

Assessing Performance and Competencies of Public Secondary School Teachers

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Abstract

This study assessed the teaching performance and competencies of public secondary school teachers in Metro Manila and identified the challenges they encounter in their professional practice. Employing a descriptive–correlational research design, data were collected from 150 teachers using a validated survey instrument aligned with the Results-Based Performance Management System (RPMS) and the Philippine Professional Standards for Teachers (PPST). Statistical analyses included percentages, weighted means, t-tests, and analysis of variance. Results indicated a very high level of teaching performance across key domains, with reflective practice and lesson planning receiving the highest ratings. Teachers also demonstrated strong competencies in content knowledge, pedagogical skills, and inclusive classroom practices, although relatively lower ratings were noted in curriculum-based planning and differentiated instruction. Major challenges identified were large class sizes, heavy workloads, limited access to professional development opportunities, difficulties in technology integration, and inadequate leadership support. Significant differences in teaching performance and competencies were observed based on age, educational attainment, years of teaching experience, and professional rank, while no significant differences were found when grouped by gender, subject area, or school type. Based on these findings, the study recommends the implementation of differentiated faculty development programs responsive to teachers' career stages and contextual needs.

Keywords: teacher performance, competencies, PPST, RPMS, faculty development