

CLASSROOM PRACTICES AND PERFORMANCE IN RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM – PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS (RPMS-PPST) FOR SECONDARY TEACHERS

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Abstract

The wake of the pandemic drove the educational system to become the “new normal” environment in the school community in the country. The transition from the tradition to distance learning and then blended learning brought about changes to the teaching practices of the teachers, especially in the Araling Panlipunan subject. Furthermore, the adaption of the Philippine Professional Standards for Teachers in the new normal presents an approach appropriate to ensure the quality of education. The primary goal of the study was to assess the teaching practices and the level of competence of the Araling Panlipunan (AP) teachers using the PPST in the context of the new normal in secondary public schools in Sariaya, Quezon. The study used a descriptive and quantitative research design, utilizing the use of self-made questionnaires, and was conducted online with 47 AP teachers. The instrument covers the teaching practices of the AP teachers and the domains of the PPST, as well as their profiles. Moreover, the study determined the relationship between the teaching practices and the level of competence of the AP teachers and if the teaching practices can be a predictor of the level of competence of the AP teachers. The findings of the study revealed that the AP teachers are effectively utilizing their teaching practices to the students and are highly competent according to the domains of the PPST. Furthermore, there is a significant relationship between the teaching practices and the level of competence of the AP teachers. It also revealed that teaching practices can be a predictor of the level of competence of AP teachers. The study recommended that AP teachers must continuously attend professional seminars and training for their professional growth and stay updated with the current trends in the area of specialization.

Keywords: Araling Panlipunan teachers, PPST

Introduction

Education systems across the globe have undergone unprecedented transformations in the wake of the COVID-19 pandemic, leading to the adoption of remote and hybrid learning models. In the Philippines, as in many other countries, the educational landscape has rapidly shifted towards the "New Normal," necessitating innovative teaching approaches and strategies. Amid these changes, the evaluation and assessment of teachers' performance remain crucial to maintaining the quality of education. The Philippine Professional Standards for Teachers (PPST) is a comprehensive framework developed by the Philippine Regulations Commission (PRC) and the Professional Regulatory Board for Professional Teachers (PRBPT) to guide the professional growth and development of teachers in the Philippines (PRC-PRBPT, 2017). The PPST outlines the domains, strands, and indicators of effective teaching practice, helping educators enhance their skills and competencies in line with the evolving educational landscape. The standards serve as a foundation for assessing teachers' proficiency and growth, ultimately contributing to the improvement of teaching quality and learning outcomes (PRC-PRBPT, 2017). This study aims to assess the level of competency of the Araling Panlipunan teachers on the seven domains, 37 strands, and 37 indicators of the Philippine Professional Standards for Teachers, in recognition of the importance of improving the teaching quality of the Araling Panlipunan teachers in the public and private sectors. Additional indicators were added to determine whether Araling Panlipunan teachers acquire the aforementioned competencies in light of the new norm, in which significant changes have been made to the delivery of teaching and learning.

Objective of the Study

The research study seeks to assess the teaching practices and the level of competence of the Araling Panlipunan teachers using Philippine Professional Standards for Teachers in the context of the new normal in the secondary public schools in Sariaya, Quezon. Specifically, the profile of the respondents (Age, Sex, Educational Qualification, and Length of service). Additionally the respondents perceive with the teaching practices of the teachers in Araling Panlipunan (Teacher preparation of the lesson, Classroom management, Interpersonal relationships, Community engagement; and Professional growth). Moreover, the level of competency of the Araling Panlipunan teachers in the Philippine Professional Standards for Teachers in terms of the domains (Content knowledge, Learning environment, Diversity of learners, Curriculum and planning, Assessment and reporting, Community linkages and professional engagement, and Personal growth and professional development) Also, the teaching practices which related variables significantly related to AP teachers' level of competence and the teaching practice-related factors singly or in combination predict the level of AP teachers' competence using the PPST domain.

Methodology

This study employed the descriptive research design, which was used to obtain information regarding the status of the phenomenon and to describe "what exists" in terms of variables or situational conditions. It was also meant to produce information describing the composition and characteristics of relevant group units. This research aimed to provide an accurate representation of the characteristics of a specific individual, situation, or group by employing this methodology. Moreover, the researcher used the quantitative method of research in gathering the level of competence of the Araling Panlipunan teachers in the secondary public schools in Sariaya, Quezon.

Results and Discussion

This chapter presents the findings, interpretation, and analysis of the gathered data from the conducted data gathering. The quantitative data gathered was subjected to statistical analyses. Related literature and studies were used to strengthen and support the findings revealed in this academic undertaking.

Part I. Profile of the Respondents

Table 2

Profile of the Respondents

Profile	Teachers		Heads	
Age	f	%	f	%
20 to 25 years old	2	5.27	0	0.00
26 to 30 years old	19	50.00	0	0.00
31 to 40 years old	8	21.05	4	44.44
41 to 50 years old	8	21.05	4	44.44
51 years old and above	1	2.63	1	11.12
Total	38	100.00	9	100.00
Sex				
Male	9	23.68	0	0.00
Female	29	76.32	9	100.00
Total	38	100.00	9	100.00
Qualification				
Teacher 1	38	100.00	0	0.00
Master Teacher	0	0.00	8	88.89
Head Teacher	0	0.00	1	11.11
Total	38	100.00	9	100.00
Length of Service				
0 to 5 years	17	44.74	0	0.00
6 to 10 years	14	36.84	3	33.33
11 to 15 years	3	7.89	0	0.00
16 to 20 years	1	2.64	2	22.22

21 years and above	3	7.89	4	44.45
Total	38	100.00	9	100.00

Table 2 presents the profile of the respondents for both teachers and school heads. In terms of age, the largest group is teachers aged "26-30," representing 50.00% of the respondents, while "31-40" and "41-50" were the equal composition of the school heads, both with 44.44%. This suggests that a significant proportion of teacher-respondents are middle-aged individuals, while the heads are in their seasoned age in the profession. Teachers aged "31-40" and "41-50" make up 21.05% of the respondents, indicating that more than 40% of the respondents are in their adult years. The smallest groups consist of both teachers and heads aged "51 years old and above" comprising only 2% and 11% of the respondents, respectively. This implies that a relatively smaller percentage of seasoned teachers are represented in the study.

In terms of sex, the table shows that more than 76% and 100% of the teachers and heads, respectively, were female. This data suggests that there is a significant gender imbalance in the sample, with a much higher representation of female teachers. According to Yambot, Ayro, and Vidal (2023), females are exercising their career choice in teaching Araling Panlipunan.

In terms of qualifications, the table signifies that 100% of the respondents are Teacher 1 or in the entry position of the teaching ranks. This data suggests that the sample predominantly consists of Teacher 1, while there are 89% of the heads are Master Teachers with smaller percentages of the head teacher as teacher qualification.

In terms of length of service, it was revealed that the group "0 to 5 years" has 44% of the teacher-respondents, while the same percentage is for the "21 years and above" for the head-respondents. This data suggests that these Araling Panlipunan teachers in the Teacher 1 position are new and young in the teaching profession, while the heads have been in the profession for a long time. On the other hand, the group "16 to 20 years" has smaller percentages with 2% for both the teacher-respondents and head-respondents.

Table 8

Summary Table of the Teaching Practices

Teaching Practices	Teachers			Heads		
	Mean	SD	VI	Mean	SD	VI
1. Preparation of the Lesson	3.77	0.42	Highly Practiced	3.73	0.45	Highly Practiced
2. Classroom Management	3.76	0.50	Highly Practiced	3.56	0.50	Highly Practiced
3. Interpersonal Relationships	3.83	0.38	Highly Practiced	3.76	0.43	Highly Practiced
4. Community Engagement	3.65	0.48	Highly Practiced	3.51	0.51	Highly Practiced
5. Professional Growth	3.72	0.45	Highly Practiced	3.56	0.50	Highly Practiced
Overall	3.75	0.45	Highly Practiced	3.62	0.48	Highly Practiced
Legend: 3.50-4.00 Highly practiced 2.50-3.49 Practiced 1.50-2.49 Moderately practiced 1.00-1.49 Less practiced						

Table 8 shows the summary of all the mean distributions for the teaching practices of the Araling Panlipunan teachers. Generally, the respondents are highly practiced and the AP teachers are performing their different teaching practices to effectively deliver their lessons to the students and perform their roles as part of the school community, as perceived by both teachers and heads. It is reflected in the overall mean of 3.75 and 3.62, and standard deviation of 0.45 and 0.48 for teachers and heads, respectively. On a similar note, Lucero (2021) concluded in their study that the teachers teaching Araling Panlipunan have been utilizing different instructional strategies to cater the learners

with various preferences.

Moreover, the highest mean was garnered by the interpersonal relationships with a mean of 3.83 and 3.76, with a standard deviation of 0.38 and 0.43 and verbally described as highly practiced for teachers and heads, respectively.

Zandvliet, et al. (2014) cited that the role of positive interpersonal relationships has been a buffer against stress and risks, an instrument in performing the tasks well and effectively, emotional support in daily life, and a basis for social and emotional development.

Meanwhile, the lowest mean was garnered by the community engagement with 3.65 and 3.51, standard deviation of 0.48 and 0.51 and verbally described as highly practiced for teachers and heads, respectively. Recent literature highlights the importance of incorporating local and indigenous knowledge into the Araling Panlipunan curriculum (Lambert & Castillo, 2020). This ensures that students gain a holistic understanding of the Philippines, its diverse cultures, and the value of indigenous wisdom.

Table 16

Summary Table of the Perception on the Level of the Competence of the Araling Panlipunan Teachers as to PPST Domains

Teaching Practices	Teachers			Heads		
	Mean	SD	VI	Mean	SD	VI
1. Content Knowledge and Pedagogy	3.63	0.51	Outstanding	3.57	0.50	Outstanding
2. Learning Environment	3.67	0.48	Outstanding	3.70	0.46	Outstanding
3. Diversity of Learners	3.58	0.54	Outstanding	3.60	0.49	Outstanding
4. Curriculum and Planning	3.67	0.47	Outstanding	3.51	0.50	Outstanding
5. Assessment and Reporting	3.68	0.47	Outstanding	3.57	0.50	Outstanding
6. Community Linkages and Professional Engagement	3.71	0.48	Outstanding	3.62	0.49	Outstanding
7. Personal Growth and Professional Development	3.70	0.47	Outstanding	3.49	0.50	Very Satisfactory
Overall	3.66	0.49	Outstanding	3.58	0.49	Outstanding

Legend: 3.50-4.00 Outstanding 2.50-3.49 Very Satisfactory 1.50-2.49 Satisfactory 1.00-1.49 Good

Table 16 shows the summary of all the mean distributions for the perceived level of competence of the Araling Panlipunan teachers in the PPST domains. Generally, the respondents perceived that the AP teachers are outstandingly following the PPST domains, and are in compliance with the guidelines stated in the PPST. It is reflected in the overall weighted mean of 3.66 and 3.58, both with a standard deviation of 0.49 for teachers and heads, respectively. Hernandez et al. (2019) investigated the role of the PPST in guiding teacher development programs and found that it provides a valuable framework for continuous improvement.

Moreover, the highest mean for teachers was garnered by the community linkages and professional engagement with a weighted mean of 3.71, with a standard deviation of 0.48, and verbally described as outstanding. Furthermore, the highest weighted mean for heads was garnered by the learning environment with a weighted mean of 3.70, with a standard deviation of 0.46, and verbally described as outstanding.

Recent literature highlights the importance of incorporating local and indigenous knowledge into the Araling Panlipunan curriculum (Lambert & Castillo, 2020). This ensures that students gain a holistic understanding of the Philippines, its diverse cultures, and the value of indigenous wisdom. Engaging professionals with local communities empowers residents to advocate for their interests and address pressing issues (Mizrahi & Davis, 2018). Empowered communities are more resilient and capable of self-improvement.

Meanwhile, the lowest mean for teachers was garnered by the diversity of learners with 3.58, standard deviation of

0.54, and verbal described as outstanding. On the other hand, the lowest weighted mean for heads was garnered by personal growth and professional development with 3.49, standard deviation of 0.50, and verbally described as very satisfactory. This suggests that the respondents have different perspectives on the AP teachers in the compliance of the PPST domains.

Reyes and Lim (2022) examined the role of differentiated instruction in addressing diverse learning needs in Araling Panlipunan. Their research indicated that teachers who tailored their teaching strategies to accommodate different learning styles and abilities saw improved engagement and comprehension among their students.

Table 18

Regression Analysis

Model Summary						
R	R-sq	MSE	F	df1	df2	P
0.700	0.490	0.252	43.285	1	45	0.000

Model	coeff	se	t	p	LLCI	ULCI
Constant	0.352	0.502	0.699	0.488	-0.660	1.363
Teacher's preparation	0.885	0.135	6.579	0.004	0.614	1.156
Classroom management	0.806	0.128	5.923	0.000	0.592	1.236
Interpersonal relationship	0.801	0.122	6.022	0.000	0.604	1.055
Community engagement	0.728	0.208	7.001	0.002	0.611	1.004
Professional growth	0.788	0.219	6.593	0.003	0.599	1.211

Simple linear regression was used to test if the teaching practices-related factors singly or in combination predict the level of Araling Panlipunan teachers' competence using the PPST domain. It was revealed in Table 18 that the overall regression was statistically significant ($R^2=0.49$, $F(1,45)=43.29$, $p<0.000$). This proves that there is a significant difference in the teaching practices and the level of competence of the Araling Panlipunan teachers in the PPST domains. Moreover, it was found that the teaching practices significantly predicted the level of Araling Panlipunan teachers' competence using the PPST domain, since the significance level is less than 0.05. Hence this indicates that the hypothesis failed to be accepted, thus the teaching practices-related factors do predict the level of the teachers' competence in teaching Araling Panlipunan.

Recent studies, such as those by Avila and Santos (2021), indicate a need for improved teacher training and professional development in Araling Panlipunan. Teachers require ongoing support and training to effectively implement modern teaching practices and strategies. The literature emphasizes the importance of inclusivity and diversity in Araling Panlipunan's teaching practices (Rodriguez & Bernardo, 2018). Teachers must be equipped to address various learning needs and cultural backgrounds in a diverse classroom setting. Moreover, effective assessment and evaluation methods in Araling Panlipunan are areas of ongoing research. Almonte (2019) suggests that innovative assessment strategies need to be developed to align with the evolving teaching practices, including formative assessments and performance-based assessments.

Conclusion and Recommendation

Based on the findings of the study, the following conclusions were drawn:

There is a significant relationship between the teaching practices and the level of competence of the Araling Panlipunan teachers using the Philippine Professional Standards for Teachers domain. Thus, the null hypothesis was not sustained.

The teaching practices-related factors can predict the level of competence of the Araling Panlipunan teachers using the PPST domains. Thus, the null hypothesis was not sustained.

Based on the findings and conclusions of the study, the following recommendations are hereby suggested:

Public school administrators and professional development providers may provide training and seminars to Araling Panlipunan teachers on further evaluating their level of competence following the guidelines stated in the PPST. This can address the specific needs of the AP teachers concerning the new normal of education, not only in the Sariaya district but in a wider area.

Araling Panlipunan teachers may enhance their strengths by attending seminars and other professional development training specific to their specialization. In this way, they can address their weaknesses identified in the domains of the PPST to effectively improve the students' learning outcomes.

Future researchers may conduct a similar study in other locale to further assess the competence of the Araling Panlipunan teachers in different locality and districts in the country. Furthermore, the researcher suggests conducting

a correlational or comparative study of the level of competence and teaching practices about the profile of the teachers.

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