such as limited resources, large class sizes, time constraints, and insufficient professional development moderately affect the full implementation of the standards. Consequently, a proposed action plan can serve as a strategic framework to enhance teacher competence, address identified challenges, and support continuous professional growth for Senior High School educators in the division.

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