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## Competency And Performance-Based Professional Development Program For Basic Education Teachers: Basis For A Five-Year Development Plan

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### **Abstract**

This study examined the relationship between teacher competency and performance within the framework of the Philippine Professional Standards for Teachers (PPST) as a basis for designing a structured five-year professional development program. A descriptive–correlational mixed-method design was employed involving 14 preschool and elementary teachers. Data were gathered using standardized competency and performance evaluation instruments and analyzed using mean statistics and Pearson’s correlation coefficient. Results revealed that teachers were generally proficient to highly proficient across PPST domains, with strengths in learning environment and professional engagement, but with areas for improvement in ICT integration, diversity of learners, and assessment feedback. Teacher performance was rated very satisfactory, meeting institutional standards. A statistically significant positive relationship between competency and performance was found ( $p < .05$ ), indicating alignment between professional standards and evaluation systems. A five-year professional development program anchored on constructivism and lifelong learning was proposed. The findings highlight the importance of sustained, standards-based teacher development in improving instructional quality and student outcomes.

### **Index Terms**

Teacher Competency, PPST, Professional Development, Teacher Performance, Basic Education, Philippines