



PROFESSIONAL STANDARDS AND REFLECTIVE TEACHING PRACTICES IN THE DIVISION OF DAVAO DE ORO

Reylyn Rose P. Barlosca, LPT

RMC Buildings, Población 8-A, Lopez Jaena and Torres Streets, Marfori Height, 8000 Davao City

Article DOI: <https://doi.org/10.36713/epra27972>

DOI No: 10.36713/epra27972

ABSTRACT

This study examined the relationship between professional standards and reflective teaching practices among 144 senior high school teachers in the Division of Davao de Oro. The quantitative descriptive-correlational research design was utilized in the study. Weighted mean, Pearson Product-Moment Correlation, and Multiple Regression Analysis were used in interpreting the data gathered. Findings revealed that both professional standards and reflective teaching practices were rated at an extensive level, indicating that these practices are oftentimes evident among teachers. Results further showed that there was a significant and strong positive relationship between professional standards and reflective teaching practices. Moreover, regression analysis revealed that professional standards significantly predict reflective teaching practices. Among the domains, student evaluations of teaching and instructional methods emerged as the strongest predictors, while training did not significantly predict reflective teaching practices when other variables were controlled. The findings emphasize the importance of professional standards in cultivating reflective, adaptive, and student-centered educators. The study recommends sustained institutional support for reflective mechanisms, instructional innovation, and feedback-driven teaching improvement.

KEYWORDS: *Professional Standards, Reflective Teaching Practices, Division of Davao De Oro*

INTRODUCTION

Teaching effectiveness in modern education goes beyond the delivery of content and classroom management (Brookfield, 2020). Teachers are expected to demonstrate reflective teaching practices that allow them to continuously evaluate, improve, and adapt their instructional approaches according to students' needs and educational demands (Gheith & Jaber, 2020). Reflective teaching practices help educators become more responsive, innovative, and student-centered in their instruction.

Professional standards serve as frameworks that guide teachers in maintaining quality instruction and professional competence (Richmond et al., 2022). These standards include training, content knowledge, assessment practices, instructional methods, curriculum guide utilization, and student evaluations of teaching. Through these standards, teachers are encouraged to engage in self-evaluation, professional growth, and instructional improvement.

Studies revealed that reflective teaching practices contribute to instructional effectiveness and learner achievement (Smith & Rayfield, 2020). Reflective teachers are more capable of identifying classroom challenges, adjusting instructional strategies, and implementing meaningful teaching improvements (Taylor, 2020). Likewise, professional standards provide clear expectations that support effective and evidence-based teaching practices.

Despite the growing relevance of reflective teaching, limited studies have examined the influence of professional standards on reflective teaching practices, particularly among senior high school teachers in the Philippine educational setting. Hence, this study was conducted to determine the relationship between professional standards and reflective teaching practices among senior high school teachers in the Division of Davao de Oro.

OBJECTIVES

This study aimed to:

1. Determine the level of professional standards among senior high school teachers in terms of training, content, assessment, instructional methods, curriculum guide, and student evaluations of teaching.
2. Determine the level of reflective teaching practices in terms of student-centered learning environment, reflective classroom environment, appreciating criticism, self-evaluation, decision-making and problem-solving, and openness to professional development.
3. Determine the significant relationship between professional standards and reflective teaching practices.
4. Determine which domains of professional standards significantly influence reflective teaching practices.

METHODOLOGY

This study employed a quantitative descriptive-correlational research design to determine the relationship between professional standards and reflective teaching practices among senior high school teachers in the Division of Davao de Oro.



According to Bhattacharjee (2021), quantitative research is appropriate in studies that involve numerical data and statistical analysis to identify relationships among variables. The descriptive-correlational design was suitable because it enabled the researcher to describe the extent of the variables and determine whether significant relationships existed between them.

The respondents of the study were 144 senior high school teachers from selected schools in the Division of Davao de Oro. The study focused on determining the level of professional standards in terms of training, content, assessment, instructional methods, curriculum guide, and student evaluations of teaching, as well as the level of reflective teaching practices in terms of student-centered learning environment, reflective classroom environment, appreciating criticism, self-evaluation, decision-making and problem-solving, and openness to professional development.

Validated and pilot-tested survey questionnaires were utilized as the primary data-gathering instruments. The questionnaires were adapted from related studies and modified to fit the objectives of the present investigation. Prior to data gathering, permission to conduct the study was secured from the appropriate authorities. The questionnaires were distributed to the respondents personally, and responses were collected, tabulated, and treated with confidentiality and ethical consideration throughout the research process.

Statistical tools such as weighted mean, Pearson Product-Moment Correlation, and Multiple Regression Analysis were used in analyzing the gathered data. Weighted mean was utilized to determine the level of professional standards and reflective teaching practices, while Pearson Product-Moment Correlation was used to identify the significant relationship between the variables. Multiple Regression Analysis was employed to determine which domains of professional standards significantly influenced reflective teaching practices. All hypotheses were tested at the 0.05 level of significance following the procedures recommended by Gay, Mills, and Airasian (2020).

RESULTS

The findings of the study revealed that the level of professional standards among senior high school teachers in the Division of Davao de Oro was extensive, which means that these practices were oftentimes evident among teachers. This indicates that teachers consistently demonstrated adherence to professional expectations in terms of training, content knowledge, assessment, instructional methods, curriculum guide utilization, and student evaluations of teaching. The result suggests that teachers maintain a strong commitment to instructional quality and professional competence (Richmond et al., 2022).

Among the domains of professional standards, instructional methods and student evaluations of teaching obtained notably high results. This implies that teachers regularly employed

learner-centered instructional strategies and utilized student feedback to improve classroom instruction. The findings support the idea that effective instructional methods and continuous feedback mechanisms contribute significantly to professional growth and teaching effectiveness (Darling-Hammond et al., 2022).

The study further revealed that reflective teaching practices among senior high school teachers were also extensive. This means that reflective behaviors were frequently manifested by teachers in their instructional practices. Teachers demonstrated strong engagement in student-centered learning environments, reflective classroom environments, appreciating criticism, self-evaluation, decision-making and problem-solving, and openness to professional development. These findings indicate that teachers actively assess and improve their instructional approaches to enhance student learning outcomes (Gheith & Jaber, 2020).

The results also showed that student-centered learning environment and openness to professional development were among the highly manifested domains of reflective teaching practices. This suggests that teachers value active student participation, collaboration, and continuous learning opportunities. Teachers who engage in reflective teaching are more capable of adjusting instructional practices according to learners' needs and educational demands (Brookfield, 2020).

Moreover, the study found a significant and strong positive relationship between professional standards and reflective teaching practices. This indicates that teachers who demonstrate higher levels of professional standards are more likely to engage in reflective teaching behaviors. The findings imply that professional standards serve as important frameworks that guide teachers toward reflective, adaptive, and student-centered instructional practices (Kolb, 1984).

The findings further revealed that professional standards significantly predict reflective teaching practices. This means that professional standards contribute substantially to the development of reflective teaching behaviors among teachers. The result highlights the importance of maintaining effective instructional frameworks and professional accountability mechanisms within educational institutions.

Among the domains of professional standards, student evaluations of teaching emerged as one of the strongest predictors of reflective teaching practices. This suggests that teachers who actively consider students' feedback are more likely to evaluate and improve their teaching strategies. Student feedback mechanisms provide valuable insights that encourage teachers to become more responsive and reflective in addressing learners' needs (Smith & Rayfield, 2020).

Instructional methods also significantly influenced reflective teaching practices. This implies that teachers who utilize diverse, adaptive, and learner-centered teaching strategies tend to engage



more in reflective thinking and instructional evaluation. Effective instructional methods encourage teachers to examine classroom experiences critically and implement meaningful teaching improvements (Taylor, 2020).

On the other hand, training did not significantly predict reflective teaching practices when other variables were controlled. This finding suggests that participation in professional development activities alone may not automatically lead to reflective teaching behaviors unless teachers meaningfully apply and reflect on the knowledge and skills acquired from training programs (Mezirow, 1991).

Overall, the findings emphasize that professional standards play a vital role in fostering reflective teaching practices among senior high school teachers. The study highlights the importance of instructional quality, student feedback, and professional accountability in developing reflective, adaptive, and student-centered educators capable of responding effectively to the changing demands of education.

SUGGESTIONS

Based on the findings of the study, educational leaders may strengthen the implementation of professional standards by promoting reflective and feedback-driven instructional practices.

Schools may continue providing professional development activities that focus on reflective teaching, instructional innovation, and evidence-based instructional improvement.

Teachers may also be encouraged to regularly utilize student evaluations and self-reflection to improve teaching effectiveness and student learning outcomes.

Furthermore, collaborative professional learning communities may be strengthened to support mentoring, peer reflection, and shared instructional problem-solving.

CONCLUSIONS

Based on the findings of the study, it was concluded that senior high school teachers in the Division of Davao de Oro demonstrated extensive levels of professional standards and reflective teaching practices. The findings also revealed that there was a significant and strong positive relationship between professional standards and reflective teaching practices.

Moreover, professional standards significantly predict reflective teaching practices, particularly student evaluations of teaching and instructional methods. These findings affirm that professional standards contribute to reflective, adaptive, and student-centered teaching practices.

Professional standards therefore serve not only as measures of instructional competence but also as important mechanisms for continuous professional growth and instructional improvement (Kim, 2020).

TABLES AND REFERENCES

Table 1
Summary of the Extent of Professional Standards of Teachers

Indicators	Mean	SD	Descriptive Equivalent
Training	4.01	.886	Extensive
Content	4.02	.954	Extensive
Assessment	4.06	.957	Extensive
Instructional Methods	4.07	.940	Extensive
Curriculum Guide	4.03	.932	Extensive
Student Evaluations of Teaching	4.05	.956	Extensive
Overall	4.05	.937	Extensive

Table 2
Summary of the Extent of Reflective Teaching Practices of Teachers

No	Indicators	Mean	Descriptive Equivalent
1	Student-Centered Learning Environment	4.05	Extensive
2	Reflective Classroom Environment	4.04	Extensive
3	Appreciating Criticism	4.02	Extensive
4	Self-Evaluation	4.03	Extensive
5	Decision-Making and Problem-Solving	4.04	Extensive
6	Openness to Professional Development	4.07	Extensive
	Overall	4.04	Extensive



Table 3
Significance of the Relationship Between the Extent of Professional Standards and Reflective Teaching Practices of Teachers

Professional Standards	Dependent Variable	r-value	p-value	Decision on Ho
Training	Reflective Teaching Practices	0.8204	0.000	Rejected
Content		0.8068	0.000	Rejected
Assessment		0.8319	0.000	Rejected
Instructional Methods		0.8722	0.000	Rejected
Syllabus		0.8343	0.000	Rejected
Student Evaluations of Teaching		0.8406	0.000	Rejected
Overall		0.8344	0.000	Rejected

*Significant at 0.05 significant level

Table 4
Regression Analysis on the Influence of Professional Standards in Reflective Teaching Practices

Reflective Teaching Practices				
	B	B		
Professional Standards	(Standardized Coefficients)	(Unstandardized Coefficients)	T	Sig.
Constant	—	1.581	12.449	0.000
Training	0.029	0.018	0.292	0.077
Content	0.140	0.095	1.049	0.030
Assessment	0.029	0.230	0.164	0.010
Instructional Methods	0.414	0.247	3.733	0.000
Curriculum Guide	0.166	0.115	1.241	0.022
Student Evaluations of Teaching	0.494	0.362	2.965	0.004
R	0.900			
R ²	0.810			
F	97.027			
P	<.001			

REFERENCES

- Bhattacharjee, A. (2021). *Social Science Research: Principles, Methods, and Practices*. University of South Florida.
- Brookfield, S. D. (2020). *Becoming a Critically Reflective Teacher* (2nd ed.). Jossey-Bass.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2022). *Effective teacher professional development*. *Educational Research Review*, 36, 100450.
- Frankfort-Nachmias, C., & Nachmias, D. (2020). *Research Methods in the Social Sciences* (8th ed.). Worth Publishers.
- Gay, L. R., Mills, G. E., & Airasian, P. (2020). *Educational Research: Competencies for Analysis and Applications* (12th ed.). Pearson Education.
- Gheith, E., & Jaber, N. (2020). *Reflective teaching practices among educators: The role of self-evaluation and instructional improvement*. *Teaching and Teacher Education*, 92, 103074.
- Kim, H. (2020). *Teacher collaboration and reflective teaching practices in professional learning communities*. *International Journal of Educational Research*, 101, 101561.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.
- Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. Jossey-Bass.
- Richmond, A., Boysen, G. A., & Gurung, R. A. R. (2022). *Professional standards and effective teaching practices in higher education*. *Educational Leadership Review*, 23(1), 45-59.
- Smith, T., & Rayfield, J. (2020). *Reflective teaching and experiential learning among educators*. *Journal of Educational Development*, 14(2), 88-97.
- Taylor, E. W. (2020). *Transformative learning theory and reflective practice in education*. *Adult Education Quarterly*, 70(4), 320-338.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.