

# Assessing the Extent of PPST Implementation and Teacher Challenges in Elementary Schools

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## Abstract

This study examined the extent of implementation of the Philippine Professional Standards for Teachers (PPST) among elementary school teachers in Surigao del Sur, focusing on identified challenges and their impact on student learning outcomes. Using a mixed-methods approach, data was collected from 210 teachers across 17 schools through surveys and interviews. Results revealed that while teachers demonstrated strong compliance in observable competencies like classroom management (WM=4.65) and assessment design (WM=4.85), significant gaps existed in domains requiring specialized resources and training, particularly ICT integration (WM=4.31) and differentiated instruction (WM=4.22). Qualitative findings identified three systemic barriers: (1) insufficient training and unclear guidelines, (2) resource shortages and technological limitations, and (3) excessive administrative workloads. These implementation challenges were found to negatively affect student learning through inconsistent instructional quality and limited development of higher-order thinking skills. The study concludes that PPST's transformative potential remains constrained by institutional rather than teacher-related factors. Key recommendations include: (1) shifting to job-embedded professional development, (2) prioritizing resource allocation for underserved schools, and (3) streamlining policy implementation processes. These findings contribute to ongoing discussions about standards-based reforms in developing educational contexts, highlighting the critical need to align policy expectations with ground-level realities.

**Keywords:** *teacher standards, PPST implementation, educational quality, professional development, Philippine education*

## 1. Introduction

The Philippine Professional Standards for Teachers (PPST) was created by DepEd to improve education in the Philippines by setting competency-based standards for teachers. The PPST outlines teachers' essential knowledge, skills, and values to drive their professional growth and ensure their techniques meet students' evolving needs (Jorilla & Bual, 2021). These standards are designed to establish a unified framework for teacher development, ensuring that educators can enhance instructional quality and adapt to the changing demands of education.

Effective implementation of the PPST is critical for improving teacher performance and student learning outcomes. Lindvall and Ryve (2019) and Pak et al. (2020) highlights that well-defined teaching standards contribute to coherent professional development and foster a shared understanding of instructional excellence. When teachers fully embrace these standards, they can refine their pedagogical approaches, leading to better student achievement (Biggs et al., 2022; Goddard et al., 2019). Additionally, structured standards like the PPST provide a systematic way to assess teacher performance, identify areas for improvement, and elevate overall education quality (Kim et al., 2019).

However, implementing the PPST faces significant challenges due to a persistent gap between theoretical standards and classroom realities. Teachers often struggle to apply standardized competencies in diverse and dynamic learning environments (Cassata & Allensworth, 2021; Aureada, 2021). This disconnect leads to frustration and inconsistent adoption, ultimately hindering the intended benefits of the PPST (Grace et al., 2024). If unaddressed, these challenges may result in stagnant teaching quality and limited

improvements in student learning. Preliminary observations in the Cantilan District reveal uneven PPST implementation, with some schools excelling while others face difficulties due to resource constraints, lack of training, and resistance to change—particularly in rural areas.

## **Objectives of the Study**

Given these concerns, this study seeks to:

1. Assess the extent of PPST implementation among elementary teachers,
2. Identify the challenges they encounter in applying these standards, and
3. Propose practical recommendations to enhance PPST adoption in the Surigao del Sur Division.

## **2. Literature Review**

The Philippine Professional Standards for Teachers (PPST) were established to create a unified framework for teacher development, ensuring educators meet evolving pedagogical demands (Macam, 2025). Herrera (2024) underscores that professional teaching standards, like the PPST, are critical for aligning instructional practices with student learning needs. Globally, systems such as Australia's AITSL standards and the U.S. InTASC model demonstrate how competency-based benchmarks improve teacher accountability and reduce variability in classroom quality (Sharma, 2024; Annetta et al. 2018). However, the gap between policy intent and practical implementation remains a challenge, particularly in resource-constrained settings.

In the Philippine context, the PPST's theoretical ideals often clash with on-ground realities. Studies reveal that rural teachers struggle to adopt PPST domains due to inadequate infrastructure, limited materials, and insufficient training (Aureada, 2021). For instance, indicators requiring technology integration are frequently unmet in schools lacking digital tools (Rodrigo, 2021). Such disparities highlight the need for contextualized adaptations of the PPST to address inequities between urban and rural schools. Teacher demographics further influence implementation outcomes. Study indicates that experienced educators (10+ years in service) exhibit greater confidence in applying PPST-aligned strategies compared to novices (Torres et al., 2024). Conversely, teachers with lower educational attainment face difficulties in domains like assessment and differentiated instruction (Al-Shaboul et al., 2021; Bondie et al., 2019). These findings suggest that targeted professional development must account for varying teacher profiles to ensure equitable PPST adoption.

Resistance to change exacerbates implementation hurdles. Taculog and Santos (2024) found that teachers perceived PPST training as superficial, leading to reliance on traditional methods. Without sustained mentorship, even willing educators revert to familiar practices, undermining reform goals (Pak et al., 2020). This resistance often stems from a lack of clarity about PPST's benefits or how to translate standards into daily lesson planning. When effectively implemented, the PPST can transform teaching practices. Teachers who internalize its domains tend to employ student-centered approaches, resulting in higher classroom engagement (Biggs et al., 2022). However, Kim et al. (2019) caution against "tick-box compliance," where teachers meet administrative requirements without genuine pedagogical shifts, risking the PPST's transformative potential.

The impact on student outcomes remains a contested area. While Goddard et al. (2019) correlated strong PPST implementation with a 15% rise in standardized test scores, Pearce (2020) argues that inconsistent adoption widens learning gaps, especially in marginalized communities. Such disparities underscore the need for systemic support beyond individual teacher compliance. Resource limitations further complicate outcomes. Rural schools, for example, often lack textbooks and internet access, making it impossible to fulfill PPST technology or research-based indicators (Lindvall & Ryve, 2019). These constraints disproportionately affect high-poverty regions, perpetuating cycles of underperformance.

Professional development models must evolve to address these gaps. Cassata and Allensworth (2021) advocate for localized, needs-based workshops over generic seminars, while Johnson (2024) emphasizes professional learning communities (PLCs) for peer-led problem-solving. A cohesive implementation framework could merge PPST with indigenous pedagogies and school-based management policies (Torres, 2020). For instance, integrating community knowledge into PPST training might enhance cultural responsiveness (Grace et al., 2024). Ultimately, the PPST's success hinges on balancing standardization with flexibility, ensuring it serves as a tool for empowerment rather than a bureaucratic burden.

### **3. Methodology**

#### **Design**

This study employed a convergent parallel mixed-methods design to comprehensively assess PPST implementation and teacher challenges, combining descriptive survey research using Likert-scale questionnaires to quantify implementation levels across PPST domains with qualitative case study involving open-ended responses and interviews to explore contextual barriers, enabling both statistical measurement of implementation extent and in-depth analysis of challenges while ensuring methodological triangulation for enhanced validity.

#### **Participants**

This study included 210 full-time elementary teachers from all 17 public schools in Cantilan District, Surigao del Sur Division. All participants had at least one year of experience working with the PPST framework, ensuring they were familiar with its implementation. The researchers used stratified random sampling to select participants. This method ensured fair representation from different types of schools, age groups, genders, experience levels, and educational backgrounds.

#### **Instrument**

The study used a questionnaire with three main parts to collect both numerical data and personal insights from teachers. The first part gathered basic information about respondents, including their age, gender, years of teaching experience, and highest educational qualification. These questions helped understand how teacher characteristics might relate to PPST implementation. The second part focused on measuring PPST implementation levels. It used a 5-point Likert scale (1=Strongly Disagree, 5=Strongly Agree) with statements covering all seven PPST domains. This section provided quantitative data about implementation strengths and weaknesses across different standard areas. The third part contained open-ended questions exploring challenges and suggestions. Questions like "What difficulties have you faced in applying PPST standards?" and "How has PPST implementation affected your students' learning?" allowed teachers to share detailed experiences.

The instrument was reviewed by three education experts and tested with 20 teachers for clarity before final use. The questionnaire underwent content validation by PPST specialists and reliability testing with the result of Cronbach's  $\alpha = .89$ . Interview guides for the qualitative part followed a semi-structured format with prompts like "Can you describe a specific instance when PPST standards were hard to apply?" to ensure consistent yet flexible data collection across participants.

#### **Data Gathering Procedure**

The study followed a structured process to collect data from elementary teachers in Cantilan District, Surigao del Sur Division. First, official permissions were obtained from the Schools Division Office and district supervisors. A virtual orientation session was conducted to explain the research objectives, confidentiality measures, and participation guidelines teacher-respondents.

For the quantitative phase, 210 full-time teachers from 17 schools were selected through stratified random sampling. These participants received a validated 5-point Likert scale questionnaire assessing PPST implementation across all domains. The survey was administered through Google Forms for teachers with reliable internet access and printed copies for those in remote areas. Participants were given one week to complete the survey, with follow-up reminders sent through official school channels.

The qualitative phase involved in-depth data collection from a subset of 30 teachers. Semi-structured interviews lasting 20-30 minutes each were conducted to explore individual challenges in PPST implementation. Additionally, six focus group discussions with five teachers per group were held to identify common experiences and potential solutions. All interviews and FGDs were audio-recorded with participant consent and later transcribed for analysis.

To ensure data integrity, several validation measures were implemented. Survey responses were cross-checked against interview transcripts for consistency. All collected data, including digital files and physical documents were anonymized and stored securely. Digital files were password-protected while hard copies were kept in locked filing cabinets, accessible only to the research team. The entire data collection process was completed within an eight-week timeframe during the 2024-2025 school year.

## Ethical Considerations

The study adhered to strict ethical guidelines throughout the data gathering process. Informed consent was obtained from all participants, with clear explanations about voluntary participation and withdrawal rights. Confidentiality was maintained by using coded identifiers instead of names in all records. The research team completed ethics training and implemented data protection protocols in compliance with DepEd and institutional review board requirements.

## Data Analysis

The study used descriptive statistics to analyze the survey results, calculating average scores and percentages to show how well teachers were implementing the PPST standards. For the interviews and discussions, thematic analysis identified common challenges and experiences by grouping similar responses into key themes like "training needs" or "resource problems." Together, these methods provided both numerical trends and deeper understanding of teachers' real-life experiences with PPST.

## 4. Results and Discussion

**Table 1. Profile of the Respondents (N=210)**

Profile		Frequency	Percentage (%)
Sex	Male	13	6 %
	Female	197	94%
Age	21- 30	35	17 %
	31-40	48	23 %
	41-50	67	32 %
	51-60	51	24 %
	61 years old and above	9	4%
Number of Years Teaching	3 years and below	7	3 %
	4-6 years	9	4 %
	7-9 years	7	3 %
	10-12 years	13	6 %
	13 years and above	174	83 %
Educational Attainment	Bachelor's Degree	41	20 %
	Master's Degree (with Units)	163	78 %
	Master's Degree (full-fledged)	4	2 %
	Doctorate Degree (with Units)	1	.5 %
	Doctorate Degree (Full-fledged)	1	.5 %

Table 1 presents the demographic profile of the 210 elementary teacher respondents in the Division of Surigao del Sur. The sex distribution reveals that 94% of the participants are female and only 6% are male, which aligns with the long-standing trend of the feminization of the teaching profession in the Philippines. Teaching, particularly at the elementary level, is widely perceived as a nurturing and caregiving role, traits that are culturally associated with women. This trend has been supported by Williams (2023), who found that teaching remains a predominantly female profession, and Wiggan et al., (2021), who noted a similar pattern in regional schools. Furthermore, Rogel and Reginalde (224) observed that the predominance of female teachers influences certain teaching styles and classroom dynamics, particularly in nurturing learners, which is closely aligned with Domains 2 and 5 of the PPST.

In terms of age, most respondents fall within the age range of 41 to 50 years old (32%), followed by those aged 51 to 60 (24%), 31 to 40 (23%), and 21 to 30 (17%). A small portion, 4%, are 61 years old and above. This suggests a teaching population composed largely of mid-career and veteran educators. While experience can enhance classroom management and instructional planning, it may also present challenges in adapting to recent educational reforms. Taculog and Santos (2024) and Bihasa (2022) found that teachers often face difficulties in embracing new standards like the PPST, especially those involving the use of

technology. Similarly, Ekşi et al. (2021) concluded that age can be a factor in teachers' openness to innovation. Nevertheless, de Jong et al., (2021) emphasized the importance of building supportive professional learning communities that can help seasoned teachers keep pace with evolving teaching standards.

Regarding teaching experience, a significant 83% of respondents have been in service for more than 13 years. This indicates that the majority of teachers are experienced and have established teaching routines. Experienced educators often possess a deep understanding of learner needs, which supports the effective implementation of the PPST, especially in Domains 1 and 4. Manasia et al. (2019) and Willis et al. (2022) argued that teaching experience correlates with increased preparedness and confidence in applying professional standards. However, it can also lead to the persistence of outdated practices if not addressed through continuous professional development. Diab and Green (2024) emphasized the value of tailoring training to meet the unique needs of both novice and experienced educators, while Wong et al. (2021) highlighted the necessity of differentiated support based on a teacher's career stage.

In terms of educational attainment, 78% of respondents have units in a master's degree, 20% hold only a bachelor's degree, and 3% have completed either a master's or doctoral degree. This indicates a strong desire among teachers to pursue advanced education, although most have yet to complete their postgraduate studies. Fairman et al. (2022) and Damşa et al., (2021) explained that while many teachers aim to advance professionally, they face limitations such as time constraints, financial challenges, and lack of institutional support. Nonetheless, higher educational attainment has been associated with better teaching performance. Fraser (2019) found that teachers with graduate education are more adept at integrating reflective practice and innovation into their work, aligning with Domains 6 and 7 of the PPST. Similarly, Brown (2021) reported that graduate-level preparation often correlates with higher performance evaluations and stronger commitment to lifelong learning.

In summary, the respondents' profiles show a predominantly female, experienced, and academically motivated group of teachers. While these characteristics suggest a strong potential for quality teaching, they also highlight areas that require support, such as encouraging lifelong learning among older educators and providing assistance for teachers striving to complete their graduate studies. These demographic insights offer critical context for interpreting the extent of PPST implementation and understanding the challenges faced by elementary teachers in the Division of Surigao del Sur.

**Table 2. Extent of Implementation of PPST among Elementary School Teachers**

PPST Domains	Item Indicators	Weighted Mean	Verbal Description
Content Knowledge and Pedagogy	CKP1	4.85	<b>Strongly Agree</b>
	CKP2	4.43	
	CKP3	4.34	
	CKP4	4.76	
	CKP5	4.88	
	CKP6	4.37	
	CKP7	4.45	
Learning Environment	LE1	4.62	<b>Strongly Agree</b>
	LE2	4.73	
	LE3	4.66	
	LE4	4.61	
	LE5	4.64	
	LE6	4.63	
Diversity of Learners	DL1	4.22	<b>Strongly Agree</b>
	DL2	4.33	
	DL3	4.45	
	DL4	4.89	
	DL5	4.55	
	DL6	4.89	
Curriculum and Planning	CP1	4.66	<b>Strongly Agree</b>
	CP2	4.82	
	CP3	4.83	
	CP4	4.54	



	CP5	4.31	
Assessing and Reporting	AR1	4.89	<b>Strongly Agree</b>
	AR2	4.86	
	AR3	4.85	
	AR4	4.89	
	AR5	4.78	
Community Linkages and Professional Engagement	CLPE1	4.89	<b>Strongly Agree</b>
	CLPE2	4.89	
	CLPE3	4.39	
	CLPE4	4.89	
	CLPE5	4.89	
Personal Growth and Professional Development	PGPD1	4.54	<b>Strongly Agree</b>
	PGPD2	4.89	
	PGPD3	4.89	
	PGPD4	4.89	
	PGPD5	4.77	
	Overall Weighted Mean	4.65	<b>Strongly Agree</b>

Legend: 1.0 - 1.80 = Strongly Disagree      1.81 – 2.60 = Disagree      2.61 – 3.40 = Neutral      3.41 – 4.20 = Agree  
4.21 – 5.0 = Strongly Agree

Table 2 presents the extent of the implementation of the Philippine Professional Standards for Teachers (PPST) among elementary school teachers in the Surigao del Sur Division. The results show consistently high ratings across various PPST variables, with an overall average weighted mean of 4.65, indicating strong agreement among the respondents regarding the implementation of the standards.

Content Knowledge and Pedagogy received a particularly high average weighted mean of 4.58, reflecting that teachers strongly agree with their ability to apply content knowledge effectively across subjects and integrate research-based principles into practice. This was evident in indicators such as promoting literacy and numeracy skills (4.76) and encouraging critical and creative thinking (4.88). Espiritu (2021) noted that teachers who possess solid content knowledge are better equipped to engage students in higher-order thinking, a core element of the PPST. Similarly, implementing ICT effectively (4.34) reflects the increasing importance of digital tools in education, as supported by Abedi (2024), who argued that the integration of ICT enhances teaching and learning experiences.

In the Learning Environment category, the average weighted mean was 4.65, underscoring the teachers' commitment to ensuring a safe, inclusive, and participatory classroom environment. Indicators such as ensuring student safety (4.62), promoting active participation (4.61), and managing student behavior (4.63) reflect the teachers' adherence to best practices in creating conducive learning spaces. This supports the findings of Irshad (2024), who emphasized the critical role of teachers in fostering a classroom climate that encourages engagement and inclusivity. Similarly, Medina (2021) highlighted that teachers' classroom management skills directly influence student learning outcomes.

The Diversity of Learners section shows a strong implementation of the PPST, with an average weighted mean of 4.56. The highest-rated indicator (4.89) was related to providing support for students with disabilities, giftedness, and talents. Teachers also strongly agreed with respecting linguistic, cultural, and socio-economic differences (4.33), and acknowledging indigenous perspectives (4.89). Hymel and Katz (2019) found that recognizing and addressing the diverse needs of students improves academic achievement and social inclusion. Markey et al. (2023) and Roose et al. (2019) also confirmed that inclusive teaching practices significantly enhance the learning experience for students from diverse backgrounds.

In the Curriculum and Planning category, the average weighted mean was 4.34, reflecting strong agreement in areas such as planning effective lessons (4.66), aligning learning outcomes with curriculum standards (4.82), and utilizing ICT tools (4.31). The findings indicate that teachers are diligent in planning lessons that respond to students' needs while adhering to curriculum guidelines. This is supported by Nombo et al. (2024), who argued that well-structured lesson plans based on sound pedagogy are essential for achieving optimal student outcomes. Moreover, Ajani (2024) emphasized the importance of using ICT in teaching, particularly in creating responsive and engaging learning experiences.

The Assessing and Reporting section shows particularly high ratings, with an overall average weighted mean of 4.85. The highest ratings were given for designing and administering assessments aligned with learning objectives (4.89), monitoring student progress (4.86), and providing constructive feedback (4.85). These results suggest that teachers are highly committed to effective assessment practices that support student learning. This supports the findings of Irons and Elkington (2021), who highlighted the importance of formative assessments and timely feedback in enhancing students' academic performance. Similarly, Boudett et al. (2020) affirmed that using data from assessments to inform instruction leads to improved teaching practices.

In the Community Linkages and Professional Engagement category, the average weighted mean was 4.79, reflecting teachers' strong engagement with the wider school community. The highest ratings were given for establishing community partnerships (4.89) and collaborating with colleagues (4.89). This demonstrates the teachers' recognition of the importance of collaboration and community involvement in enhancing student learning. According to Weddle (2022), teacher collaboration is a key factor in improving instructional quality. Additionally, Otero (2019) emphasized that strong school-community partnerships contribute to creating more relevant and meaningful learning experiences for students.

Finally, the Personal Growth and Professional Development section garnered an impressive average weighted mean of 4.80. Teachers strongly agreed with statements about pursuing ongoing professional development (4.77), engaging in reflective practice (4.89), and upholding professional standards (4.89). These results indicate a strong commitment to personal and professional growth, essential for continuous improvement in teaching. According to Jena and Barad (2024), professional development is crucial in equipping teachers with the skills necessary to adapt to evolving educational standards. Reflective practice, as highlighted by Chen and Chen (2022), also plays a pivotal role in enhancing teaching effectiveness.

To sum, the overall strong agreement with the PPST indicators suggests that elementary school teachers in Surigao del Sur Division are largely successful in implementing the standards. The results highlight the importance of continuous professional development, community involvement, and inclusive practices in supporting student learning. These findings provide a valuable basis for further enhancing teacher training and support systems in the division.

### **Qualitative Results on Teachers' Challenges in PPST Implementation**

Teachers reported significant challenges in implementing the Philippine Professional Standards for Teachers (PPST), highlighting issues that reflect a disconnect between the policy's expectations and the realities of classroom environments. One veteran teacher expressed the frustration many felt: "We attend seminars about PPST, but when we return to our classrooms, nobody shows us how to actually apply these concepts with 50 students and no materials." This response underlined the practical difficulties teachers face in translating theoretical standards into actionable classroom practices.

A recurring theme among the responses was the lack of clarity regarding PPST expectations. A grade school teacher remarked, "The guidelines keep changing every school year—just when we think we understand the indicators, new memoranda arrive with different instructions." This comment reveals the confusion that arises when PPST guidelines are not consistently communicated, making it difficult for teachers to keep up with evolving standards. Another respondent highlighted this uncertainty, saying, "I've been teaching for 15 years, but I still don't fully grasp which PPST competencies I should prioritize daily." These responses indicate that even experienced teachers struggle with understanding the evolving expectations, which hampers their ability to focus on essential competencies.

The lack of resources emerged as a particularly emotional issue. One teacher lamented, "How can we implement ICT integration when our school's internet connection can't even load a YouTube video?" The lack of basic technological infrastructure is a barrier to fulfilling the PPST's emphasis on technology use in teaching. Additionally, material shortages were frequently mentioned. A teacher noted, "My favorite PPST indicator is about differentiated instruction, but how can I do that when I only have one textbook for every five students?" Such resource constraints clearly prevent teachers from meeting the diverse needs of their students, as envisioned by the PPST.

Teachers also expressed concerns about the assessment process under the PPST framework. One teacher voiced frustration with the lack of transparency: "We undergo classroom observations, but the rubrics are secret—how can we improve if we don't know what they're really looking for?" Another added, "The feedback is always 'satisfactory' but never specific enough to help me grow." These comments

illustrate a critical gap in the assessment system, where teachers are left without clear guidance on how to improve their practices. This lack of constructive feedback undermines the potential for professional growth, a key objective of the PPST. Additionally, workload pressures were a universal concern. As one teacher put it, “Between preparing PPST documentation, handling 60 students, and attending meetings, I have no time left to actually plan creative lessons.”

Another teacher summarized the prevailing sentiment: “PPST feels like another burden rather than a helpful guide—we need more support, not more paperwork.” These statements highlight how the overwhelming administrative burden associated with the PPST detracts from the time teachers can dedicate to lesson planning and student engagement.

These candid responses underscore the gap between the policy intentions of the PPST and the realities of classroom teaching. One teacher poignantly summarized this disconnect: “We want to be better teachers, but the system makes it so hard to focus on actual teaching.” This sentiment reflects the widespread frustration with policies that are perceived as disconnected from the day-to-day challenges teachers face. The challenges reported by teachers align with research on standards-based reforms in developing contexts, where insufficient training, resource gaps, and work overload often hinder effective implementation (Pereira et al., 2024). The frustration with opaque assessment rubrics echoes Akaba’s et al. (2020) and Donaldson and Firestone (2021) findings that evaluation systems in high-accountability settings often prioritize compliance over professional growth. Furthermore, the theme of increased workload undermining creativity mirrors the global trend documented by the Tarraya (2023), where excessive teacher workloads undermine efforts to implement educational reforms.

These results suggest three critical implications for PPST implementation: First, training must transition from one-time seminars to ongoing, classroom-based coaching to bridge the “how-to” gap (Dye, 2020). Teachers need continuous support to effectively apply PPST principles in their classrooms. One-time training sessions are insufficient; instead, teachers would benefit from regular coaching that helps them integrate the standards into daily teaching practices. Second, resource allocation should take precedence over accountability demands. Without access to basic tools and infrastructure, such as ICT, teachers cannot meet the PPST’s expectations for effective, differentiated instruction (Dablo et al., 2024; Liwanag, 2023). Adequate resources are essential for teachers to implement the standards successfully. Without these foundational supports, even the best-laid plans for teacher development will fall short.

Finally, assessment systems must be more transparent and provide actionable feedback. Teachers need clear, specific evaluations that offer constructive guidance for improvement, moving beyond generic “satisfactory” assessments (Driscoll and Wood, 2023; Brown, 2020). Transparent rubrics and feedback mechanisms will enable teachers to understand how to improve their practices and meet the desired standards. In conclusion, unless these systemic barriers are addressed, the PPST risks becoming a burden rather than the transformative framework it is intended to be. This is a common issue in top-down education reforms, where policies, though well-intentioned, fail to consider the practical realities faced by educators in the field (Öztürk & Aydın, 2019). If the practical challenges are not addressed, the full potential of the PPST will not be realized, and the initiative may lose its effectiveness.

### **Qualitative Results on Impact of PPST Implementation Challenges on Student Learning Outcomes**

The challenges in implementing the Philippine Professional Standards for Teachers (PPST) have significant implications for student learning outcomes, as they can create gaps in instructional quality, leadership, and overall work performance. One of the key challenges noted is the lack of resources and faculty training. A respondent shared, “Teachers who lack proper training to meet PPST standards may struggle to deliver effective, learner-centered instruction.” This statement emphasizes how the absence of adequate professional development can undermine teachers’ ability to engage students meaningfully and meet curriculum requirements effectively. Supporting this, Isa et al. (2020) found that inadequate training is linked to ineffective teaching strategies, which directly impact students’ academic achievement.

Another challenge is the inconsistent quality of instruction. As one teacher noted, “More tasks added and inconsistent quality of instruction results in varied learning experiences across classrooms.” This inconsistency, resulting from teachers not being equipped with the necessary skills or resources, can create unequal educational experiences for students. Madigan and Kim (2021) also highlight that a lack of professional growth opportunities for teachers leads to discrepancies in the delivery of instruction, which negatively affects students’ academic outcomes. The increased workload on teachers also presents a



significant hurdle. One respondent stated, "More tasks added means less time for meaningful instruction." This points to how the overwhelming workload reduces the time teachers can dedicate to designing and delivering high-quality lessons. As a result, instruction becomes less effective, impacting student engagement and learning. Research by Katel (2023) similarly emphasizes that teacher motivation and the ability to manage workloads are crucial for sustaining high teaching standards.

Furthermore, there is a recognition of the need for agility in the learning culture and measurable skills. A respondent mentioned, "Teachers struggle to adapt quickly due to lack of support, which affects the responsiveness of their teaching methods." This inability to quickly adopt new strategies or adjust to students' needs leads to teaching practices that are disconnected from the evolving demands of education. This lack of adaptability can have a negative effect on student learning experiences, particularly in subjects that require critical thinking and creativity. The lack of teacher motivation also plays a key role in these challenges. A respondent shared, "When teachers aren't motivated, their ability to engage students diminishes." This lack of motivation can lead to teacher burnout, affecting their engagement and the quality of instruction they provide. Bardach and Klassen (2021), teacher motivation is vital for fostering a positive classroom environment, which directly influences student learning outcomes. In conclusion, these challenges in implementing the PPST not only disrupt the quality of instruction but also hinder student learning outcomes. As noted in the responses, "The challenges faced by teachers in implementing the PPST create gaps in student learning, leading to uneven educational experiences." Addressing these challenges by providing sufficient resources, training, and support can significantly improve both teaching quality and student performance.

## **5. Conclusions and Recommendations for Future Studies**

The findings of this study reveal significant gaps between the intended goals of the Philippine Professional Standards for Teachers (PPST) and their actual implementation in elementary schools. While teachers demonstrate strong commitment to professional growth, systemic challenges hinder their ability to fully adopt PPST standards. The results show that teachers excel in areas like classroom management and community engagement but struggle with domains requiring specialized training and resources, such as differentiated instruction and ICT integration. These implementation challenges directly impact student learning outcomes, leading to uneven educational quality across classrooms and limiting the development of critical 21st-century skills among learners. The study highlights how resource shortages, inadequate training, and excessive administrative burdens create barriers to effective PPST adoption. These challenges are particularly acute in rural and under-resourced schools, where teachers face additional difficulties in implementing learner-centered approaches. The resulting variability in teaching quality contributes to disparities in student achievement, with learners in disadvantaged areas most affected. These findings align with global research on standards-based reforms, which emphasizes that policy success depends heavily on implementation support rather than mere compliance mechanisms.

To address these challenges, several strategic interventions are proposed. First, professional development programs should shift from one-size-fits-all seminars to ongoing, classroom-based coaching tailored to teachers' specific needs. Second, resource allocation must prioritize ICT infrastructure and teaching materials for schools in remote areas. Third, policy adjustments should include streamlining documentation requirements to reduce teacher workload and adapting PPST indicators for resource-constrained contexts. Finally, a new evaluation model should emphasize growth over compliance, linking assessment feedback directly to professional support opportunities.

Future studies should explore several critical areas to build on these findings. Longitudinal research could track how changes in PPST implementation support affect both teaching practices and student outcomes over time. Comparative studies between urban and rural schools would help identify context-specific implementation strategies. Additional investigation is needed into effective models for teacher mentoring and peer learning communities within the PPST framework. Research could also examine the role of school leadership in facilitating PPST adoption and how to best integrate technology into standards-based teaching. Finally, studies should assess the impact of policy adjustments, such as reduced administrative burdens, on teachers' ability to focus on standards-aligned instruction.

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