



RESEARCH ARTICLE

Pre-service Teachers' Awareness and Integration of the Philippine Professional Standards for Teachers: Evidence from Technology and Livelihood Education Students

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ABSTRACT

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Philippine Professional Standards for Teachers (PPST) outlines the guidelines for teachers of what they should know and be able to do. This study was conducted to determine how well pre-service teachers (PSTs) knew and used these standards. It primarily sought to determine the awareness and integration of the PPST Beginning Teacher Indicators (BTIs) among Bachelor of Technology and Livelihood Education (BTLED) PSTs during their practice teaching. Descriptive quantitative research design was used. The levels of awareness and integration were determined using mean and standard deviations, while frequencies and percentages were used to determine the challenges faced by the respondents. To understand the relationship between the seven PPST domains awareness and integration, Spearman's rho was used. The study found that the PSTs were moderately aware ($\bar{x} = 3.84$, $SD = 0.36$) of the standards and moderately able to integrate aware ($\bar{x} = 3.76$, $SD = 0.39$) them into their teaching. The area where they were most aware was creating a good learning environment ($\bar{x} = 4.08$, $SD = 0.39$) while the area where they struggled the most was adapting to diverse learners ($\bar{x} = 3.65$, $SD = 0.39$). When it came to integrating the standards into their teaching, the PSTs did best with personal growth and professional development ($\bar{x} = 4.24$, $SD = 0.39$) but again struggled with adapting to diverse learners ($\bar{x} = 3.15$, $SD = 0.6$). The biggest challenges they faced were managing the classroom (92.0%), adapting to diverse learners (88.0%), keeping track of all the standards (84.0%), and turning the standards into observable practices (80.0%). The study also found that the more aware the PSTs were of the standards, the better they were at integrating them into their teaching, with the correlation coefficients ranging from 0.61 to 0.88 (Spearman's rho). This suggests that teacher preparation programs should focus on helping teachers understand and apply the standards, especially in areas like inclusive instruction, classroom management, and assessment. By understanding and applying the PPST standards, teachers can become more effective and better prepare their students for success. The results of the study can be used to improve teacher preparation programs and help new teachers develop the skills they need to succeed.

INTRODUCTION

The issue of teacher quality is one of the most important ones in teacher preparation as effective teaching demands a coordinated, well-integrated use of content knowledge, pedagogy, classroom management, assessment, responsiveness to differences in Learners, Professional Ethics and continuous professional learning. The expectations in the Philippine education system are encapsulated in the Philippine Professional Standards for Teachers (PPST), a common framework to define the quality of teachers and professional development. The seven domains of the PPST include Personal Growth and Professional Development, Community Linkages and Professional Engagement, Assessment and Reporting, Curriculum and Planning, Diversity of Learners, Learning

Environment, and Content Knowledge and Pedagogy (Martin, 2024; Sugot & Ladia, 2024; Olvido et al., 2024).

The PPST serves as a tool that could be used to get a better understanding of teacher quality, teacher growth, and teacher expectations. The implementation of this competency is especially pertinent to teacher preparation, as beginning teachers' competencies need to be cultivated prior to entering the profession. Teacher quality and professional standards studies suggest that pre-service preparation should foster and strengthen both content and pedagogical knowledge and dispositions that are relevant to the classroom (Gepila, 2020; Roberto & Madrigal, 2018; Santillan et al., 2020).

Teacher Education Institutions (TEIs) are thus, key stakeholders in the transformation of professional standards into the knowledge, skill, dispositions, and practice of preservice teachers. In pre-service, this translation requires special content to be integrated with pedagogical decision making and learner support, assessment, and classroom management, as well as cooperating teachers and school communities via practice teaching. Authentic opportunities to build professional competence and relevant training experiences are crucial in pre-service teacher preparation, as emphasized in the literature (Cabansag, 2023; Santillan et al., 2020; Rubio & Saenz, 2023).

The meaning of professional standards is greatest when it is related to professional practice. For instance, opportunities for teachers to reflect on and deepen their professional knowledge in relation to their contexts of teaching, such as the development of pedagogical content knowledge, are necessary for content knowledge and pedagogy development (Simeon & Tabbada, 2023). Likewise, teacher competencies can be developed through school-based learning and professional development activities, which provide opportunities for reflection, collaboration, and continuous professional development (Santos, 2023; Pazmiño et al., 2022).

Professional standards are also linked to performance in teacher evaluation systems. The standards of professional practice can be operationalized into evidence of classroom practice through classroom observation and classroom performance management mechanisms (Sugot & Ladia, 2024). These are examples of the means by which knowledge of standards is linked to the observable behaviors of the professionals.

Technology, professional identity, and current skills have also been found to be important aspects of teacher preparation. The teaching performance is related to technology-related pedagogical competence, and the development of pre-service teachers' professional identity is related to their learning experiences in teacher education programs (Levanta & Ubayubay, 2024; Relator, 2022; Liwanag, 2023). The results indicate a need for teacher preparation to focus on teachers' practice standards in the context of changing instructional and technological contexts. Another significant aspect of teachers' quality is inclusive education. In order to implement inclusive practice and make decisions about teaching, teachers need to identify learner differences and relate this knowledge to their decisions about teaching. Pedagogical adaptation, inclusive practices, and the use of technology to support the diverse learner are highlighted as being of essential importance (Acevedo & Espitia, 2016; Abarca et al., 2023; Vargas, 2018; Reinoso et al., 2023; Ramírez-Solórzano & Navas, 2024).

The literature thus indicates that knowledge of professional standards is not enough. Pre-service teachers require meaningful experiences to embed the expectations of professionals in their planning, instruction, evaluation, reflection, mentoring and collegial work. Practice teaching is also crucial because it offers opportunities for PSTs to apply theory to practice in the classroom (Hinojosa-Torres et al., 2024; Diaz & Diaz, 2023).

In this regard, the previous study that used the BTLED pre-service teachers at Zamboanga Peninsula Polytechnic State University (ZPPSU) revealed that there was a difference between awareness and the actual integration of pre-service teachers' BTLED Beginning Teacher Indicators (BTIs) (Baluntang, 2025). Learning Environment was found to be the highest place of awareness and the area of Diversity of Learners was comparatively lower. The two most successful presentations were in the areas of Personal Growth and Professional Development, and the lowest scores were in the area of Diversity of Learners. Other concerns identified were classroom

management, number of indicators, and modifying the instruction for diverse learners (Baluntang, 2025).

The current study continues this research by exploring BTLED PSTs in the School Year 2025-2026. It emphasizes awareness of PPST BTIs, integration at the time of practice teaching, challenges faced in integrating them and the correlation between awareness and integration in the seven PPST domains.

RESEARCH OBJECTIVES

This study aimed to assess the awareness and integration of the Philippine Professional Standards for Teachers (PPST) Beginning Teacher Indicators (BTIs) among Bachelor of Technology and Livelihood Education (BTLED) pre-service teachers during School Year 2025–2026.

Specifically, the study sought to:

Determine the level of awareness of PPST Beginning Teacher Indicators among BTLED pre-service teachers across the seven PPST domains.

Determine the level of integration of PPST Beginning Teacher Indicators during practice teaching.

Identify the challenges encountered by BTLED pre-service teachers in integrating PPST Beginning Teacher Indicators into classroom practice.

Determine the association between awareness and integration of PPST Beginning Teacher Indicators across the seven PPST domains.

RESEARCH METHODOLOGY

Research Design

The study employed a descriptive-quantitative research design for determining the level of awareness and integration of PPST BTIs and to examine the association between PPST BTIs awareness and integration. The descriptive portion was used to describe the awareness, integration, and reported difficulties, and the correlational portion to explore the relationship between awareness and integration in the seven PPST domains.

Participants

The respondents were 50 pre-service teachers from Zamboanga Peninsula Polytechnic State University who were in the process of doing practice teaching in partner schools during School Year 2025-2026. Of the respondents, 42 females (84.0%) and 8 males (16.0%) participated. Nine respondents (18.0%) were 21 years old and below, 35 (70.0%) were 22–24 years old, and 6 (12.0%) were 25 years old and above.

Research Instrument

The research instrument was structured according to the PPST BTI framework for the previous research. The characteristics of the respondents were recorded in Part 1. Part 2 measured awareness and integration of PPST BTIs in the seven domains on a five-point scale, with a higher score representing more awareness or integration. Part 3 measured the same variables, but instead of a five-point scale, it was measured on a four-point scale. A final section identified the problems encountered in practice teaching.

Data Analysis

Awareness and integration were summarized using the means and standard deviations. Frequency and percentage were used to describe reported challenges. Spearman's rho was used to determine the association between awareness and integration for each PPST domain. The five point interpretation framework was:

Range	Awareness	Integration
1.00–2.00	Not Aware	Not Integrated
2.01–3.00	Lowly Aware	Lowly Integrated
3.01–4.00	Moderately Aware	Moderately Integrated Highly Integrated
4.01–5.00	Highly Aware	

RESULTS

Awareness of PPST Beginning Teacher Indicators

The overall mean of the respondents was 3.84 (SD = 0.36) which means moderately aware. Learning Environment is the only category that falls into the highly aware category (M = 4.08, SD = 0.34). The subjects of Curriculum and Planning (M = 3.96) and Personal Growth and Professional Development (M = 3.93) were almost tied for second. Diversity of Learners had the lowest awareness score (M = 3.65, SD = 0.55) but still fell in the moderately aware category. The findings show overall awareness of the PPST expectations, but there are differences in the degree of awareness for each of the domains.

Table 2: Awareness of PPST Beginning Teacher Indicators

PPST Domain	M	SD	Interpretation
Learning Environment	4.08	0.34	Highly aware
Curriculum and Planning	3.96	0.39	Moderately aware
Personal Growth and Professional Development	3.93	0.41	Moderately aware
Content Knowledge and Pedagogy	3.79	0.38	Moderately aware
Assessment and Reporting	3.76	0.43	Moderately aware
Community Linkages and Professional Engagement	3.70	0.45	Moderately aware
Diversity of Learners	3.65	0.55	Moderately aware
Overall	3.84	0.36	Moderately aware

Integration of PPST Beginning Teacher Indicators

The overall moderate integration was also found (M = 3.76, SD = 0.39). The highest score integration was for Personal Growth and Professional Development (M = 4.24, SD = 0.39), and the second highest score integration was for Learning Environment (M = 4.13, SD = 0.37). Content Knowledge and Pedagogy and Curriculum and Planning were moderately integrated, as were Community Linkages and Professional Engagement and Assessment and Reporting. Diversity of Learners showed the lowest level (M = 3.15, SD = 0.60).

Table 3: Integration of PPST Beginning Teacher Indicators

PPST Domain	M	SD	Interpretation
Personal Growth and Professional Development	4.24	0.39	Highly integrated
Learning Environment	4.13	0.37	Highly integrated
Content Knowledge and Pedagogy	3.91	0.40	Moderately integrated
Curriculum and Planning	3.79	0.43	Moderately integrated
Community Linkages and Professional Engagement	3.67	0.45	Moderately integrated
Assessment and Reporting	3.42	0.48	Moderately integrated
Diversity of Learners	3.15	0.60	Moderately integrated
Overall	3.76	0.39	Moderately integrated

Challenges Encountered in Integrating PPST BTIs

A number of obstacles were observed during the integration of PPST BTIs. The most common challenge reported by respondents was classroom management (46, or 92.0%). The 44 respondents (88.0%) reported adapting instruction to diverse learning needs, and 42 respondents (84.0%) reported managing the number of PPST BTIs. 40 (80.0%) respondents indicated that they struggled to turn professional standards into classroom practices. Documenting professional growth, challenges related to mentoring, challenges related to resources, and challenges related to assessment were reported less frequently but were still relevant. Percentages may not add up to 100% as multiple challenges were identified.

Table 4: Challenges Encountered in Integrating PPST BTIs

Challenges	f	%
Classroom management while integrating PPST BTIs	46	92.0
Adapting instruction to diverse learning needs	44	88.0
Managing the number of PPST BTIs	42	84.0
Translating standards into observable classroom practices	40	80.0
Balancing PPST requirements with other responsibilities	31	62.0
Limited mentor/cooperating-teacher guidance	29	58.0
Limited teaching resources	27	54.0
Insufficient PPST-focused training	23	46.0
Difficulty using assessment evidence to adjust instruction	21	42.0
Low confidence in documenting professional growth	18	36.0

Association between Awareness and Integration

All the Spearman correlation coefficients were positive and ranged from 0.61 to 0.88 in the seven domains. Community Linkages and Professional Engagement ($\rho = 0.88$) and Assessment and Reporting ($\rho = 0.86$) had the largest positive associations, and Content Knowledge and Pedagogy had the smallest positive association ($\rho = 0.61$).

Table 5: Association Between Awareness and Integration

PPST Domains	Spearman ρ	Description
Content Knowledge and Pedagogy	0.61	Strong positive
Learning Environment	0.68	Strong positive
Diversity of Learners	0.79	Strong positive
Curriculum and Planning	0.74	Strong positive
Assessment and Reporting	0.86	Very strong positive
Community Linkages and Professional Engagement	0.88	Very strong positive
Personal Growth and Professional Development	0.76	Strong positive

DISCUSSION

The results suggest that there are three salient domains in the PPST that are relevant to the pre-service teachers in the BTLED: Learning Environment, Diversity of Learners, and Personal Growth and Professional Development. Learning Environment was a relative strength with high awareness and fairly high integration. Moderate awareness and significantly lower integration, however, were found for the developmental concern of Diversity of Learners. The highest score was achieved by Personal Growth and Professional Development. The patterns indicate that those practices that are more readily identifiable and observable in classrooms may be more easily implemented and executed by PSTs while inclusive teaching may demand more comprehensive planning, strategy selection, implementation, and reflection (Hinojosa-Torres et al., 2024; Gualle et al., 2023; Abarca et al., 2023).

Learning Environment: Relative Strength and Observable Competencies

The high level of awareness of Learning Environment could be attributed somewhat to the visibility of practices in the process of practice teaching. Classroom organization, classroom routines, student engagement, and positive classroom dynamics are observable aspects of classroom practice. These features are thus more likely to be detected by the PSTs than those that involve more complex adaptations to individual learner's needs.

The importance of authentic professional experiences is emphasized in research on initial teacher preparation. Professional practice offers chances for PSTs to integrate the theory and practice in real classroom settings, and there are opportunities for structured reflection and supervision to draw meaning from and enhance their practice (Hinojosa-Torres et al., 2024; Díaz & Díaz, 2023).

Opportunities for reflection, feedback and identifying areas for growth are important for professional development as well (Pazmiño et al., 2022).

Therefore, the relationship between Learning Environment can be used as a basis for a more comprehensive professional development. Instead of assuming that the domain is one in which PSTs are already knowledgeable, teacher educators might consider using the way the classroom is organized, how learners actively participate, and how the PSTs manage the classroom as starting points for making more complex decision-making about differentiation and assessment (Hinojosa-Torres et al., 2024; Gualle et al., 2023).

Diversity of Learners: Principal Developmental Concern

Diversity of Learners was the lowest scoring domain in terms of awareness and integration. What's more, its integration score was far less than the best domains. This finding suggests an awareness-practice gap, specifically, an awareness of differences in learners does not always lead to appropriate instructional choices by the PST. Acknowledging learners' differences is not enough in inclusive education. This means adapting teaching methods, learning resources, games, and teaching techniques to students' needs (Acevedo & Espitia, 2016; Cedeño-Jama, 2024; Ramírez-Solórzano & Navas, 2024). The incorporation of inclusive practice is therefore more challenging than conceptual awareness.

This discovery is also significant for the growing significance of technology in inclusive education. While digital tools can offer opportunities to support diverse learners, teachers need to have the ability to select and apply a digital tool that is suitable for the learner and in line with their pedagogical practices (Abarca et al., 2023; Vargas, 2018; Reinoso et al., 2023). So, the integration of technology ought not to be viewed as a stand-alone technical skill, but rather as a component of the larger process of instructional decision making. One possible solution is to make activities for lesson planning, observing, assessing, and reflecting activities correspond directly to the BTIs. This mapping can help to narrow the gap between professional standards and the work that PSTs actually do (Hinojosa-Torres et al., 2024; Díaz & Díaz, 2023).

There may be a need to repeat planning, doing, reflecting and feedback from mentor – iterative cycles – to help bridge the awareness-integration gap. PSTs may be asked to assess learner needs, document the instructional response, and analyze the outcomes of the instructional response in reflective journals, mentor comments, and professional development plans (Hinojosa-Torres et al., 2024; Pazmiño et al., 2022; Lascano, 2024). The results also corroborate the idea that using multiple sources of evidence is appropriate for assessing PST development. The information from self-reported awareness and integration is helpful in describing perceptions of PSTs, but cooperating teacher ratings and classroom observations offer additional evidence of actual practice. This triangulation would further enhance the evaluation of competencies about learner diversity (Hinojosa-Torres et al., 2024; Pazmiño et al., 2022; Espejo et al., 2024).

Personal Growth and Professional Development: Strongest Integration

Personal Growth and Professional Development obtained the highest integration score among the seven PPST domains. This finding may be associated with the natural alignment between practice teaching and activities involving reflection, professional responsibility, receptiveness to feedback, and self-improvement. Practice teaching places PSTs within a continuing cycle of planning, teaching, receiving feedback, reflecting on performance, and identifying areas for improvement. Such experiences are consistent with research emphasizing the role of professional practice and reflection in initial teacher preparation (Hinojosa-Torres et al., 2024; Díaz & Díaz, 2023).

The strength of Personal Growth and Professional Development can be used to support weaker domains. Reflective practice provides a mechanism through which PSTs can examine difficulties related to classroom management, learner diversity, assessment, and instructional planning. When reflection is explicitly connected to instructional adjustments, professional development becomes a mechanism for cross-domain professional learning (Pazmiño et al., 2022).

Professional identity development is also relevant in this context. Pre-service teachers' perceptions of their professional identity are shaped by their experiences within teacher preparation and the development of professional competencies (Liwanag, 2023). Consequently, structured reflection

and feedback during practice teaching can contribute not only to technical competence but also to the formation of professional identity.

The Challenge Profile and Recommended Implementation Approach

The challenge profile indicates that BTLED PSTs experience difficulty when attempting to address the PPST BTIs as numerous and separate requirements. Classroom management was the most frequently reported challenge, followed by adapting instruction for diverse learners, managing the number of indicators, and translating standards into observable classroom practices. A practical response is to reduce the cognitive burden associated with the standards by mapping BTIs onto authentic practice

activities. Instead of requiring PSTs to treat every indicator as an independent checklist item, teacher educators can connect indicators to lesson planning, teaching, assessment, observation, and reflection (Hinojosa-Torres et al., 2024; Díaz & Díaz, 2023).

An integrated development approach is particularly relevant to the BTLED context. For example, an inclusive lesson plan can simultaneously address Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, and Personal Growth and Professional Development. PSTs can then reflect on how these domains interact rather than considering each indicator in isolation (Hinojosa-Torres et al., 2024; Pazmiño et al., 2022).

The professional standards should similarly be connected to actual teacher preparation experiences. Research on relevant pre-service training emphasizes that the quality and relevance of preparation experiences influence graduates' readiness for professional practice (Cabansag, 2023). The competencies expected of graduates should therefore be developed through activities that approximate the complexity of actual teaching.

The positive associations observed between awareness and integration across all seven domains further support the importance of connecting conceptual understanding with opportunities for application. However, the correlational nature of the analysis requires caution. Positive association does not demonstrate that awareness causes integration. Other factors, including mentoring, classroom context, resources, prior experience, and feedback opportunities, may contribute to the observed relationships.

The findings are consistent with the broader argument that professional standards should serve as a framework for developing teacher quality rather than merely as an evaluation checklist. Research examining teacher quality in relation to the PPST emphasizes the importance of professional competencies as components of effective teaching (Roberto & Madrigal, 2018). Similarly, assessment of teachers using Philippine professional standards demonstrates the relevance of standards-based assessment in understanding teacher competencies (Gepila, 2020). However, the present findings suggest that assessment of standards should be accompanied by opportunities for PSTs to develop and demonstrate the corresponding competencies.

The relationship between teacher preparation and professional competence is also reflected in studies of pre-service teacher competence. Rubio and Saenz (2023) emphasize the importance of competence development within teacher education institutions, while Santillan et al. (2020) demonstrate the relevance of graduate attributes to expectations in professional employment. These findings reinforce the need for TEIs to create a coherent connection between professional standards, teacher preparation, and practice teaching. The PPST becomes more meaningful when PSTs can see how its indicators correspond to the actual decisions they make as teachers.

Assessment, Technology, and Professional Engagement

Assessment and Reporting showed a positive association between awareness and integration, although its integration score was lower than those of Learning Environment and Personal Growth and Professional Development. This suggests that PSTs may understand assessment-related expectations but encounter greater difficulty translating assessment information into instructional decisions.

Professional engagement similarly showed a strong positive association between awareness and integration. This finding is consistent with the broader emphasis on school-based professional learning, collaboration, and performance management (Santos, 2023; Sugot & Ladia, 2024).

Technology provides another dimension of contemporary teacher preparation. Research on information and communication technology pedagogy indicates that technology integration is related to teaching performance, while TPACK research highlights the importance of integrating technological, pedagogical, and content knowledge (Levanta & Ubayubay, 2024; Relator, 2022). For BTLED PSTs, this is particularly relevant because technology can support both instructional effectiveness and inclusive education when integrated intentionally into lesson design.

Contextual Nuances and Institutional Support

The literature indicates that PPST-related competencies should not be interpreted independently of the contexts in which teaching occurs. Studies of inclusive education demonstrate that implementation is influenced not only by teachers' competencies but also by resources, training, infrastructure, and institutional conditions (Cantor et al., 2021; Ramírez-Solórzano & Navas, 2024; Reinoso et al., 2023).

Consequently, the lower integration of Diversity of Learners may reflect individual developmental needs as well as differences in opportunities to practice differentiated instruction, access appropriate materials, work with diverse learners, or receive specialized mentoring.

This contextual perspective is important because professional standards describe expected teacher competencies, but the development of those competencies takes place within institutional and classroom conditions. TEIs and partner schools therefore share responsibility for creating practice-teaching environments that provide adequate guidance, feedback, resources, and opportunities for professional learning.

Practical Implications for Practice and Policy

The findings suggest several practical directions for BTLED teacher education. First, TEIs can develop an integrated BTI mapping framework that links each indicator with typical PST activities, including lesson planning, classroom teaching, assessment, observation cycles, and reflective journaling. Such a framework can simplify the standards while retaining their professional expectations (Hinojosa-Torres et al., 2024; Díaz & Díaz, 2023).

Second, the relative strength of Learning Environment can be used as a foundation for developing more complex instructional competencies. Observation and feedback routines that initially focus on classroom organization and learner participation can gradually incorporate differentiation, assessment, and evidence-based instructional adjustment (Hinojosa-Torres et al., 2024; Gualle et al., 2023; Pazmiño et al., 2022).

Third, Diversity of Learners should receive targeted attention. Professional learning activities should emphasize strategy selection, material adaptation, anticipatory planning, and evidence-based decision making for diverse learners. Mentors and PSTs can co-plan and, where feasible, co-teach inclusive lessons followed by structured reflection focused on learner evidence and instructional adjustments (Acevedo & Espitia, 2016; Cedeño-Jama, 2024; Ramírez-Solórzano & Navas, 2024).

Fourth, the existing strength in Personal Growth and Professional Development can be deliberately leveraged to promote cross-domain development. Reflective practice should be linked to specific instructional adjustments, particularly those involving inclusive and differentiated instruction (Hinojosa-Torres et al., 2024; Pazmiño et al., 2022; Lascano, 2024).

Finally, teacher education programs should avoid treating PPST BTIs as a compliance-oriented checklist. Instead, the standards can be embedded within authentic professional tasks that require PSTs to integrate planning, teaching, assessment, reflection, and learner support. Such an approach can reduce the cognitive burden associated with numerous indicators while strengthening the relationship between awareness and actual practice (Hinojosa-Torres et al., 2024; Díaz & Díaz, 2023; Pazmiño et al., 2022).

CONCLUSION

The findings indicate that BTLED pre-service teachers demonstrated moderate awareness and moderate integration of PPST Beginning Teacher Indicators during practice teaching in School Year 2025–2026. Learning Environment was the strongest domain in terms of awareness, while Personal Growth and Professional Development obtained the highest integration score.

Diversity of Learners emerged as the principal developmental concern. The difference between awareness and integration in this domain suggests that knowing the importance of learner diversity does not necessarily translate into consistent inclusive and differentiated instructional practice. Classroom management, adapting instruction for diverse learners, managing the number of PPST indicators, and translating standards into observable classroom practices were the most frequently reported challenges.

The positive associations between awareness and integration across all seven domains indicate that conceptual familiarity with professional standards is related to stronger reported integration. However, these relationships should not be interpreted causally. The findings instead support an integrated approach to teacher preparation in which professional standards are connected with authentic practice, reflection, feedback, mentoring, and professional development. The results further indicate that the strongest domains can be used as anchors for developing weaker competencies. In particular, Learning Environment and Personal Growth and Professional Development provide potential foundations for strengthening Diversity of Learners through structured planning, implementation, reflection, and feedback.

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