

# Mapping the Teachers' Learning and Development Needs within the National Competency-Based Teacher Standards (NCBTS) Framework Towards Achieving Quality Education for All

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## ABSTRACT

As a contribution to attaining quality education, this study examined the competencies of Basic Education teachers employed in a private academic institution in Quezon City that follows a non-traditional approach to learning. Teacher competencies were evaluated using the National Competency-Based Teacher Standards (NCBTS) across seven domains: social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, and personal growth and professional development. Findings revealed that teachers generally rated themselves as highly competent in five of the seven domains, indicating strengths that support their effectiveness as educators and alignment with national standards. Moderate ratings were observed in the domains of diversity of learners and planning and assessment, highlighting priority areas for professional development, particularly within a non-traditional academic setting. Based on these findings, teachers' learning and development needs were assessed and mapped to inform a sustained faculty development plan aimed at enhancing professional competence and teaching effectiveness.

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## **INTRODUCTION**

Learning is a continuous process, specifically for teachers who are expected to function as high-level professionals. Among all professions, teachers are regarded as change agents and movers for learning. Thus, they must be adequately equipped with relevant skills and appropriate attitudes and possess universal values to effectively educate learners. As we are now living in the second quarter of the 21st century, the educational landscape has evolved significantly, especially with the rapid adoption of technology, and dealing with the new generation of learners would require teachers to be creative and innovative in providing students with interesting, meaningful, and relevant methodologies. Teaching is no longer confined to the delivery of content and assessment of students' abilities but also involves actively engaging learners in the learning process (Fatimah & Santiana, 2017). It is for this reason that educational institutions must ensure that their policies, curricula, and teaching-learning processes remain responsive and aligned with contemporary educational demands (Ahmad et al., 2019; Serrano Dela Cruz, 2022). All these are to be carried out by teachers.

The quality of teachers within an organization is said to directly influence the quality of education it provides, and the demand for effective and efficient educators continues to increase (Maloloy-on, 2018). While teachers are responsible for their own professional growth, academic institutions also bear the responsibility of equipping teachers and ensuring that standards for quality teaching and learning are established. Ventista (2023) emphasized that high-quality, continuous professional learning and development are essential for sustaining effective teaching practices. Effective teaching is closely linked to the type of professional development offered to teachers. (William, 2025) This confers effective professional development through structured, intentional professional learning that leads to positive changes in teachers' instructional practices and, consequently, improved student learning outcomes. (Hamond et al., 2017, Ventista, 2023). While it may be time-consuming and costly to the institution, the continuing development provided for teachers helps improve teachers' knowledge

and practice in making the students learn (Ventista, 2025).

To meet the growing expectations placed on educational institutions to produce competent teachers who can achieve desired learning outcomes, providing continuous professional development should be at the forefront. (William, 2025). It is then imperative that academic institutions transform themselves into learning organizations and develop a plan to continually improve the quality of teaching and the level of competency among teachers to provide a quality education to the Filipino youth.

A well-crafted development plan should always start with a proper assessment to properly bridge the gap and a benchmark based on standards that serves as a reference point for quality. The Philippines, through its Department of Education, has established a set of standards for the teaching profession through the National Competency-Based Teacher Standard (NCBTS). As cited in Ansayam's (2020) research, it provides a unified framework that defines effective teaching across all dimensions of a teacher's professional practice and throughout every stage of teacher development. It covers the essential elements of effective teaching by emphasizing the teacher's strategic and indispensable role in the students' learning process. Beyond instructional competence, the NCBTS also underscores the importance of teachers' professional character and their relationships with colleagues and the wider community. (DepEd NCBTS-TSNA Orientation Manual Guide for Trainers and Implementers, pp. 33-34)

The NCBTS is anchored on the core values of Filipino teachers and the principles of effective teaching and learning, the NCBTS is organized into seven domains: (1) Social Regard for Learning, (2) Learning Environment, (3) Diversity of Learners, (4) Curriculum, (5) Planning, Assessing, and Reporting, (6) Community Linkages, and (7) Personal Growth and Professionalism. This framework serves as a comprehensive guide for assessing and enhancing teachers' teaching competencies and skills. Through these seven domains, the NCBTS supports continuous professional development and helps physical

education teachers become more effective educators (Serrano & dela Cruz, 2022). Thus, it can be used by teachers as a guide to assess their present practices in teaching, as a basis for making new teaching practices, as a guide for formulating goals in professional development, and as a mutual language for discussing teaching practices with colleagues (DepEd NCBTS-TSNA Orientation Manual Guide for Trainers and Implementers, pp. 33-34)

The National Competency-Based Teacher Standards (NCBTS) can be used as the framework for academic institutions to review and refine existing teaching practices and develop new approaches aimed at enhancing teachers' instructional effectiveness. (Ty, Sanico 2021). With the use of NCBTS as a framework, the standards set by the agency that leads in education can serve as a benchmark of quality. The NCBTS provides Filipino teachers with a shared professional language that helps them discuss teaching practices clearly, align professional standards, work together on improvement strategies, and engage stakeholders in advancing the teaching profession.

Underscoring the shared responsibility of teachers and academic institutions in continuous learning and development in the teaching profession to promote quality learning and elevate teaching standards, this study primarily aims to determine teachers' strengths and professional development needs to identify appropriate interventions. Specifically, the study examines teachers' strengths and needs in relation to the national competencies required of Filipino teachers through the use of the Teachers Strengths and Needs Assessment survey anchored with the National Competency Based Standards for Teachers model, thereby providing a sound basis for targeted professional development initiatives and sustainable learning interventions, specifically in a private and non-graded academic institution.

## **METHODOLOGY**

This study employed a descriptive, quantitative research design to describe and assess the perceived proficiency of Basic Education learning facilitators at a non-graded academic institution across the seven domains of the National

Competency-Based Teacher Standards (NCBTS). The evaluation focused on the facilitators' self-assessed strengths and professional development needs using a modified version of the Teachers' Strengths and Needs Assessment (TSNA) instrument.

The TSNA is a standardized tool developed by the Department of Education (DepEd, 2006) designed to measure teachers' professional competencies and development needs. The validity and applicability of the instrument have been supported by more recent studies (Ansayam, 2020; Macam, 2022; Ty, 2021). The respondents of the study consisted of seventy-three (73) full-time learning facilitators from the elementary to senior high school levels in a non-graded academic institution in Quezon City.

The original TSNA comprises 270 items that measure teachers' knowledge, skills, and attitudes across competency indicators aligned with the National Competency-Based Teacher Standards (NCBTS). For this purpose, the items in the original instrument were reduced to 173 through item selection, ensuring full representation of all seven NCBTS domains and twenty-three competency strands. This modification preserved alignment with the competencies and performance standards prescribed by the Department of Education.

The teacher respondents conducted a self-assessment by responding to each item in the research instrument, which was designed to identify their strengths and areas for improvement as professional educators. Using a modified questionnaire grounded in the National Competency-Based Teacher Standards (NCBTS), respondents evaluated each domain based on their professional experiences and self-perceived teaching practices.

As all academic institutions in basic education, both public and private, operate under the governance of the Department of Education, the standards set by this agency served as the benchmark for quality teaching in the study. The responses to the instrument were analyzed to identify gaps between teachers' existing competencies and the Department of Education's desired standards. Responses were tabulated, and weighted mean

scores and rankings were used to determine perceived competence and areas for improvement. These findings served as the basis for developing a school-based sustainable faculty development program.

**RESULT AND DISCUSSION**

Using the TSNA Toolkit, the researcher gathered a summary of teachers' assessment results from a private academic institution in Quezon City that

operates in a non-traditional learning modality across the seven domains of the NCBTS. These domains are social regard for learning, the learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, and personal growth and professional development.

Perceived levels of teacher competence are interpreted as 1.00 - 1.74 (Low), 1.75 - 2.49 (Fair), 2.50 - 3.24 (Moderate), and 3.25 - 4.00 (High).

**Table 1.** Summary of Assessment Results of Teachers as to Social Regard for Learning Domain

STRANDS	MEAN SCORE	PERCEIVED LEVEL OF COMPETENCE
1.1 TEACHER'S ACTIONS DEMONSTRATE VALUE FOR LEARNING	3.67	HIGH
1.2 DEMONSTRATES THAT LEARNING IS OF DIFFERENT KINDS AND FROM DIFFERENT SOURCES	3.71	HIGH
<b>Grand Mean</b>	3.70	<b>HIGH</b>

The Social Regard for Learning domain of the National Competency-Based Teacher Standards (NCBTS) was measured through two strands that reflect the ideal role of teachers as models of positive values associated with learning (NCBTS, 2006). As shown in Table 1, the assessment results indicated that all teachers obtained a high index level, with mean scores of 3.67 and 3.71, and a grand mean of 3.70. These results suggest that teachers in the non-graded institution generally demonstrate high levels of competence necessary for effective teaching.

These findings are consistent with the study by Ty and Sanico (2021), which evaluated public school teachers and likewise found a high level of competence in the Social Regard for Learning domain. Their study emphasized that teachers serve as positive and influential models of learning and values, as their actions and behaviors are readily observed and emulated by students.

Similarly, Ansayam (2020) supported these results, noting that teachers, regardless of age or length of service, should be regarded as proficient, given the substantial and far-reaching impact of their performance on learners.

Reflecting a high level of competence signified a strength of teachers employed in the institution, yet should be sustained and further enhanced, as the Social Regard for Learning domain reflects teachers' deep understanding of principles that facilitate student learning. Moreover, Dela Cruz (2022) emphasized that this domain plays a vital role in society by enhancing students' knowledge and overall learning outcomes. Thus, learning and development interventions for teachers could include highlighting different approaches to learning, and various types of social and student communication would help strengthen this domain.

**Table 2.** Summary of Assessment Results of Teachers as to Learning Environment Domain

STRANDS	MEAN SCORE	PERCEIVED LEVEL OF COMPETENCE
2.1 CREATES AN ENVIRONMENT THAT PROMOTES FAIRNESS	3.55	HIGH

STRANDS	MEAN SCORE	PERCEIVED LEVEL OF COMPETENCE
2.2 MAKES THE CLASSROOM ENVIRONMENT SAFE AND CONDUCTIVE TO LEARNING	3.46	HIGH
2.3 COMMUNICATES HIGHER LEARNING EXPECTATIONS TO EACH LEARNER	3.41	HIGH
2.4 ESTABLISHES AND MAINTAINS CONSISTENT STANDARDS OF LEARNERS' BEHAVIOR	3.21	MODERATE
2.5 CREATES A HEALTHY PSYCHOLOGICAL CLIMATE FOR LEARNING	3.40	HIGH
<b>Grand Mean</b>	3.41	<b>HIGH</b>

Table 2 shows that the strand focused on proficiency in establishing and maintaining consistent standards of learners' behavior, with a mean of 3.21, which indicates that the teachers are assessed to be at the moderate level. All the other strands assessed the teachers to be at a high index level. The overall level of competence in this domain was rated High (3.41) by the teacher respondents. This means that teachers strongly believed they were proficient in creating an environment that promotes fairness (3.55), making the classroom environment safe and conducive to learning (3.46), communicating higher learning expectations to each student (3.41), and fostering a healthy psychological climate for learning (3.40). Findings indicated that teachers play a role in creating a conducive learning environment. The NCBTS articulated that ideal teaching is characterized by a knowledgeable, skilled professional facilitating effective learning across different learning environments. (DEPED 2006, as cited in Macam 2022).

At present, technological advancements have

significantly transformed the learning environment, leading academic institutions to adopt blended and hybrid learning approaches. These learning arrangements introduce new conditions to teaching. ( Ty, 2020) The evolving learning conditions in modern universities, coupled with the emergence of a new generation of students, place increased demands on the organization of students' self-directed learning. Learning in this context extends beyond the acquisition of knowledge and skills; it requires the ability to address complex demands by mobilizing psychosocial resources, including skills and attitudes, within specific contexts (OECD).

Establishing a safe and supportive learning environment is essential and should be reinforced by teachers who uphold high expectations and foster positive relationships with students (Ty et al 2021). Consequently, teachers must be prepared to adapt to these changes by maintaining high learning standards and employing strategies that balance the social, technological, psychological, and physical aspects of the learning environment.

**Table 3.** Summary of Assessment Results of Teachers as to the Diversity of Learners Domain

STRANDS	MEAN SCORE	PERCEIVED LEVEL OF COMPETENCE
STRAND 3.1 DETERMINES, UNDERSTANDS AND ACCEPTS THE LEARNERS' DIVERSE BACKGROUND KNOWLEDGE AND EXPERIENCE	3.23	MODERATE

Diversity of learners is one domain considered in the assessment, which focuses on teachers' understanding and acceptance of learners' diverse backgrounds, experiences, and knowledge levels. The results indicated moderate competencies

among teachers, underscoring the need to strengthen their knowledge, skills, and attitudes in this area. Similar findings were reported in the qualitative study of Mantos (2025), which highlighted gaps in teachers' ability to effectively

manage learner diversity, as outlined in the Philippine Professional Standards for Teachers. The results underscore the need for targeted professional development initiatives to strengthen competencies in this area. This may hold true because teachers manage a significant number of students throughout an academic year. This would require teachers to be more immersed in understanding their students' backgrounds and integrate them with appropriate teaching and learning approaches. Teachers need to adjust to facilitate learning among a diverse group of learners, including their understanding of their socioeconomic status. (Ty, Sanico, 2021).

Teachers are expected to demonstrate a higher level of competence in this area, especially if they are employed in a non-traditional academic environment, to address their specific needs and circumstances. This need was supported by Arsifan et al. (2025) who emphasized the significance of individualized learning experiences and the educators' role in cultivating an atmosphere that accommodates diverse learning styles. This holds true because students expect their teachers to identify, understand, and acknowledge their diverse knowledge and experiences in order to facilitate effective learning (Serrano & Dela Cruz, 2022)

**Table 4.** Summary of Assessment Results of Teachers as to Curriculum Domain

<b>STRANDS</b>	<b>MEAN SCORE</b>	<b>PERCEIVED LEVEL OF COMPETENCE</b>
4.1 DEMONSTRATES MASTERY OF THE SUBJECT	3.58	HIGH
4.2 COMMUNICATES CLEAR LEARNING GOALS FOR THE LESSONS THAT ARE APPROPRIATE FOR LEARNERS	3.70	HIGH
4.3 MAKE GOOD USE OF ALLOTTED INSTRUCTIONAL TIME	3.40	HIGH
4.4 SELECTS TEACHING METHODS, LEARNING ACTIVITIES AND THE INSTRUCTIONAL MATERIALS OR RESOURCES APPROPRIATE TO THE LEARNERS AND ALIGNED TO OBJECTIVES OF THE LESSON	3.63	HIGH
4.5 RECOGNIZES GENERAL LEARNING PROCESSES AS WELL AS UNIQUE PROCESSES OF INDIVIDUAL LEARNERS	3.56	HIGH
4.6 PROMOTES PURPOSIVE STUDY	3.64	HIGH
4.7 DEMONSTRATES SKILLS IN THE USE OF ICT IN TEACHING AND LEARNING	3.59	HIGH
<b>Grand Mean</b>	3.59	<b>HIGH</b>

The overall teacher's perception of their competency level under the domain on Curriculum is High ( 3.59) This means that teachers believed that they demonstrated excellence on mastery of the subject (3.58), communicating clear learning goals for the lesson that is appropriate for learners (3.70), makes good use of allotted instructional time (3.40), selecting teaching methods, learning activities and instructional materials or resources appropriate to the learners aligned to objectives of lesson plans (3.63), recognizing general learning

processes of individual learners (3.56), performing purposive study (3.6), and lastly, demonstrating skills in the use of ICT in teaching and learning (3.59).

This finding shows that teachers are competent in knowledge, skills, and attitude, and can support other teachers' improvement. This may hold true, as teacher respondents met the minimum academic requirements and obtained the appropriate licenses and professional development programs. The curriculum domain

remains the core focus for employee development, as teachers must be regularly updated, especially when there are changes in government mandates for curricular reform, to ensure the right track for teaching and learning. Teachers must be exposed to an improved, focused curriculum to deepen their understanding of the learning content and the art of teaching, so they can appropriately share their knowledge with students. This was supported by Dela Cruz and Serrano (2022), who highlighted

that teachers should be skilled in managing physical and social settings, instructional planning, and classroom behavior. This highlights the importance of congruence of the implementation of appropriate professional development tied with the curriculum and standards that teachers are expected to implement, as it leads to more effective instruction and improved student achievement, which is the end goal of every academic institution.

**Table 5.** Summary of Assessment Results of Teachers as to Planning, Assessing, and Reporting Domain

<b>STRANDS</b>	<b>MEAN SCORE</b>	<b>PERCEIVED LEVEL OF COMPETENCE</b>
5.1 DEVELOPS AND UTILIZES CREATIVE AND APPROPRIATE INSTRUCTIONAL PLAN.	3.31	HIGH
5.2 DEVELOPS AND USES A VARIETY OF APPROPRIATE ASSESSMENT STRATEGIES TO MONITOR AND EVALUATE LEARNING.	3.21	MODERATE
5.3 MONITORS REGULARLY AND PROVIDES FEEDBACK ON LEARNERS' UNDERSTANDING OF CONTENT.	3.17	MODERATE
5.4 COMMUNICATES PROMPTLY AND CLEARLY TO LEARNERS, PARENTS AND SUPERIORS ABOUT LEARNERS PROGRESS.	3.20	MODERATE
<b>Grand Mean</b>	3.22	<b>MODERATE</b>

Table 5 reveals an overall moderate level of proficiency (3.22) in the domain of Planning, Assessment, and Reporting. Among the four strands within this domain, only teacher proficiency in developing and using creative, appropriate instructional plans was rated high (3.31). Teachers reported moderate proficiency in developing and using a variety of appropriate assessment strategies to monitor and evaluate learning (3.21); regularly monitoring and providing feedback on learners' understanding of content (3.17); and communicating learners' progress promptly and clearly to students, parents, and superiors (3.20).

These findings indicate that teachers show relative strength in instructional planning, particularly in designing creative and appropriate lesson plans. Improvements are needed in assessment practices, feedback mechanisms, and effective communication. Ty and Sanico emphasized that effective teachers could develop and use a variety of assessment strategies to monitor and evaluate the students. The ratings in monitoring and reporting suggest the need for learning

interventions focused on formative assessment, data-informed feedback, and timely communication to enhance teachers' overall instructional effectiveness in this domain. Consistent with Serrano and Dela Cruz (2020), who emphasized that this domain involves the use of instructional planning based on learning data, the development of appropriate instructional materials, and the selection of suitable teaching methods. Teachers are expected to be creative and innovative in exploring alternative teaching approaches and in evaluating their effectiveness in improving student learning.

At the present time, the traditional assessment methods may no longer adequately capture the diverse learning needs and styles of students. Assessing skills would now require approaches that go beyond conventional evaluation practices to reflect the complex, multidimensional nature of student learning and individual strengths (Feybesse et al., 2023; Mantos, 2025). Moreover, teachers who employ non-traditional approaches to learning have a higher demand for alternative assessments and for constant, regular feedback,

especially when mastery is used to measure progress rather than numerical grading. The information from these alternative assessments provides a comprehensive picture for teachers, parents, and other stakeholders to make prudent decisions about students' enhanced performance (Aysu, 2022). However, portfolio setting whether in a form of developmental appears to be avoided

by teachers and prefer to use traditional exams and presentation may be due to the lack of teachers' training in the field of alternative assessment and it entails time taking and tedious work among teachers ( Pitri, 2021) Thus, would require the need for teachers' readiness on competency on this area in making planning, assessment and reporting authentic and effective.

**Table 6.** Summary of Assessment Results of Teachers as to Community Linkages

<b>STRAND</b>	<b>MEAN SCORE</b>	<b>PERCEIVED LEVEL OF COMPETENCE</b>
6.1 ESTABLISHES LEARNING ENVIRONMENT THAT RESPOND TO THE ASPIRATION OF THE COMMUNITY	3.46	HIGH

Domain 6 centers on school-community linkages, particularly the collaboration between schools and local community resources, including the shared use of facilities and institutional support systems. It also emphasizes continuous professional growth through community engagement. Table 6 indicates a *high level of teacher proficiency* in this domain (3.46).

This finding may be attributed to the institution's well-established extension initiatives, particularly the REAP (Re-entry Education Agenda for the Poor) program and its structured community service activities implemented in partnership with students. The active involvement of teachers in various community-based programs likely enhances their organizational skills, practical exposure, and professional competence. In addition, institutional programs are closely aligned with the school's core mission to provide accessible, high-quality education to the

marginalized sector of the community, thereby strengthening teachers' commitment to service. Experiential engagement in community initiatives may contribute significantly to professional learning, as authentic experiences are often considered among the most effective means of developing teaching competence. This interpretation is supported by Hanafiah et al. (2025), who found that well-implemented community service programs not only enhance teaching skills but also strengthen educators' sense of belonging and professional commitment.

**Table 7.** Summary of Assessment Results of Teachers as to Personal Growth and Professional Development

<b>STRANDS</b>	<b>MEAN SCORE</b>	<b>PERCEIVED LEVEL OF COMPETENCE</b>
7.1 TAKES PRIDE IN THE NOBILITY OF TEACHING AS A PROFESSION.	3.73	HIGH
7.2 BUILDS PROFESSIONAL LINKS WITH COLLEAGUES TO ENRICH TEACHING PRACTICE.	3.18	MODERATE
7.3 REFLECTS ON THE LEVEL OF THE ATTAINMENT OF PROFESSIONAL DEVELOPMENT GOALS.	3.53	HIGH
<b>Grand Mean</b>	<b>3.48</b>	<b>HIGH</b>

Table 7 shows that teachers' overall performance was rated highly proficient (3.48). This indicates that most of the identified competencies necessary for effective teaching were demonstrated at high levels. However, building professional linkages with colleagues to enrich teaching practice

obtained only a *moderate level of proficiency* (3.18), suggesting an area for further enhancement.

The high ratings imply that teachers place strong emphasis on their professional growth and development. The same findings are reflected in

Ansayam's (2020) research, which found that teachers demonstrate a strong commitment to self-improvement and maintain professional behavior that reflects their ongoing development. As licensed professionals, teachers are aware of their role to uphold professional dignity as they are governed by the Code of Ethics of Professional Teachers. Similarly, they are expected to regularly engage in academic activities that promote lifelong learning, such as pursuing graduate studies, conducting educational research, developing a personal teaching philosophy, establishing professional connections, and reflecting on their teaching practices. This was supported by Dela Cruz (2022), who emphasized that personal and professional development is a fundamental value in teaching, requiring educators to allocate time for continuous learning programs and activities to ensure sustained improvement. Ty (2021) suggested that sustained training and targeted professional development initiatives remain essential to maintain and enhance these competencies. Thus, for teachers to remain relevant and effective in the 21st century, they must continuously expand and deepen their skill sets and adapt to evolving educational demands.

Although teachers demonstrate strong overall performance, the moderate rating in professional linkages suggests a need to further strengthen collaborative practices and expand professional networks through active memberships and broader exposure. Strengthening social interactions and professional connections is crucial to enhancing teachers' professional competence. Social interactions can be expanded within the institution, such as establishing good relations with co-teachers and superiors, and scouting for role models and mentors. Externally, opportunities to network during off-campus activities and engagement in professional learning communities are ways to expand connections. This was consistent with Coppe (2024), who concluded that teacher networks serve as a significant source of professional development. This further highlighted the importance of increasing teachers' awareness of the value of professional networking, as fostering stronger teacher networks contributes meaningfully to both teacher growth and overall school development, as well as formal professional development initiatives.

**Table 8.** Ranking of Strands based on Perceived Level of Competence of Teachers

NO	STRANDS	MEAN SCORE	PERCEIVED LEVEL OF COMPETENCE	RANK
1	1.1 TEACHER'S ACTIONS DEMONSTRATE VALUE FOR LEARNING	3.67	HIGH	4
2	1.2 DEMONSTRATES THAT LEARNING IS OF DIFFERENT KINDS AND FROM DIFFERENT SOURCES	3.71	HIGH	2
3	2.1 CREATES AN ENVIRONMENT THAT PROMOTES FAIRNESS	3.55	HIGH	10
4	2.2 MAKES THE CLASSROOM ENVIRONMENT SAFE AND CONDUCIVE TO LEARNING	3.46	HIGH	12.5
5	2.3 COMMUNICATES HIGHER LEARNING EXPECTATIONS TO EACH LEARNER	3.41	HIGH	14
6	2.4 ESTABLISHES AND MAINTAINS CONSISTENT STANDARDS OF LEARNERS' BEHAVIOR	3.21	MODERATE	19
7	2.5 CREATES A HEALTHY PSYCHOLOGICAL CLIMATE FOR LEARNING	3.40	HIGH	15.5
8	3.1 DETERMINES, UNDERSTANDS AND ACCEPTS THE LEARNERS' DIVERSE BACKGROUND KNOWLEDGE AND EXPERIENCE	3.23	MODERATE	17

NO	STRANDS	MEAN SCORE	PERCEIVED LEVEL OF COMPETENCE	RANK
9	4.1 DEMONSTRATES MASTERY OF THE SUBJECT	3.58	HIGH	8
10	4.2 COMMUNICATES CLEAR LEARNING GOALS FOR THE LESSONS THAT ARE APPROPRIATE FOR LEARNERS	3.70	HIGH	3
11	4.3 MAKE GOOD USE OF ALLOTTED INSTRUCTIONAL TIME	3.40	HIGH	15.5
12	4.4 SELECTS TEACHING METHODS, LEARNING ACTIVITIES AND THE INSTRUCTIONAL MATERIALS OR RESOURCES APPROPRIATE TO THE LEARNERS AND ALIGNED TO OBJECTIVES OF THE LESSON	3.63	HIGH	6
13	4.5 RECOGNIZES GENERAL LEARNING PROCESSES AS WELL AS UNIQUE PROCESSES OF INDIVIDUAL LEARNERS	3.56	HIGH	9
14	4.6 PROMOTES PURPOSIVE STUDY	3.64	HIGH	5
15	4.7 Demonstrates skills in the use of ICT in teaching and learning	3.59	HIGH	7
16	5.1 DEVELOPS AND UTILIZES CREATIVE AND APPROPRIATE INSTRUCTIONAL PLAN.	3.31	HIGH	19
17	5.2 DEVELOPS AND USES A VARIETY OF APPROPRIATE ASSESSMENT STRATEGIES TO MONITOR AND EVALUATE LEARNING.	3.21	MODERATE	19
18	5.3 MONITORS REGULARLY AND PROVIDES FEEDBACK ON LEARNERS' UNDERSTANDING OF CONTENT.	3.17	MODERATE	23
19	5.4 COMMUNICATES PROMPTLY AND CLEARLY TO LEARNERS, PARENTS AND SUPERIORS ABOUT LEARNERS PROGRESS.	3.20	MODERATE	21
20	6.1 ESTABLISHES LEARNING ENVIRONMENT THAT RESPOND TO THE ASPIRATION OF THE COMMUNITY	3.46	HIGH	12.5
21	7.1 TAKES PRIDE IN THE NOBILITY OF TEACHING AS A PROFESSION.	3.73	HIGH	1
22	7.2 BUILDS PROFESSIONAL LINKS WITH COLLEAGUES TO ENRICH TEACHING PRACTICE.	3.18	MODERATE	22
23	7.3 REFLECTS ON THE LEVEL OF THE ATTAINMENT OF PROFESSIONAL DEVELOPMENT GOALS.	3.53	HIGH	11

Table 8 presents a summary of 23 strands within the seven domains of the National Competency-Based Standards for Teachers. Of the twenty-three strands, teachers in a non-graded school revealed that they take pride in the nobility of teaching as a profession (3.73), ranked first. This was followed by the perceived high proficiency of teachers in demonstrating that learning is of different kinds and from different sources. (3.71) and their ability to communicate learning goals that are

appropriate to learners (3.70). On the other hand, the least rated items in terms of proficiency are the teacher's regular monitoring and feedback on learners' understanding of the content (3.17). This was followed by the teacher's readiness to build professional links with colleagues to enrich teaching practice (3.18) and to communicate promptly and clearly to learners, parents, and superiors about learners' progress. (3.20).

Teachers revealed a moderate proficiency on six (6) strands, while the remaining seventeen (17) strands were appraised as high proficiency. This is a good indication that teachers in a non-graded institution adhere to the government standards of a quality teaching professional. This may hold true because private academic institutions ensure that quality teachers are hired and retained within their organizations. Furthermore, private academic institutions are heavily invested in faculty development programs to ensure that teachers are equipped to deliver learning to students. It holds

true that teacher training programs are designed and offered by institutions to equip educators with the skills and knowledge required to meet the challenges of teaching in diverse classrooms. These programs range from pre-service teacher education to in-service professional development opportunities such as workshops, seminars, training courses, and other learning interventions. This was supported by Alarcón (2024), who showed that teachers in private schools report high levels of satisfaction with professional development programs and frequent engagement.

**Table 9.** Ranking of NCBTS Domains based on Perceived Level of Competence of Teachers

NCBTS DOMAINS	MEAN SCORE	PERCEIVED LEVEL OF COMPETENCE	RANK
SOCIAL REGARD FOR LEARNING	3.69	HIGH	1
LEARNING ENVIRONMENT	3.41	HIGH	5
DIVERSITY OF LEARNERS	3.23	MODERATE	6
CURRICULUM	3.59	HIGH	2
PLANNING, ASSESSING AND REPORTING	3.22	MODERATE	7
COMMUNITY LINKAGES	3.46	HIGH	4
PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT	3.48	HIGH	3

Table 9 summarizes the extent of the teachers perceived proficiency in the seven (7) domains of the National Competency Based Standards for Teachers. Five (5) of the seven (7) domains were reported as high in social regard for learning (3.69), ranking first. On the other hand, Planning, Assessing, and Reporting was rated lowest among the domains (3.22). The findings affirm that teachers position themselves as role models who value learning, recognizing their significant influence in shaping their learners' professional identity. This aligns with the Code of Ethics for Professional Teachers, which mandates that teachers maintain a dignified personality worthy of emulation by learners, peers, and others. Thus, the high rating in this domain reflects not only instructional competence but also adherence to the ethical standards that define professional teaching

practice. The perceived high competence in Curriculum (3.59) and Personal Growth and Professional Development (3.48) suggests that teachers' mastery of the content and their commitment to self-improvement complement each other. The high perceived competence ratings in these domains could be attributed to teachers' personal initiative and school management support through structured learning intervention programs.

Private academic institutions have established their own internal standards for performance evaluation. It is also good to assess their skills proficiency against established national proficiency indicators. Doing so allows for a more objective appraisal of teaching practices and ensures alignment with broader educational goals.

Thus, these findings regarding their proficiency in the seven domains would provide the institution with a means to prioritize areas for possible learning interventions. This was supported by Amihan et al. (2023), who explained that assessing teachers' perspectives on professional development is crucial, especially for improving the teaching and learning process (Amihan, Sanchez, & Carvajal, 2023). Likewise, it was added that all teachers should take personal responsibility for their personal growth. (Ansayam, 2020) Personal growth and professional development represent the behaviors that dominate the teacher's actual aspirations to continue learning as a professional teacher (NCBTS, 2006; Mantos, 2025).

High ratings are indicators that respondents are confident in their roles as teaching professionals. This could be attributed to how academic institutions ensure they get the right people through hiring, developing, and retaining faculty members. Similarly, the results identify areas where teachers need to further enhance their professional competence to become more effective in their chosen profession through sustainable learning and development interventions. In this way, teachers ascertain the provision of quality education, which is the fourth goal of Education for Sustainable Development (UNESCO, 2017).

## **CONCLUSION AND RECOMMENDATIONS**

Based on the findings of this study, it can be concluded that Basic education teachers employed in a non-graded academic institution have high competence in their social regard for learning (domain 1), learning environment (domain 2), curriculum (domain 4), community linkages (domain 6), and personal growth and professional development (domain 7). Teachers consider these their strengths. It can be concluded that most teachers plan and carry out competency-based education in mind and in practice.

Diversity of Learners (domain 3) and planning, assessment, evaluation, and reporting (domain 5), while demonstrating satisfactory competence, would reflect an area for improvement among teachers, placing higher expectations on teachers working in a non-traditional academic environment.

The TSNA (Training Skills and Needs Assessment) assessments remain useful and can help teachers assess their own practices as they aspire to professional growth and development. The standards across the seven domains of the NCBTS can be applicable to private academic institutions. Thus, the assessment serves as a basis for school leaders to ensure that teachers are properly equipped to effectively implement not only the DepED mandates but also the institution-based requirements.

Sustained teacher development is vital to ensure that teachers are equipped with the competencies needed to help students learn effectively and adapt to changes in the educational environment. A program based on a needs assessment, such as TSNA, can serve as a basis for a structured, individual- and institution-based development plan.

Based on the study's findings, the following recommendations are suggested.

1. It is recommended that the institution consider integrating the revised Philippine Professional Standards for Teachers (PPST) into its existing framework. Blending institutional standards with the nationally recognized PPST may strengthen teacher evaluation, promote professional accountability, and support a more comprehensive and aligned system of faculty development.
2. A sustained development program is to be crafted based on the study's results, specifically on areas that achieve a satisfactory level of performance under the National Competency-Based Teacher Standard (NCBTS) among Basic Education teachers in a non-graded academic institution. The proposed development program should include key areas aligned with the seven NCBTS domains, objectives, strategies, timeline, responsible personnel, budget, expected key performance indicators, and evaluation methods. It is further recommended to include current teachers' performance levels and other demographics in the

- design phase to ensure a more comprehensive program.
3. Collective results, as reflected in this research, will be used to identify common areas for an institution-based training plan; however, it is also recommended to delve further into individual results to identify individual gaps in teachers' needs and to provide appropriate interventions using individual learning and development plans. It is hoped that the study's results will serve as a guide for teachers in reflecting on their strengths and weaknesses and making appropriate decisions for their continued development.
  4. Department heads, such as the Principal and Coordinators, are recommended to be made aware of their teachers' individual learning needs to support them. These include organizational routines that foster teacher networks, which are likely to have positive consequences for teachers' development.
  5. Targeted learning and development interventions should be provided in areas that are satisfactory in ratings and are considered high priority. A more experiential approach is recommended, especially for competencies aligned with learners' diverse needs and various approaches to assessment and evaluation.
  6. It is recommended to develop or redesign the assessment system for teachers. Teachers must be given an assessment of both their pedagogy and content to further determine their level of competency.
  7. While not all findings can be addressed through learning and development interventions, it is recommended that school management revisit areas related to teaching policies, specifically curricular reforms, and operational processes aligned with the peculiarities of academic operations in a non-traditional academic environment. Adequate funding and support should be provided to ensure the successful implementation of identified areas for improvement.

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