

Faculty Development Needs of the Lady Mediatrix Institute, Inc.: A PPST and PVMGO-CV Analysis

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Abstract: This descriptive survey study analyzed faculty self-assessment data aligned with the Philippine Professional Standards for Teachers (PPST), adopted nationally through DepEd Order No. 42, s. 2017. The analysis focused on the 37 PPST core strands across seven domains, with supplementary consideration of institutional PVMGO-CV and Catholic identity indicators. A five-point self-assessment scale was converted to numerical values where 1 indicated very low confidence and 5 indicated capacity to model or mentor others. Across 26 respondents, the overall PPST mean was 4.35 (SD = 0.48), suggesting generally high self-perceived competence. The strongest domain was Learning Environment (M = 4.50), while the main development priority was Curriculum and Planning (M = 4.26). Open-ended responses emphasized ICT/AI and digital literacy, reading and literacy intervention, inclusive education, classroom management, and coaching or PLC-based support. Institutional PVMGO-CV results were also generally strong, with Modesty, Loyalty, Vision, Transformation, and Integrity among the higher indicators, while Philosophy, Innovation, and Mediatrixian Identity may be strengthened through continuing formation and classroom integration.

Keywords: PPST; Faculty Professional Development; PVMGO-CV; Catholic School Identity; Professional Learning Community; the Lady Mediatrix Institute, Inc.

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I. INTRODUCTION

The Philippine Professional Standards for Teachers (PPST) provides a national framework for defining teacher quality through domains, strands, and indicators of professional knowledge, practice, and engagement. DepEd Order No. 42, s. 2017 adopts and implements the PPST as the basis for teacher professional learning, development, and advancement [1]. For school-based planning, PPST-aligned faculty self-assessment can identify both existing strengths and areas where professional development, coaching, mentoring, and instructional support may be prioritized.

For The Lady Mediatrix Institute, Inc., teacher development is also expected to reflect the institutional Philosophy, Vision, Mission, Goals, Objectives, and Core Values (PVMGO-CV), together with Catholic and Augustinian Recollect identity. This means that faculty development should not be limited to technical teaching competence; it should also support the formation of mission-driven, reflective, innovative, and values-oriented educators.

This study analyzes faculty survey results to answer the following questions: (1) What is the overall level of faculty self-assessed competence across PPST 2017 domains? (2) Which PPST strands appear strongest and which require priority support? (3) What professional development themes emerge from open-ended responses? (4) What PVMGO-CV and institutional identity indicators may guide faculty formation and school improvement planning?

II. METHODS

➤ Research Design

A descriptive quantitative-qualitative survey design was used. Quantitative data came from PPST strand self-ratings and institutional PVMGO-CV indicators, while qualitative data came from open-ended professional development needs, classroom challenges, student learning concerns, recommended INSET/PLC topics, and requested administrative support.

➤ *Participants and Data Source*

The dataset contained 26 faculty responses from the uploaded workbook. Demographic fields included years in teaching, employment status, highest educational attainment, trainings attended, and preferred mode of professional development. The data source was the TLMII Faculty Needs Assessment Survey and PPST Survey Results (N = 26) [3], [4].

➤ *Instrument and PPST/PVMGO-CV Alignment*

The survey contained 37 core PPST strands corresponding to the seven PPST 2017 domains: Content Knowledge and Pedagogy; Learning Environment; Diversity of Learners; Curriculum and Planning; Assessment and Reporting; Community Linkages and Professional Engagement; and Personal Growth and Professional Development [2]. The survey also included institutional PVMGO-CV and Catholic identity or safeguarding indicators; these were treated as supplementary school-based indicators, not as substitutes for the 37 PPST core strands.

➤ *Scoring and Analysis*

Responses were converted to a 1-5 scale: 1 = needs basic orientation, 2 = needs training/coaching, 3 = needs strengthening, 4 = can do independently, and 5 = can model/mentor others. Means, standard deviations, frequencies, and percentages were computed by strand and domain. Open-ended responses were manually coded using keyword-supported thematic grouping. PVMGO-CV indicators were summarized by mean score to identify stronger institutional identity areas and areas for continuing integration.

III. RESULTS

➤ *Respondent Profile*

The respondent profile showed that most faculty respondents were relatively early in their teaching experience. Fifteen respondents or 57.7% had 0-3 years of teaching experience, while eight respondents or 30.8% had 4-10 years of teaching experience. In terms of employment status, 18 respondents or 69.2% were full-time, six or 23.1% were permanent/regular, and two or 7.7% were probationary.

Table 1 Years in Teaching of Faculty Respondents.

Years in Teaching	Count	Percent
0-3 Years	15	57.7%
4-10 Years	8	30.8%
More than 20 Years	2	7.7%
11-20 Years	1	3.8%

Table 2 Employment Status of Faculty Respondents.

Employment Status	Count	Percent
Full-Time	18	69.2%
Permanent/Regular	6	23.1%
Probationary	2	7.7%

➤ *PPST Domain Mean Scores*

Across the 26 faculty respondents, the overall PPST mean was 4.35 (SD = 0.48), suggesting generally high self-perceived competence. The strongest domain was Learning

Environment (M = 4.50), followed by Diversity of Learners (M = 4.41). The lowest domain was Curriculum and Planning (M = 4.26), although this still fell within the high self-assessment range.

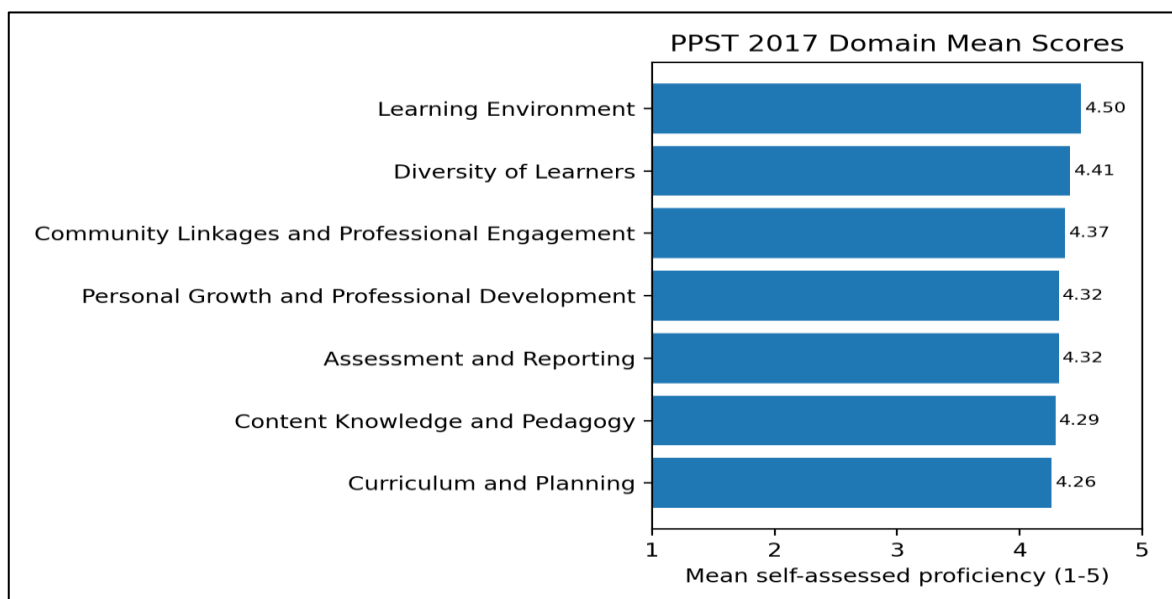


Fig 1 PPST 2017 Domain Mean Scores Based on Faculty Self-Assessment.

Table 3 PPST Domain Mean Scores.

PPST Domain	Mean	SD	Needs support (%)	Independent/mentor (%)
Learning Environment	4.50	0.49	3.8	96.2
Diversity of Learners	4.41	0.49	3.8	96.2
Community Linkages and Professional Engagement	4.37	0.54	0.0	100.0
Personal Growth and Professional Development	4.32	0.54	7.7	92.3
Assessment and Reporting	4.32	0.52	3.8	96.2
Content Knowledge and Pedagogy	4.29	0.64	15.4	84.6
Curriculum and Planning	4.26	0.60	11.5	88.5

➤ *Priority PPST Strands*

The lowest-rated strands point to practical areas for school-based learning and development. These should not be interpreted as deficiencies of individual teachers; rather, they identify common areas where institutional support may

increase faculty confidence and consistency of practice. Priority areas include planning and management of teaching and learning, research-based teaching principles, professional links with colleagues, assessment strategy design, and positive use of ICT.

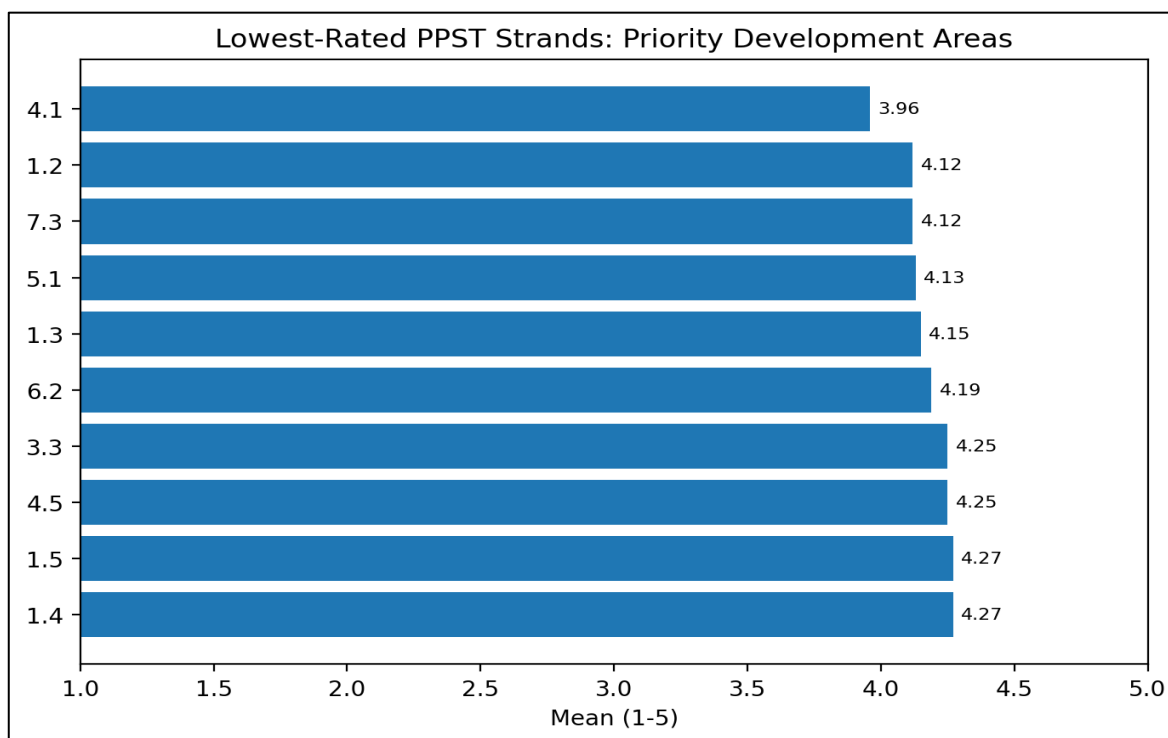


Fig 2 Highest and Lowest PPST Strands, Interpreted as Development Reference Points.

Table 4 Highest and Lowest PPST Strands.

Group	Strand	Strand Name	Mean
Highest	2.2	Fair learning environment	4.69
Highest	2.1	Learner safety and security	4.62
Highest	2.4	Support for learner participation	4.56
Highest	3.2	Learners linguistic, cultural, socio-economic and religious backgrounds	4.54
Highest	3.5	Learners from indigenous groups	4.54
Lowest	4.1	Planning and management of teaching and learning process	3.96
Lowest	1.2	Research-based knowledge and principles of teaching and learning	4.12
Lowest	7.3	Professional links with colleagues	4.12
Lowest	5.1	Design, selection, organization and utilization of assessment strategies	4.13
Lowest	1.3	Positive use of ICT	4.15

➤ *Institutional PVMGO-CV Indicators*

The institutional PVMGO-CV indicators indicate positive self-assessment, with all listed means above 4.00. Modesty, Loyalty, Vision, Transformation, and Integrity

received relatively higher means. Philosophy, Innovation, and Mediatrician Identity may be targeted for deeper classroom integration, orientation, and reflective formation activities.

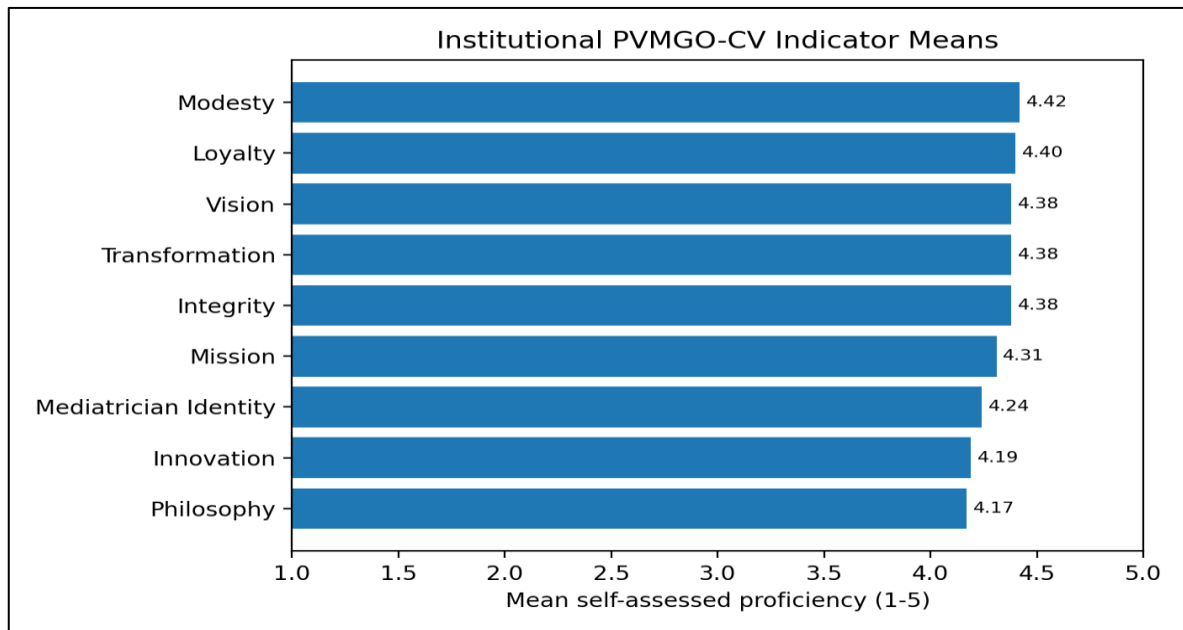


Fig 3 Institutional PVMGO-CV Indicator Means.

Table 5 Institutional PVMGO-CV Indicator Means.

PVMGO-CV Indicator	Mean
Modesty	4.42
Loyalty	4.40
Vision	4.38
Transformation	4.38
Integrity	4.38
Mission	4.31
Mediatrician Identity	4.24
Innovation	4.19
Philosophy	4.17

➤ Professional Development Themes

Open-ended responses were coded into recurring professional development themes. These themes show what faculty members believe will help them address classroom, learner, and school improvement needs. The strongest theme

was ICT/AI and digital literacy, followed by classroom management or behavior, coaching/mentoring/PLC, reading/literacy/numeracy, inclusive education, assessment, curriculum planning, and PVMGO/Catholic identity/values integration.

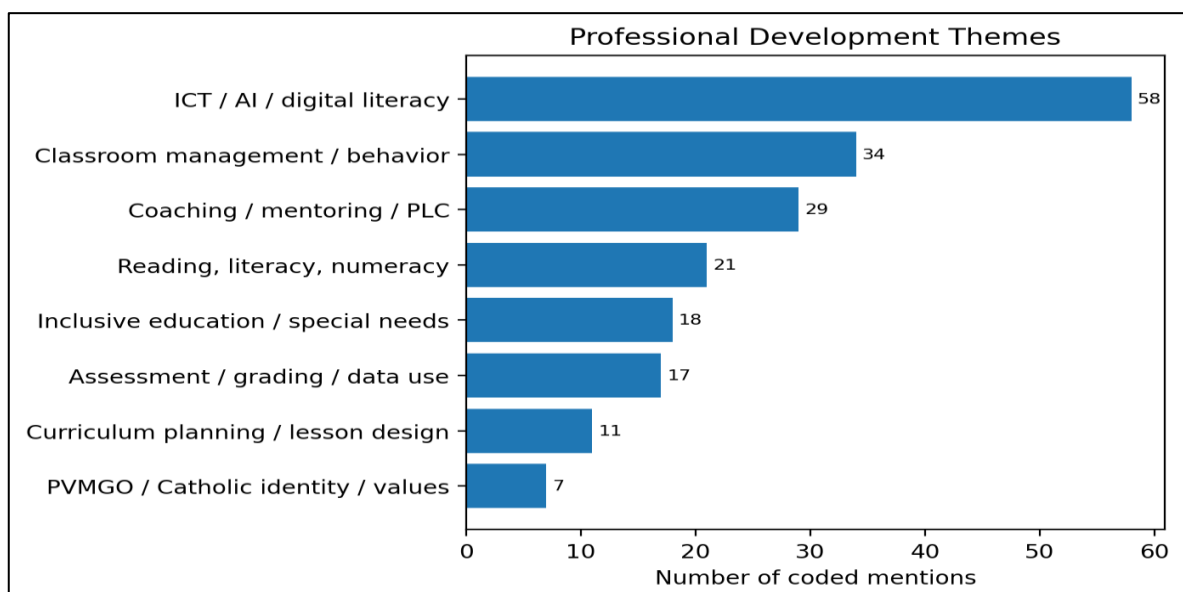


Fig 4 Common Professional Development Themes from Open-Ended Responses.

Table 6 Professional Development Themes from Open-Ended Responses.

Theme	Mentions
ICT / AI / digital literacy	58
Classroom management / behavior	34
Coaching / mentoring / PLC	29
Reading, literacy, numeracy	21
Inclusive education / special needs	18
Assessment / grading / data use	17
Curriculum planning / lesson design	11
PVMGO / Catholic identity / values	7

Table 7 Preferred Support Types.

Preferred Support Type	Mentions
Training	20
Coaching	8
Peer mentoring	7
Resource development workshop	5
PLC sharing	5
Classroom observation/feedback	5
Demonstration teaching	1

IV. DISCUSSION

The findings suggest that the faculty generally view themselves as capable of performing PPST-aligned teaching responsibilities independently, with an overall mean of 4.35. This is a positive baseline for professional learning because school improvement activities can build on existing competence rather than begin from remediation. The domain results, however, indicate that professional development should be differentiated. Higher domain scores may be leveraged through peer mentoring and demonstration teaching, while lower domain scores should receive structured training, coaching, and collaborative planning support.

The strongest PPST domain was Learning Environment, indicating perceived strength in safety, fairness, learner participation, and classroom climate. The lowest domain was Curriculum and Planning, which should be prioritized in the faculty development plan. At the strand level, priority areas are best addressed through concrete and job-embedded interventions such as lesson study, classroom observation and feedback, PLC sharing, peer coaching, and resource-development workshops.

The PVMGO-CV findings support the need for continuing institutional formation. While faculty ratings are generally high, the relatively lower means for Philosophy, Innovation, and Mediatrixian Identity suggest that the school may strengthen the explicit connection between institutional identity and daily teaching practice. This can be done through values-integrated lesson planning, reflection sessions, classroom observation indicators, and documentation of mission-aligned outputs.

The open-ended responses strongly support the quantitative findings. Faculty requests repeatedly pointed to ICT/AI and digital literacy, reading and comprehension support, inclusive education and learner diversity, assessment and grading, and classroom management. These themes are

consistent with major PPST expectations on positive ICT use, literacy and numeracy, learner diversity, assessment data use, and professional growth.

V. RECOMMENDATIONS

- Design a PPST-aligned Faculty Learning and Development Plan organized by the seven PPST 2017 domains, with special focus on Curriculum and Planning and the lowest-rated strands.
- Integrate PVMGO-CV formation into INSET, PLC, lesson planning, and classroom observation by requiring concrete values-integrated outputs and reflection evidence.
- Launch a priority INSET series on ICT/AI and digital citizenship, reading/literacy intervention, differentiated instruction and inclusive education, assessment data use, and classroom management.
- Use job-embedded support: peer mentoring, PLC sharing, lesson planning clinics, demonstration teaching, and classroom observation with formative feedback.
- Create strand-based evidence folders so teachers can document professional growth against PPST indicators and PVMGO-CV integration during the school year.
- Use high-scoring teachers as model/mentor resources, especially for domains and strands where faculty already show strong capacity.
- Review progress midyear using a shorter PPST and PVMGO-CV check-in survey and compare changes in priority strands and institutional identity indicators.

VI. CONCLUSION

The faculty PPST survey provides a useful evidence base for planning school-based professional development. Results indicate generally high self-assessed competence across the PPST 2017 domains, while also identifying priority areas that require focused support. The integration of PVMGO-CV and Catholic institutional identity indicators strengthens the study by connecting professional competence with the school

mission. Aligning INSET, PLC, coaching, mentoring, administrative support, and PVMGO-CV formation to the survey findings will help ensure that professional development is standards-based, mission-aligned, responsive to teacher needs, and connected to learner improvement.

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