



## INTEGRATING THE SCHOOL HEADS LENSES TO THE PERSONAL GROWTH AND PROFESSIONAL DOMAIN OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

by Froilan B. Manas



### HIGHLIGHTS

- ✓ School heads put premium importance on significant enduring characteristics.
- ✓ Being steadfast, progressive, decisive deferent, and ingenuine in workplace are the preferred behaviors of schools heads.
- ✓ School heads set high standards for both the level of expectation and degree of performance among teachers.
- ✓ The “grassroots” of teaching provide rich data in making the enhancement explicit and evident in the teacher education curriculum.



### INTRODUCTION

Considering the abundance of applicants, employers will always give preference to the applicant who does not only comply to but goes over and above standard requirements for hiring. In today's competitive world, employers are seeking for graduates not only with the right levels of knowledge and skills but also with the tendency to identify and respond to problems (Ume-Amen, 2014). Ume-Amen cited Scans (1999) who highlighted that employers seek candidates with definite expertise, attitudes and behaviors from their prospective employees. These entail that there is stiff competition in the workplace, where an applicant must be equipped not only with the basic professional skills but must possess a set of complex or expert-level skills or attributes making the employer confident about the applicants' performance at work.

In the Philippines, CMO 30 s. 2004, CMO 52 s. 2007 was ordered for all Higher Education Institutions (HEI) with Teacher Education Institutions (TEI) to be implemented. This was in furtherance of the teacher competencies articulated in CMO 30 s. 2004. Such move signaled the birth of the National Competency Based Teacher Standards (NCBTS) but, was revised when the Department of Education (DEPED) and the Teacher Education Council (TEC) jointly issued through DEPED Order No. 42 s. 2017 the national adoption and implementation of the Philippine Professional Standards for Teacher (PPST).

Apart from the its rationale and its aims, the PPST orders that it shall be the “basis of all learning and development for teachers to ensure that teachers are properly equipped...”. The PPST also presents the seven domains from which any TEI will consider during the training of beginning teachers. While there are benchmark statements for domain 7, specific interpretations and indicators for such strands are needed to be considered. Thus, this study explored possible views, expectations on performance and workforce employers prefer looking for new teachers.



### METHODOLOGY

Using the exploratory research design, this study embarked on the discovery of the attributes preferred by elementary school heads or employers in the workplace. The data were collected thru an interview guide from respondents purposefully selected using the maximal variation sampling. The qualitative data were then treated using thematic analysis. Themes derived from the responses were brought back to select respondents for validation and confirmation of whether the themes generated captured their thoughts. With the Kruskal Wallis test, differences were established on the employers' responses about the employers' preferred attributes and the graduates' manifested attributes. Relationship between these two constructs was also determined using Spearman-rho correlation test.



## FINDINGS

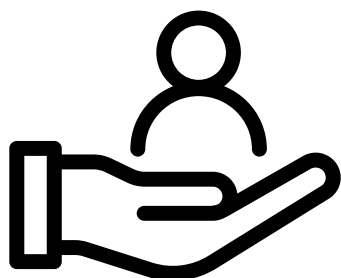
## Contextualized Performance Preferred by School Heads

**Steadfast.** Being steadfast as a preferred attribute by the employers revolves around the idea of employees who demonstrate the ability of being committed/dedicated or passionate in-service teachers towards themselves, towards their clients, and work. This is identified by the key informants considering the demands of the present Philippine Educational System and such preference to this attribute is basic because it is where other attributes could emanate from, and if a teacher exhibits this, he/she can also be patient, emphatic, creative, and adaptable to change.



**i. Towards self.** Contextually, the school heads perceived their in-service teachers as their partners in molding the learners in the domains of knowledge, skills, and attitudes. Learners, as center of the center of the educative process and learning must be guided and facilitated well in any academic task. Considering this situation, the respondents emphasized that this is one of their goals. To realize this, the key informants believed that the employees should manifest being steadfast in being goal oriented and driven to succeed. Notably, the respondents furthered that they have preference on the attribute of an in service teacher to demonstrate the characteristic of being a “lover of learning”. This attribute as identified by the respondents as “*in service teachers who are willing to learn, one who does not stop from learning through personal and professional development trainings or activities making them open to things and empower them*”.

**ii. Towards Work.** Teaching is a myriad of tasks. As such, to execute all of these, it demands also all aspects of knowledge, skills, and values. One needs to know how to balance, see the relationship, and do these tasks in a manner that to a certain degree, none of these will be sacrificed. The respondents claimed that being steadfast towards work, one has to “*manifests genuine love to teach not just work, or may pagmamahal sa trabaho*”. It is with this love of work that one goes beyond what is required. The nature of work or teaching as seen with executing with “*love whatever they do*” makes the employee “*go beyond what is asked from them in implementing the curriculum*”. Such claim by the respondents would suggest that one does not only consider the declarative and contextual knowledge but also the procedural and metacognitive aspects of work. The respondents added that steadfast towards work commands the employee to “*embrace the practices being done by the institution*”. “*Such teacher is easy to work with school administration and gets along amiably with the stakeholders because she does something good for service and not merely for promotion or fame.*”



**iii. Towards Clients.** During the process of interview, this is one if not the most emphasized part of the trait of being a steadfast. As profoundly expressed and mentioned by the respondents, existence of teachers, school heads and schools is greatly attributed to whom we put on the stage, the learners. With this, the key informants deliberately mentioned that one has to realize that all undertakings in the school are for the learners which are needed for their survival. As a respondent posited, “*They (in-service teachers) should be knowledgeable on how to focus in the preparation of the students for a world that is totally unknown*”. Therefore, to have the state of steadfast towards clients, one respondent asserted the demonstration of the principle of “*in loco parentis*”-*treatment of pupils like they are the parents (personal touch)*”.

**Progressive.** With this preferred attribute by the respondents, progressive quality relates to the idea of being flexible, adaptable and the ability to be ready for change while having the right attitude and disposition.



**i. Towards work.** The current era has been described as full of volatility, uncertainty, complexity, and ambiguity (VUCA). This situation in fact has affected all sectors including education. Though it poses opportunities, it also challenges the teaching and learning processes, understanding of learners, concretization of the curriculum etc. In response to this scenario, one school head emphasized the preferred attribute that *“teachers need to be adaptive, flexible, and open to change. Teachers need to be ready to improve themselves and their workmanship.”* In addition to this, the respondents mentioned that the attribute progressive towards work include being open-minded. Further, another respondent expressed that such characteristics of the attribute progressive towards work (adaptive to change is important, *“will help employees to cope better under stressful situations at work, increase productivity levels, overcome challenges, and improve interpersonal relations.”*

**ii. Towards self.** In order to adapt in the workplace, one considers the right attitude and disposition in life. As such, one responded suggested, *“accepting limitations and be willing to widen horizon as well as expressing the willingness to be taught and learn”.*

**Decisive Deference.** It is noted that being an employee in a certain organization, hierarchy of positions and ranks are observed vis-à-vis with their expected roles and responsibilities to be executed. To ensure harmonious relationship to exist, respect and humble submission to superiors is expected but most importantly, to all people involve in the organization.



**i. Towards authorities and others.** The school heads expressed that one of their preferred attribute to be possessed by the employees is decisive deference towards stakeholders. While respect of authority is expected from the employees, the respondents opined that they (employees) *“need to convey what they like and follow rules and regulations of the department”.* Further, *“in dealing with others, including higher ups, there is a need to stand for the employees to stand up on what they believe is right, that they need not be swayed by the decisions of others.”*



**ii. Towards work.** The respondents claimed that in order to survive considering the multitude of tasks, one has to possess, *“the characteristics of being innovative, creative, and resourceful”.* In this way, the employees will have to maximize existing resources in the school to make the teaching and learning smooth and effective. Another respondent added, *“it is expected that the employee initiates activities related to his/her field.”* This characteristic of towards work under decisive deference signifies the cooperation and collaborative attitude of employees.

**Ingenuity.** The following discussion present ingenuity as a preferred attribute by the respondents.



**i. Towards Work.** As presented earlier in being steadfast, commitment encompasses other attributes. In relation, as one respondent claimed, *“The reason behind possessing the attributes of Love of work and dedication to go beyond what is asked of him/her is that s/he could easily extend his/her services to the pupils if needed to improve quality education. Furthermore, s/he could innovate ways of teaching, strategies, and instructional materials to motivate pupils to learn more across discipline”.* This is recognized as an essential aspect of an elementary teacher. The respondents asserted that such ingenuity towards work leads the teachers utilizing their resources in preparing their instructional resources while exercising their instructional leadership.





## CALL TO ACTION

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- Teacher Education Institutions (TEIs) are encouraged to design a “strategy plan” capturing the “what”, “how”, and “why” of these enduring valued characteristics for the constructive alignment and integration in the different domains of the Philippine Professional Standards for Teachers (PPST).
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- Teacher Education Institutions and Department of Education are encouraged to keep on enhancing their joint Professional Development Programs, collaborative research projects and online information platforms to converge practices in understanding, interpreting, and concretizing the domains of the Philippine Professional Standards for Teachers.
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- TEIs continually work with DepEd in the conduct of research activities, seminar-workshop about PPST which will enhance and strengthen the awareness on the domains of PPST, and understanding teacher interns.



## MAJOR REFERENCE

**Commission on Higher Education Memorandum Order 30 s. 2004.** Revised Policies and Standards for Undergraduate Teacher Education Curriculum

**Commission on Higher Education Memorandum Order 52 s. 2007.** Addendum to CMO. 30, Series of 2004 Entitled “Revised Policies and Standards for Undergraduate Teacher Education Curriculum.

**Department of Education Order No. 42 s. 2017.** National Adoption and Implementation of the Philippine Professional Standards for Teachers

**Department of Education Order No. 7 s. 2015.** Hiring Guidelines for Teacher I Positions Effective School Year (SY) 2015-2016

**Ume-Amen. (2014).** Employers’ expectations versus performance of fresh graduates. Market Forces. Vol IX, No. 2. Retrieved from [www.pafkiet.edu.pk/marketforces](http://www.pafkiet.edu.pk/marketforces).

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## ABOUT THE MATERIAL

Informing Policy and Practice is published quarterly by the Institute of Social Research and Development and R & E Publications Office of Benguet State University. It synthesizes findings from research and development activities, or presents results of quick survey and opinion poll on social, economic, and policy issues and concerns affecting the Cordillera region. It also distills the key messages and provides recommendations for the information and consideration of relevant stakeholders and policymakers.

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## FINDINGS

### Contextualized Performance Preferred by School Heads

What attributes are manifested	Where the attributes are manifested	How attributes are manifested (these are samples from the many ways are pointed out by the respondents)
Steadfast	Towards Self	<ul style="list-style-type: none"> <li>✓ Driven to succeed</li> <li>✓ Goal Oriented</li> <li>✓ Lover of Learning</li> </ul>
	Towards Work	<ul style="list-style-type: none"> <li>✓ Hardworking/dedicated- teachers' dedication towards work results to merits and awards</li> <li>✓ Willing to work beyond office hours</li> <li>✓ Manifests genuine love to teach not just work</li> <li>✓ Go beyond what is asked from him/her in implementing the curriculum</li> <li>✓ Willingness to accept responsibilities/appended duties</li> <li>✓ Committed and passionate with their profession and live with it</li> </ul>
	Towards Clients	<ul style="list-style-type: none"> <li>✓ Has the heart for the pupils</li> <li>✓ Treatment of pupils like they are parents (personal touch)</li> <li>✓ Willingness to extend service beyond the call of duty to drop-outs, at risks of failure and provide remedial reading</li> <li>✓ Understanding and empathy towards pupils</li> <li>✓ Diagnoses learners' needs</li> </ul>
Progressive	Towards work	<ul style="list-style-type: none"> <li>✓ Adaptive to change</li> <li>✓ Must be ready</li> <li>✓ Open-minded</li> </ul>
	Towards Self	<ul style="list-style-type: none"> <li>✓ Accepts limitations and is willing to widen horizon and continuously improve or enhance oneself</li> <li>✓ Willing to learn/teachable/willing to be taught and to learn</li> <li>✓ Welcomes challenges</li> </ul>
Decisive Deference	Towards Self	<ul style="list-style-type: none"> <li>✓ Remains optimistic</li> <li>✓ Willing to embrace positive change/accepts change</li> <li>✓ Open to change that would enhance and empower them</li> </ul>
	Towards Authority	<ul style="list-style-type: none"> <li>✓ Respect for authority</li> <li>✓ One who conveys what he likes and follow rules and regulations of the department</li> <li>✓ In dealing with others, including higher ups to stand on what he believes is right, that he need not be swayed by the decisions of others</li> </ul>
Ingenuity		<ul style="list-style-type: none"> <li>✓ Possess the characteristics of initiating activities/works related to his field</li> <li>✓ Innovative, creative, and resourceful of the available resources in school</li> <li>✓ Resourceful, creative</li> </ul>

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