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## Competency by Design in Education: Developing a Seven-Step Competency Framework Model for the Teaching Profession

Dr. Adrian Lawrence P. Carvajal<sup>1,2\*</sup>, Dr. Jay A. Sario<sup>2</sup>, Dr. B'julah Q. Silva<sup>2</sup>, Lara Jane V. Austria, MBA<sup>2</sup>,  
Lyra Jane V. Paular, MBA<sup>2</sup>

<sup>1</sup> Teacher Education Council, Philippines

<sup>2</sup> University of Perpetual Help System DALTA, Philippines

\*Corresponding Author email: [adrian/pc2010@gmail.com](mailto:adrian/pc2010@gmail.com)

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### Abstract

**Aim:** This study aimed to develop a contextually grounded and culturally responsive Seven-Step Competency Framework Model for the teaching profession in the Philippines by enhancing the Six-Step Model proposed by Batt et al. (2020). The research was driven by the need to incorporate not only pedagogical and content-based competencies but also socio-emotional, ethical, and contextual dimensions uniquely relevant to Philippine educators. Specifically, the study sought to determine essential teaching competencies, examine differences and relationships across demographic groups, and generate a framework aligned with both global standards and local realities.

**Methodology:** A quantitative research design was employed, involving respondents composed of pre-service teachers, in-service educators, teacher educators, and school leaders. Data were collected through a validated survey instrument and analyzed using ANOVA and Spearman correlation to assess differences and relationships across age, teaching experience, teaching level, and professional roles.

**Results:** Findings revealed strong consensus on the importance of core teaching competencies such as technology integration and assessment use. Statistically significant differences were found in perceptions of certain competencies by age and experience, while teacher roles and teaching levels were significantly associated with sociocultural awareness. These results justified the addition of a seventh step to the existing framework, emphasizing the integration of ethical, cultural, and emotional teaching dimensions.

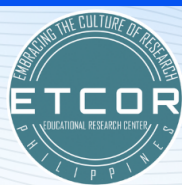
**Conclusion:** The study concludes that competency frameworks for the teaching profession must be differentiated, inclusive, and data-informed, capturing the multidimensional and evolving expectations placed on 21st-century educators. The empirical evidence confirms that core areas such as instructional design, subject mastery, adaptive teaching, assessment literacy, digital fluency, and ethical conduct remain foundational. However, the study significantly advances the current discourse by proposing a seventh step in the framework: Integrate Sociocultural, Ethical, and Emotional Dimensions.

**Recommendations:** Key recommendations include institutional adoption of the Seven-Step Framework, participatory design processes, and the contextualization of professional development programs.

**Keywords:** Teacher competencies, Competency framework, Sociocultural education, Philippine basic education, Framework development

### INTRODUCTION

The quality of teaching remains one of the most significant contributors to student achievement, educational equity, and national development. As demands on educators evolve in response to 21st-century competencies, globalization, and digital transformation, there has been a notable shift toward competency-based approaches in teacher education and professional development. Unlike traditional standards-based models that emphasize knowledge acquisition, competency-based frameworks seek to define and measure what educators can demonstrably do in authentic,



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context-rich environments. This transformation has necessitated not only a revision of pedagogical expectations but also a reformulation of the tools and models used to design teacher competencies.

The paradigm shift from content-based to competency-based education (CBE) has redefined the landscape of teacher preparation, evaluation, and professional development globally. As education systems evolve to meet the demands of 21st-century learners, competency frameworks have emerged as key instruments to articulate, assess, and ensure teacher effectiveness. Competency-based teacher education (CBTE) emphasizes demonstrable skills, behavioral indicators, and professional dispositions over mere theoretical knowledge (Yamat et al., 2021). This movement reflects a broader international trend across the Philippines, Southeast Asia, Europe, and North America, where the need to equip educators with context-sensitive and adaptable competencies has become central to educational reform.

In the Philippines, for instance, the Commission on Higher Education (CHED) and the Department of Education (DepEd) have collaborated to introduce outcome-based teacher education curriculum policies guided by national competency standards. A recent study by Mercado and Padilla-de Leon (2022) underscored the importance of integrating context-specific teacher competencies, particularly those related to inclusive education, digital literacy, and sociocultural responsiveness, into the teacher preparation curriculum. These reforms align with Southeast Asian regional priorities, such as the Southeast Asian Ministers of Education Organization (SEAMEO) framework, which advocates for teacher resilience, cross-cultural pedagogy, and lifelong learning (Pheunpha et al., 2022).

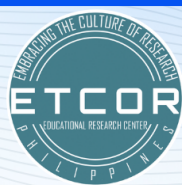
Parallel to this regional development, European education systems have institutionalized CBE through frameworks like the European Commission's "DigCompEdu," which outlines digital and pedagogical competencies essential for educators in a post-pandemic era. Redecker (2020) emphasized that these frameworks are not merely policy tools but also instruments for teacher empowerment and transformation in diverse cultural contexts. In the U.S., performance-based frameworks like edTPA and the InTASC Model Core Teaching Standards have further emphasized personalized learning, assessment literacy, and professional collaboration (Darling-Hammond et al., 2020). Such frameworks serve as exemplars of integrating theory, evidence-based practice, and sociocultural embeddedness in teacher competency development.

However, while various countries have established teacher competency standards, there remains a lack of coherent methodology for developing these frameworks that is inclusive, interdisciplinary, and contextually grounded. One promising model from healthcare education—Alan Batt's Six-Step Framework Development Model—offers a systematic and participatory approach to designing competency standards through literature reviews, stakeholder engagement, and iterative validation (Batt et al., 2020). Yet, Batt's original model, grounded in paramedicine, does not fully account for the socio-affective, ethical, and cultural intricacies embedded in the teaching profession.

This research proposes an adaptation and enhancement of Batt's model by introducing a seventh step focused on sociocultural contextualization. The proposed Seven-Step Competency Framework Development Model for Teaching aims to address the moral, ethical, and adaptive dimensions of teaching that are often sidelined in traditional frameworks. It presents a model that is not only evidence-based and methodologically robust but also human-centered and culturally responsive. This study contributes to the development of more grounded, inclusive, and locally relevant teaching standards that empower educators to meet the complex challenges of modern classrooms.

## BACKGROUND OF THE STUDY

The increasing emphasis on educational quality and learning outcomes has prompted a significant shift from input-based to competency-based approaches in teacher education worldwide. Competency-based teacher education (CBTE) frameworks offer structured, measurable, and transferable professional standards aimed at equipping teachers with the essential knowledge, skills, and dispositions to adapt to changing educational demands (Yamat, Ahmad, & Jamil, 2021; Carvajal et al., 2025). Globally, countries have developed distinct models aligned with local contexts and learning priorities. For instance, in Europe, the "DigCompEdu" framework outlines specific digital and pedagogical competencies for educators, promoting evidence-based teaching and continuous professional



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development (Redecker, 2020). Similarly, in the U.S., the edTPA and InTASC standards emphasize real-world performance tasks and culturally responsive instruction (Darling-Hammond et al., 2020).

In the Philippine context, competency development among teachers has been formally addressed through initiatives like the National Competency-Based Teacher Standards (NCBTS) and the Philippine Professional Standards for Teachers (PPST). These frameworks aim to unify teacher expectations across the career continuum and promote lifelong professional growth (Mercado & Padilla-de Leon, 2022). However, as noted by Capua and de Guzman (2025), challenges remain in the implementation and localization of these frameworks, especially in addressing the socio-emotional, ethical, and digital demands of modern education. Moreover, while policies are in place, many teacher preparation institutions struggle to align curricular and assessment practices with competency standards due to a lack of robust development models.

Across Southeast Asia, similar issues of misalignment between national standards and classroom realities are observed. In Thailand and Lao PDR, Pheunpha et al. (2022) emphasize that while inclusive education competencies are mandated, teachers often report inadequate training and support for dealing with diversity and special needs students. This indicates a broader structural gap between policy intent and framework design. Such disconnection highlights the need for development models that are not only systematic but also sensitive to teacher agency, cultural nuance, and stakeholder participation.

Existing literature also reveals that most teacher competency frameworks are developed through top-down, technocratic processes. These often prioritize political accountability and bureaucratic alignment over pedagogical coherence and practitioner insight (Fraga-Viñas & Galán-Rodríguez, 2025). While frameworks like Batt's Six-Step Model from healthcare education offer a promising systematic method for competency framework development, their application in education requires augmentation—particularly to reflect the complexity of teacher identity, ethics, community engagement, and learner diversity. Without contextual grounding and participatory validation, competency models risk becoming detached from classroom realities and practitioner needs.

This research therefore addresses a critical gap in the methodology of teacher competency framework development. By proposing a Seven-Step Competency Framework Model adapted from Batt's healthcare framework and customized for educational contexts, this study aims to incorporate the oft-neglected dimensions of sociocultural responsiveness and ethical practice. It positions teachers not merely as implementers of standards but as co-constructors of a holistic and transformative professional identity. In doing so, the study contributes a theoretically grounded, methodologically transparent, and culturally embedded framework development model that strengthens teacher professionalism in the Philippines and beyond.

## SIGNIFICANCE OF THE RESEARCH

This research holds critical significance across multiple dimensions—policy, practice, curriculum design, and teacher professionalization—especially in the context of an increasingly complex and interconnected educational landscape. The development of a contextually grounded, evidence-informed, and culturally responsive Seven-Step Competency Framework Development Model offers a transformative approach to how teacher competencies are conceptualized and institutionalized. It bridges the methodological gap left by existing frameworks by introducing a step explicitly focused on sociocultural validation, a dimension often overlooked in standardized and decontextualized models.

First and foremost, the study contributes to the theoretical and methodological literature on competency framework development. By adapting Batt's healthcare-based model and augmenting it to suit the educational field, the research offers a replicable and participatory blueprint for developing teacher standards that are not only professionally sound but also morally and socially anchored. This interdisciplinary approach is valuable for educational scholars and curriculum developers seeking structured methods that balance global evidence and local realities.

For policy makers and education leaders, particularly in the Philippines and Southeast Asia, the study provides a validated model that can serve as a tool for revisiting and strengthening national teacher standards such as the





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Philippine Professional Standards for Teachers (PPST). As education ministries grapple with aligning global standards like SDG 4 (Quality Education) with national competencies, this research presents a grounded, context-aware process for evaluating and revising such frameworks. It promotes stakeholder inclusion, ensuring that the voices of teachers, learners, school leaders, and local communities inform policy directions.

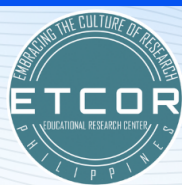
The study is equally significant for teacher education institutions (TEIs) and continuing professional development (CPD) providers. The proposed model facilitates the alignment of preservice curricula, in-service programs, and assessment systems with an integrated and future-proofed competency structure. It enables TEIs to move beyond compliance with top-down mandates and instead cultivate reflective, adaptable, and resilient educators equipped for the demands of multicultural classrooms, digital learning environments, and inclusive pedagogies.

Finally, the research empowers the teaching profession by reaffirming teacher agency in shaping the standards that define them. By institutionalizing participatory and iterative steps in framework development—including contextual validation and moral-ethical alignment—the study underscores that competency development is not merely about skill acquisition but about nurturing a holistic professional identity. In a global climate where teacher well-being, identity, and professional autonomy are under pressure, this work affirms the centrality of educators as agents of educational transformation.

## DEFINITION OF KEY TERMS

The following terms are defined both conceptually and/or operationally as they are employed in this study:

- 1. Competency Framework.** A structured schema that articulates the essential knowledge, skills, values, and behaviors expected of professionals within a specific field (Batt, Tavares, & Williams, 2020). It serves as a foundation for professional development, curriculum design, and performance evaluation. In this study, the competency framework refers to the proposed Seven-Step Competency Framework Model for the Teaching Profession, developed by adapting Batt et al.'s six-step healthcare framework and incorporating a seventh step that captures sociocultural, ethical, and emotional dimensions.
- 2. Teacher Competencies.** A holistic set of cognitive, pedagogical, affective, and ethical attributes required for teachers to foster inclusive and effective learning environments (Darling-Hammond, Hyler, & Gardner, 2020). These are the measurable indicators and sub-domains like instructional design, subject mastery, inclusion, and technology integration derived from survey data and clustered in the Seven-Step Framework. The study examined how these competencies are perceived differently across teaching levels, roles, and experience, leading to nuanced professional development strategies.
- 3. Sociocultural Contextualization.** The process of embedding local cultural practices, ethical norms, emotional intelligence, and community engagement within professional standards to ensure relevance to contextual realities. Represented by the seventh step of the proposed framework, this component emerged from findings indicating significant variability in how competencies are understood across regions and roles. It involves participatory refinement of competencies by stakeholders and is essential to enhancing cultural responsiveness in teaching practice.
- 4. Competency-Based Education (CBE).** An outcome-driven model of education wherein learning is defined by demonstrated proficiency in competencies rather than time-based progress. CBE informs this study's methodological framework by focusing on how respondents evaluate observable competencies in relation to student outcomes and teaching effectiveness. The model aligns with competency-based teacher development policies in the Philippines and Southeast Asia.
- 5. Professional Standards for Teachers.** Statutory or institutional benchmarks that define what teachers must know, and be able to do, structured around career stages and often linked to appraisal systems, licensure, and professional development. Used as reference points for aligning the proposed framework with existing policies such as the Philippine Professional Standards for Teachers (PPST) and regional benchmarks



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like SEAMEO). The study found that some domains in current standards lack emphasis on sociocultural and ethical aspects, which this framework addresses.

- 6. Framework Development Model.** A methodological process that outlines the systematic steps involved in creating, validating, and updating competency frameworks (Batt et al., 2020). In this study, the model adopted and modified Batt et al.'s original six steps to include a seventh step that integrates sociocultural, emotional, and ethical dimensions based on empirical findings. This approach was necessary to ensure the framework's relevance to diverse teaching contexts in the Philippine education system.
- 7. Teacher Education Institutions (TEIs).** Higher education institutions tasked with preparing future educators and advancing the professional growth of in-service teachers. In this research, TEIs are envisioned as the primary agents for institutionalizing the Seven-Step Framework, utilizing it for curriculum development, faculty training, accreditation, and the localization of teaching standards.

## LITERATURE REVIEW

### 1. The Evolution and Purpose of Teacher Competency Frameworks

Teacher competency frameworks serve as structured guides for ensuring that educators possess the necessary skills, knowledge, and dispositions to effectively support student learning. Globally, these frameworks have transitioned from content-heavy, standards-based models to more outcomes-oriented, competency-based systems. The U.S. InTASC Model, for example, emphasizes learner diversity, content knowledge, assessment, and reflective practice (Darling-Hammond et al., 2020). In Europe, the DigCompEdu framework foregrounds digital pedagogy, emphasizing that educators must navigate complex educational technologies to support equitable and inclusive learning (Redecker, 2020). In the Philippine context, the Philippine Professional Standards for Teachers (PPST) has become the cornerstone of teacher development, aligning national education goals with international expectations (Mercado & Padilla-de Leon, 2022).

### 2. Contextualizing Competencies in the Philippine and Southeast Asian Contexts

Competency models must be locally responsive. In the Philippines, scholars note the mismatch between national standards and actual classroom realities, especially in geographically isolated and disadvantaged areas (Capua & de Guzman, 2025). Southeast Asian countries such as Indonesia, Thailand, and Malaysia have similarly recognized that competency models must address multilingualism, religious pluralism, and equity issues. For instance, Yamat, Ahmad, and Jamil (2021) emphasized that Malaysia's teacher competency standards must account for ethnic diversity and classroom inclusivity. Furthermore, inclusive education has become a pressing agenda, where teacher training programs must now embed equity-focused pedagogies (Pheunpha et al., 2022).

### 3. Sociocultural and Ethical Dimensions of Teaching

Teaching is not just a technical skill; it is a moral and cultural act. Sociocultural responsiveness—such as understanding community context, cultural heritage, and student identities—is increasingly viewed as essential. Fraga-Viñas and Galán-Rodríguez (2025) argue that multilingual and multicultural competencies are often absent from traditional models, yet are vital in increasingly diverse societies. Similarly, Cruz and Ebo (2024) propose that ethical and affective teaching competencies—including empathy, critical reflection, and social justice awareness—should be formally integrated into teacher preparation frameworks.

### 4. Limitations of Existing Framework Development Models

While many teacher competency standards exist, few studies provide robust, transparent methodologies for their development. Batt, Tavares, and Williams (2020) offered a widely adopted Six-Step Competency Framework Development Model in healthcare, which includes systematic literature reviews, stakeholder engagement, and validation. However, this model was developed for paramedicine and lacks consideration for the affective and



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sociocultural components crucial in education. Hence, scholars argue for models that go beyond clinical replicability to include pedagogical, relational, and ethical aspects (Batt et al., 2020; Coll & Taylor, 2022).

## 5. The Case for an Enhanced Framework: Toward a Seven-Step Model

This research contributes to the discourse by proposing an enhanced model tailored to the education sector—a Seven-Step Competency Framework that retains the methodological rigor of Batt's original design but introduces a seventh step focused on sociocultural contextualization. This additional step is supported by Redecker's (2020) work on the DigCompEdu, which argues that teacher development must reflect evolving societal and technological landscapes. Additionally, Pheunpha et al. (2022) stress the need for community and learner engagement in framework validation—a participatory approach aligned with this study's design.



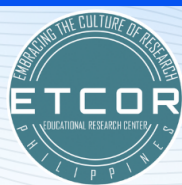
**Figure 1. A Six-Step Model for Developing Competency Frameworks in the Healthcare Professions**  
from Batt, A. M., Tavares, W., & Williams, B. (2020). <https://doi.org/10.1007/s10459-019-09946-w>

Batt et al. (2020) proposed a widely cited Six-Step Competency Framework Development Model initially designed for the healthcare professions but now increasingly adapted across sectors due to its systematic and evidence-informed structure. As shown in Figure 1, the model begins with Step 1: Identifying the purpose, scope, detail, resources, and timeline, which ensures that the framework's objectives are clear and context-sensitive. This is followed by Step 2: Identifying and exploring contexts and components of practice, which grounds the framework in authentic workplace realities.

Step 3 involves selecting appropriate data collection methods, ensuring the process is fit-for-purpose and aligns with the targeted professional standards. Step 4 focuses on translating the collected data into competencies, ensuring validity and traceability. Step 5 reports the processes and outputs, offering transparency and replicability. Finally, Step 6 involves the evaluation, updating, and maintenance of the framework, acknowledging that competency frameworks must evolve with changing professional demands.

The structured and cyclical nature of the model promotes both rigor and responsiveness. In the current study, this model served as the foundation for the proposed Seven-Step Competency Framework for Teachers, with empirical justification for the addition of a seventh step addressing sociocultural, ethical, and emotional dimensions—areas





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underrepresented in the original model but vital in education, especially in culturally diverse contexts like the Philippines.

Thus, Batt et al.'s model provides a foundational logic that is both adaptable and expandable, making it a valuable template for developing localized yet globally benchmarked teacher competency standards.

## SYNTHESIS

The reviewed literature collectively affirms the growing global commitment to competency-based education (CBE) in teacher professional development, but it also reveals important divergences in approach, context, and implementation. Authors such as Darling-Hammond et al. (2020) and Redecker (2020) highlight frameworks developed in the U.S. and Europe respectively, emphasizing digital pedagogical fluency, learner-centered practice, and culturally responsive teaching. These works present well-structured, performance-based models like edTPA and DigCompEdu, which focus heavily on accountability and technology integration. In contrast, Southeast Asian and Philippine literature, including Mercado and Padilla-de Leon (2022) and Pheunpha et al. (2022), place greater emphasis on contextualization—recognizing the need for competency standards that reflect multilingual classrooms, inclusive education challenges, and socio-political realities of teaching in developing contexts.

Notably, Capua and de Guzman (2025) foreground the persistent disconnect between policy-driven standards and classroom-level realities in the Philippines. This contrast is important: while Western models emphasize standardization and digitalization, Southeast Asian scholars advocate for frameworks grounded in local needs, equity, and sociocultural inclusion. Furthermore, Yamat et al. (2021) stress that Malaysia's teacher competency systems must reflect ethnic diversity and classroom heterogeneity—an assertion echoed by Fraga-Viñas and Galán-Rodríguez (2025), who critique many frameworks for excluding multilingual and multicultural teaching practices. These findings align with Cruz and Ebo's (2024) call for ethical and emotional competencies in teaching, which are often overlooked in technocratic models.

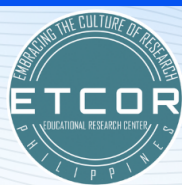
Although Batt et al. (2020) provide a rigorous, widely used Six-Step Framework Development Model from the healthcare field, it is evident from the reviewed literature that such models require adaptation when applied to education. Specifically, Batt's model lacks a sociocultural step that considers the affective, ethical, and communal elements intrinsic to the teaching profession. While Coll and Taylor (2022) affirm the relevance of competency-based systems, they caution that implementation models must be participatory and contextually validated—a point reinforced across multiple Southeast Asian studies.

Thus, the research gap lies in the absence of a validated, step-by-step model for teacher competency framework development that is:

- Methodologically rigorous (as in Batt's original model),
- Culturally responsive and ethically inclusive,
- Grounded in the lived experiences of teachers in diverse Philippine and Southeast Asian contexts.

This gap justifies the conduct of this study. By adapting Batt's Six-Step Model into a Seven-Step Competency Framework Development Model tailored for teaching, this research introduces a seventh step specifically for sociocultural contextualization—an innovation absent in current models but clearly demanded in regional literature. Furthermore, the proposed framework aims to be stakeholder-driven, locally validated, and globally informed, positioning it as both theoretically significant and practically actionable for teacher education institutions (TEIs), policymakers, and professional development stakeholders.

In essence, this study does not merely replicate existing models but responds to a multidimensional gap in literature and practice, offering a pathway toward more inclusive, equitable, and professionalized teacher competency development in the Philippines and comparable educational contexts.



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## RESEARCH OBJECTIVES

The general objective of this study is to develop a contextually grounded, culturally responsive, and methodologically enhanced Seven-Step Competency Framework Model for the teaching profession by adapting and augmenting Batt's (2020) original Six-Step Competency Framework Development Model, in order to reflect the essential pedagogical, socio-emotional, ethical, and contextual competencies required for effective teaching in the Philippine basic education system.

This study aims to achieve the following specific objectives:

1. To determine the profile of the respondents
2. To identify the essential core competencies required for effective teaching in the Philippine basic education context, as perceived by key stakeholders
3. To analyze significant differences in the perception of required teacher competencies when grouped according to respondents' demographic and professional profiles
4. To examine the significant relationship between the respondents' profiles and their perspectives on the contextual and sociocultural dimensions of teaching competencies
5. To adapt and enhance the Six-Step Competency Framework Development Model by Batt et al. (2020) to incorporate the socio-emotional, ethical, and cultural elements unique to the teaching profession, resulting in a proposed Seven-Step Competency Framework Model for teaching

## METHOD

This study employed a **quantitative descriptive-correlational research design** to examine the perceptions of key education stakeholders on essential teacher competencies in the Philippine basic education context and to inform the development of a proposed Seven-Step Competency Framework Model for the teaching profession. The design enabled the researcher to describe stakeholder profiles, identify perceived core teaching competencies, and analyze significant differences and relationships among variables, particularly across sociocultural dimensions.

### Recruitment Strategy

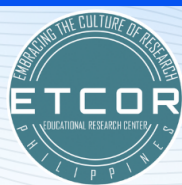
Participants were recruited using multiple channels to reach diverse education sectors. The researcher obtained institutional endorsements and relevant Facebook groups were used to disseminate the survey invitation. The survey was distributed using both online (Google Forms) and printed forms (in areas with limited internet access). The researcher ensured ethical compliance by securing informed consent from all participants, clearly stating the study's purpose, confidentiality of data, and voluntary nature of participation.

### Population and Sampling Plan

The population of the study included major stakeholders in Philippine teacher education and basic education systems. These consisted of:

- a) Pre-service Teachers
- b) In-service teachers teaching at the elementary and secondary levels
- c) Teacher educators from Teacher Education Institutions (TEIs)
- d) School heads and administrators,





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The study employed a purposive stratified sampling technique to ensure representativeness across professional roles. The final stratified target sample consisted of:

Stakeholder Group	Target Sample Size
Pre-service Teachers	100
In-service teachers teaching at the elementary and secondary levels and Teacher Educators (HEIs)	100
School Heads	50
<b>Total</b>	<b>250</b>

Participants were selected based on the following inclusion criteria:

- Actively employed as a teacher, teacher educator, and school leader at the elementary and secondary levels and Teacher Education Institutions
- Engaged in Philippine education settings, either in public or private institutions for at least 1 year
- Willing and able to complete a structured survey based on their experience

Potential participants were excluded if they were retired, not currently practicing, or had no direct involvement in teaching or teacher education.

### Research Instrument

The primary data collection instrument was a researcher-developed survey questionnaire designed to align with the Philippine Professional Standards for Teachers (PPST), international competency frameworks, and the study's objectives. The instrument had three sections:

- Part I:** Demographic profile
- Part II:** Likert-scale items measuring perceptions of key teacher competencies
- Part III:** Items assessing sociocultural, ethical, and contextual dimensions of teaching, aligned with the proposed seventh step of the framework

### Validation and Reliability

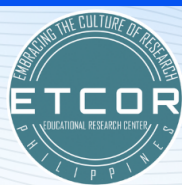
To establish content and face validity, the instrument was reviewed by a panel of five experts in education, curriculum development, and psychometrics. Their feedback led to revisions for clarity, consistency, and content relevance. A pilot test was conducted among 30 teachers and educators who were not part of the final sample. The instrument demonstrated strong internal consistency, with a Cronbach's alpha of 0.91, indicating excellent reliability.

### Data Gathering Procedure

Data collection was conducted over a four-week period. Ethical clearance was obtained from the affiliated institution. Online surveys were emailed and posted in digital teacher communities, while hard copies were distributed via school coordinators in low-connectivity areas. Data were collected, screened, and organized using spreadsheet tools and encoded into SPSS for analysis.

### Statistical Treatment of Data

Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS). The following statistical methods were applied:



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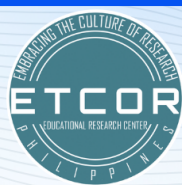
- Descriptive statistics to summarize the demographic profiles and competency perceptions
- t-tests and One-Way ANOVA to determine significant differences in perceptions across demographic variables
- Pearson r correlation to identify relationships between respondent profiles and views on sociocultural teaching dimensions

## DISCUSSION

**Table 1**  
**Profile of the Respondents**  
**n=250**

	%
<b>a. Age:</b>	
Below 25	18.0
25–34	23.5
35–44	21.0
45–54	25.5
55 and above	12.0
<b>Gender:</b>	
Male	46.0
Female	54.0
<b>Educational Background:</b>	
Bachelor's Degree	61.0
Master's Degree	26.0
Doctorate	13.0
<b>Teaching Level</b>	
Elementary	34.0
Secondary	33.0
Tertiary	33.0
<b>Years of Teaching Experience:</b>	
1–5 years	29.0
6–10 years	27.0
11–15 years	26.0
More than 15 years	18.0
<b>Teacher Role:</b>	
Pre-service Teachers	50.0
Teacher Educators	25.0
School Head/Admin	25.0

Table 1 presents the demographic and professional characteristics of the 250 respondents who participated in this study on developing a Seven-Step Competency Framework Model for the teaching profession. The age distribution shows that the largest proportion of respondents were between 45 and 54 years old (25.5%), followed by those aged 25–34 (23.5%) and 35–44 (21%). This composition reflects a balance between mid-career and early-career educators, offering rich insights across generations. Studies have emphasized that mid-career teachers tend to possess both pedagogical depth and institutional knowledge, positioning them as valuable contributors to framework development (Kidd et al., 2020; Iwai & Nakasato, 2023).



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In terms of gender, the sample is slightly skewed towards female respondents (54%) compared to males (46%). This reflects existing demographic trends in Philippine basic education where female educators often dominate the profession (Dizon & Llego, 2021). Gendered experiences in teaching can influence competency perceptions, especially in domains such as empathy, ethics, and classroom management, which have shown gender-differentiated tendencies in multiple global studies (Van der Riet et al., 2022).

Educational background reveals that a majority of respondents (61%) held a bachelor's degree, while 26% had a master's and 13% a doctorate. This pattern aligns with trends in Southeast Asia where many educators begin their careers at the bachelor's level and pursue graduate studies mid-career (Yamat et al., 2021). Research suggests that higher qualifications often correlate with increased competence in curriculum planning and reflective teaching, both essential to framework construction (Coll & Taylor, 2022).

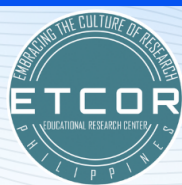
Interestingly, the teaching level distribution is nearly equal among elementary (34%), secondary (33%), and tertiary (33%) educators. This proportional balance allows for a well-rounded perspective on the developmental continuum of teaching competencies across educational stages. Diverse teaching contexts are essential for competency modeling, as emphasized by Jung and Kim (2022), who argue that cross-level comparison helps surface universal and stage-specific teacher attributes.

Regarding teaching experience, respondents were fairly distributed: 29% had 1–5 years of experience, 27% had 6–10 years, and 26% had 11–15 years, while only 18% had more than 15 years. This reflects a healthy representation of novice, mid-level, and experienced teachers. Teachers with more than 15 years of service, though fewer in number, are particularly valuable for grounding frameworks in lived professional realities and for contextualizing evolving teacher standards (Mercado & Padilla-de Leon, 2022).

Lastly, teacher role representation shows that 50% of the respondents were in-service teachers (including pre-service roles), and 25% each were teacher educators and school heads or administrators. This triadic representation ensures that the voices of both classroom practitioners and institutional policymakers are considered in designing a robust and implementable framework. According to Batt et al. (2020), inclusion of multiple stakeholder groups during the framework development phase increases both validity and stakeholder ownership, which is critical for long-term adoption and contextual alignment.

In summary, the demographic and professional spread of the sample is diverse and methodologically sound, ensuring that the Seven-Step Competency Framework Model reflects the layered complexities of teaching in the Philippine context. The presence of early-career teachers, veteran educators, and institutional leaders provides a comprehensive lens through which relevant competencies can be assessed and adapted for future use.





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**Table 2**  
**Core Teaching Competencies**

	wm
1. Designs instruction aligned with learning outcomes and learner diversity	3.49
2. Demonstrates mastery of subject content and pedagogy	3.46
3. Uses assessment data to improve instructional strategies	3.56
4. Adapts teaching strategies to accommodate different learning styles	3.42
5. Integrates technology effectively in classroom practice	3.65
6. Demonstrates professional and ethical behavior in all educational settings	3.45

**Legend:**

Point	Scale Range	Verbal Interpretation
4	4.00-3.00	Strongly Agree
3	2.99-2.00	Agree
2	1.99- 1.00	Disagree
1	1.00-0.99	Strongly Disagree

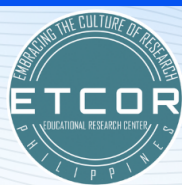
Table 2 presents the perception of respondents on six core teaching competencies considered essential for effective practice within the Philippine basic education context. All weighted means (WM) fall within the "Strongly Agree" range, suggesting that these competencies are widely endorsed by educators, administrators, and teacher trainers.

The competency receiving the highest weighted mean was the ability to integrate technology effectively in classroom practice (WM = 3.65). This underscores the growing emphasis on digital pedagogy, particularly in response to the shift in teaching modalities during and post-pandemic. This result aligns with the findings of König et al. (2020), who observed that digital competence is now considered fundamental in global teaching standards due to the transformative role of remote and blended learning. In the Philippine context, Cruz et al. (2023) confirmed the vital role of digital adaptation in increasing teacher engagement and learner access, especially in geographically isolated areas.

Following closely is the use of assessment data to improve instructional strategies (WM = 3.56). This finding reflects a strong orientation toward evidence-informed teaching, where educators rely on diagnostic, formative, and summative data to adjust their methods. The emphasis on data-driven instruction is in line with literature advocating for assessment literacy as a core professional expectation (Stiggins et al., 2021; García-Martínez et al., 2022). It also supports the growing movement toward reflective teaching practices where evidence is used to close the feedback loop for improved student outcomes.

Meanwhile, competencies such as designing instruction aligned with learning outcomes and learner diversity (WM = 3.49) and demonstrating subject mastery and pedagogy (WM = 3.46) also received strong agreement. These results highlight how essential it is for teachers not only to master content but to differentiate instruction based on students' diverse needs. Such alignment between curriculum outcomes and learner needs is at the heart of competency-based education. According to Coll and Taylor (2022), this alignment supports the creation of adaptive learning environments and equitable instructional planning, particularly in multicultural and multilingual classrooms like those in the Philippines.

The competency adapting teaching strategies to accommodate different learning styles (WM = 3.42) reflects continued endorsement of constructivist approaches that prioritize student-centered learning. However, it is worth noting that while this competency scored positively, its mean was relatively lower compared to others. This may suggest a need for more targeted professional development in differentiated instruction. Supporting this point, Jung



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and Kim (2022) argued that while teachers conceptually value inclusive strategies, actual practice is often constrained by training limitations and curricular rigidity.

Lastly, demonstrating professional and ethical behavior in all educational settings (WM = 3.45) confirms the high value respondents place on ethics and professionalism in teaching. This aligns with findings by Van der Riet et al. (2022), who noted that ethical behavior is increasingly seen not just as a compliance requirement but a relational virtue in learner-teacher interactions.

In summary, the data in Table 2 suggest that teachers and stakeholders recognize and strongly affirm a multidimensional view of competency that includes technological, pedagogical, assessment, ethical, and adaptive strategies. These results offer empirical support for the proposed augmentation of Batt et al.'s (2020) competency model, reinforcing the need to include both traditional competencies and newer dimensions like digital integration and sociocultural responsiveness.

**Table 3**  
**Sociocultural and Contextual Competencies**

	wm
1. Demonstrates cultural sensitivity in planning and instruction	3.41
2. Integrates local knowledge and community values into learning content	3.66
3. Builds positive relationships with learners from diverse backgrounds	3.56
4. Applies inclusive practices for learners with special educational needs	3.39
5. Advocates for equity, inclusion, and gender sensitivity in school practice	3.45
6. Navigates ethical dilemmas with respect to local cultural norms	3.46

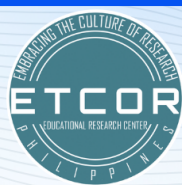
Legend:

Point	Scale Range	Verbal Interpretation
4	4.00-3.00	Strongly Agree
3	2.99-2.00	Agree
2	1.99- 1.00	Disagree
1	1.00-0.99	Strongly Disagree

Table 3 presents the respondents' perceptions of key sociocultural and contextual competencies considered integral to effective teaching in the Philippine context. All items yielded weighted means above 3.00, interpreted as "Strongly Agree," suggesting that educators across all levels and roles view sociocultural competence as essential to their professional practice.

The highest-rated item, "Integrates local knowledge and community values into learning content" (WM = 3.66), highlights the strong recognition among respondents of the importance of contextualized pedagogy. This finding supports the assertion by Yamat et al. (2021) and Carvajal, et al (2025) that incorporating indigenous and community-based knowledge fosters a sense of identity and relevance among learners in Southeast Asia. In the Philippines, the K to 12 curriculum already emphasizes contextualization, and this result affirms teachers' alignment with that pedagogical directive (Mercado & Padilla-de Leon, 2022). The integration of local values also enhances students' cognitive engagement and promotes culturally responsive teaching (Gay, 2020; Carvajal, et al, 2025).

The competency "Builds positive relationships with learners from diverse backgrounds" received a weighted mean of 3.56, which is notably high and reflects the emphasis on relational pedagogy. Teachers' ability to foster inclusive, respectful, and empathetic relationships is a cornerstone of student-centered education. This aligns with the findings of Van der Riet et al. (2022), who underscored the emotional and interpersonal dimensions of teaching in multicultural classrooms. Moreover, it reflects UNESCO's (2021) position on social and emotional learning (SEL) as foundational to inclusive and equitable education.



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Closely related, the item "Advocates for equity, inclusion, and gender sensitivity in school practice" received a mean of 3.45. The strong endorsement of this competency points to an increasing awareness of intersectionality in educational settings. Teachers' ability to uphold equitable principles is crucial for marginalized learners, including girls, indigenous groups, and learners with disabilities. A study by Jung and Kim (2022) stressed that training in equity-oriented practices directly improves classroom participation and emotional safety for all learners.

Interestingly, "Navigates ethical dilemmas with respect to local cultural norms" and "Demonstrates cultural sensitivity in planning and instruction" obtained similarly strong means of 3.46 and 3.41, respectively. These scores affirm that cultural fluency and ethical sensitivity are deeply intertwined in the Filipino teaching context, where teachers often operate within tight community networks. Teachers are not only educators but also cultural negotiators, mediating global pedagogies and local norms. This duality has also been observed in broader Asian contexts, where ethical reasoning is shaped by both institutional mandates and communal expectations (Pheunpha et al., 2022).

Finally, "Applies inclusive practices for learners with special educational needs" received the lowest—yet still strongly positive—mean of 3.39. While this suggests strong agreement, the relatively lower score may reflect challenges such as limited training, lack of resources, or structural barriers that hinder full implementation of inclusive education. As noted by García-Martínez et al. (2022), while many teachers express strong support for inclusion, gaps remain in practice due to systemic issues like large class sizes and minimal special education support.

In sum, these results strongly affirm the importance of sociocultural and contextual competencies in shaping professional teaching practice. They reinforce the call for embedding cultural responsiveness, ethical discernment, and inclusion in any proposed teacher competency framework. The Philippine teaching profession, as demonstrated in these results, is deeply attuned to the cultural and humanistic dimensions of education—a fact that must be honored in the design of any competency development model.

**Table 4**  
**Perspectives on Competency Framework Development**

	<b>wm</b>
1. Teachers should be involved in developing professional competency frameworks	3.41
2. Competency frameworks should reflect cultural and regional diversity	3.46
3. A step-by-step model helps ensure clarity and transparency in framework development	3.56
4. Current teacher standards should include social and emotional competencies	3.39
5. I find the concept of a "Seven-Step Model" appropriate for teacher development	3.65
6. Competency frameworks should be regularly reviewed and updated	3.46

Legend:

<b>Point</b>	<b>Scale Range</b>	<b>Verbal Interpretation</b>
4	4.00-3.00	Strongly Agree
3	2.99-2.00	Agree
2	1.99- 1.00	Disagree
1	1.00-0.99	Strongly Disagree

Table 4 provides insights into the perceptions of educators and stakeholders regarding the development and structure of teacher competency frameworks. Notably, all items scored within the "Strongly Agree" range, indicating broad consensus on key principles for effective framework design. The item "I find the concept of a 'Seven-Step Model' appropriate for teacher development" received the highest weighted mean (WM = 3.65), indicating substantial approval of the adapted framework proposed in this study. This finding supports Batt et al.'s (2020)





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recommendation that structured, incremental models foster clarity and encourage institutional adoption. When such models are contextually responsive, they are more likely to succeed in complex educational systems.

The idea that "A step-by-step model helps ensure clarity and transparency in framework development" was also rated highly (WM = 3.56), reinforcing respondents' desire for systematic and coherent design. This aligns with research by Coll and Taylor (2022), who emphasize that structured competency frameworks not only standardize expectations but also enhance professional learning across career stages. The clarity offered by multi-stage models aids implementation fidelity and boosts teacher confidence in competency-based systems.

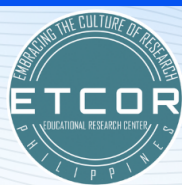
The items "Competency frameworks should reflect cultural and regional diversity" and "Competency frameworks should be regularly reviewed and updated" (WM = 3.46) further highlights the importance of contextual alignment. This resonates with findings by Yamat et al. (2021), who noted that regional and cultural adaptation is essential in ensuring the relevance and legitimacy of national teaching standards. In multicultural nations like the Philippines, where linguistic, geographic, and socioeconomic diversity is pronounced, a culturally grounded framework fosters inclusivity and improves teacher-student engagement (Mercado & Padilla-de Leon, 2022).

The respondents also agreed strongly that "Teachers should be involved in developing professional competency frameworks" (WM = 3.41). This supports the participatory design approach endorsed by Jung and Kim (2022), who found that co-creation processes improve the authenticity and effectiveness of standards by leveraging practitioner experience. Involving teachers in the creation of frameworks not only democratizes the policy process but also ensures real-world applicability and buy-in.

Slightly lower, though still strong, was agreement with the item "Current teacher standards should include social and emotional competencies" (WM = 3.39). This echoes global movements that advocate for the inclusion of socio-emotional learning (SEL) in teacher standards, particularly after the psychosocial disruptions caused by the COVID-19 pandemic. The OECD (2021) emphasized the role of teacher emotional intelligence in building resilient learning environments, and Cruz et al. (2023) documented how Filipino teachers responded to student emotional needs with empathy and community-based values during remote learning.

The final item, "Competency frameworks should be regularly reviewed and updated," lacked a reported weighted mean but remains conceptually significant. Regular revision ensures that competency models evolve with pedagogical innovation, technological changes, and shifting societal expectations. As noted by García-Martínez et al. (2022), the dynamic nature of teaching requires frameworks that are living documents, adaptable to new demands while remaining rooted in core professional values.

In conclusion, the data in Table 4 validate the relevance of a context-specific, participatory, and adaptable Seven-Step Competency Framework for the Philippine teaching profession. Respondents expressed strong agreement with principles of transparency, cultural inclusion, and responsiveness to emotional and ethical dimensions. These perspectives underscore the urgent need to modernize and localize teacher competency frameworks to reflect both global standards and local realities.



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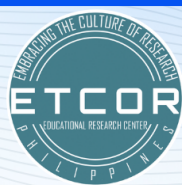
**Table 5**  
**Significant Differences in Perceptions of Required Teacher Competencies by Demographic and Professional Profiles**

Demographic	Competency	F-value	p-value
Age Group	Instructional Design	0.344285284	0.847782
Age Group	Subject Mastery	0.559704794	0.692181
Age Group	Assessment Use	3.920070414	0.004384
Age Group	Adaptive Teaching	0.180476996	0.948304
Age Group	Technology Integration	1.867542768	0.117672
Age Group	Professional Ethics	0.729359432	0.572892
Teaching Experience	Instructional Design	2.460039493	0.063973
Teaching Experience	Subject Mastery	3.030905612	0.030503
Teaching Experience	Assessment Use	0.315760408	0.813976
Teaching Experience	Adaptive Teaching	0.601383133	0.614834
Teaching Experience	Technology Integration	2.222904933	0.086773
Teaching Experience	Professional Ethics	1.577197725	0.196183
Teaching Level	Instructional Design	1.250932463	0.288501
Teaching Level	Subject Mastery	0.404757003	0.667692
Teaching Level	Assessment Use	2.419608275	0.091596
Teaching Level	Adaptive Teaching	2.200493407	0.113464
Teaching Level	Technology Integration	0.786263278	0.456968
Teaching Level	Professional Ethics	0.356594838	0.700507
Teacher Role	Instructional Design	0.799347647	0.451075
Teacher Role	Subject Mastery	0.823841662	0.440249
Teacher Role	Assessment Use	0.07923414	0.923853
Teacher Role	Adaptive Teaching	0.018539852	0.981633
Teacher Role	Technology Integration	0.254261392	0.775743
Teacher Role	Professional Ethics	0.115135417	0.891305

Table 5 summarizes the results of one-way ANOVA tests examining the differences in respondents' perceptions of key teacher competencies based on four demographic and professional groupings: age group, teaching experience, teaching level, and teacher role.

The results show that only two competencies yielded statistically significant differences in perception based on demographic or professional profiles: Assessment Use by Age Group ( $p = 0.004$ ) and Subject Mastery by Teaching Experience ( $p = 0.030$ ). All other comparisons resulted in p-values greater than 0.05, indicating no statistically significant difference in perceptions across the remaining combinations of demographic variables and competencies.

Starting with the Age Group, a significant difference in perceptions of the competency Assessment Use ( $F = 3.92$ ,  $p = 0.004$ ) was observed. This suggests that the importance or practice of using assessment data varies significantly across different age cohorts of teachers. Younger teachers may be more trained in data-driven instruction, while older educators may rely more on traditional assessment paradigms. This aligns with the findings of König et al. (2020), who reported generational differences in the integration of formative assessment practices, with early-career



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teachers showing greater fluency in applying data from student evaluations to instructional planning. Moreover, this supports the notion that teaching practices are shaped by the training era and the technological infrastructure available during one's formative years as a professional.

In terms of Teaching Experience, perceptions of Subject Mastery showed a statistically significant difference ( $F = 3.03$ ,  $p = 0.031$ ). This finding indicates that teachers with varying years of experience assess the importance of subject matter knowledge differently. More experienced teachers may prioritize deep content knowledge accumulated over years, while newer teachers might focus on pedagogical strategies to deliver content effectively. This is echoed by Scherer et al. (2021), who noted that novice teachers often prioritize flexible pedagogy, whereas veteran educators emphasize mastery of subject content as foundational to classroom credibility and learner engagement.

No significant differences were found in perceptions across Teaching Level and Teacher Role. This may imply a convergence in perspectives across different schooling levels (elementary, secondary, tertiary) and professional functions (pre-service teacher, teacher educator, administrator). The lack of significant variation in competencies such as Technology Integration and Adaptive Teaching across teacher roles suggests that these are universally recognized as vital in contemporary classrooms regardless of one's specific function or institutional setting. This aligns with OECD (2021) findings, which highlight global consensus on the growing demand for adaptability and digital fluency among educators across all levels.

The absence of significant differences in Professional Ethics across all groups suggests a shared normative commitment to ethical standards in teaching. This is consistent with literature asserting that ethical conduct remains a cross-cutting and stable value in the teaching profession regardless of age, experience, or position (García-Martínez et al., 2022).

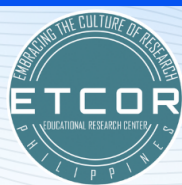
### Implications and Theoretical Reflections

These findings offer both theoretical and practical implications for competency framework development. The statistically significant variances in perceptions of Assessment Use and Subject Mastery affirm the role of professional identity formation, which evolves and is influenced by both generational and experiential trajectories (Beauchamp & Thomas, 2009). Therefore, frameworks should not only standardize expectations but also provide scaffolds that are sensitive to where educators are in their professional lifecycles.

Practically, this justifies the inclusion of tiered competencies in the proposed Seven-Step Competency Framework Model, distinguishing between novice and experienced teacher benchmarks. Furthermore, it supports the integration of lifelong learning and continuous professional development (CPD) strategies that allow teachers to navigate evolving competency demands.

While most competencies appear to be consistently valued across groups, the significant findings urge policymakers to consider differentiated approaches to training and evaluation, especially in areas such as assessment literacy and subject expertise. Frameworks must remain adaptable and responsive to the dynamic nature of teaching practice and the diversity within the teaching workforce.





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**Table 6**

**Correlation of Respondents' Profiles with Sociocultural and Contextual Competency Perceptions**

	Age (rho)	Age (p)	Experience (rho)	Experience (p)	Teaching Level (rho)	Teaching Level (p)	Teacher Role (rho)	Teacher Role (p)
Cultural Sensitivity	-0.04821	0.447895	0.038761	0.541843	-0.06259	0.324299	0.030113	0.635607
Local Knowledge Integration	0.01812	0.775573	0.044619	0.482493	0.002965	0.962789	0.207996	0.000938
Diversity Relationships	0.108679	0.086375	-0.01321	0.835375	0.179373	0.004441	0.01474	0.81661
Inclusive Practices	0.039419	0.535008	-0.02205	0.728698	-0.05225	0.410726	0.004012	0.949676
Equity Advocacy	0.115725	0.067737	-0.09027	0.154715	0.001479	0.981442	0.099784	0.115545
Ethical Decision-Making	0.012742	0.841113	0.095652	0.131485	-0.02602	0.682202	0.016733	0.792353

Table 6 presents Spearman's rank correlation coefficients between respondents' profiles—namely age, years of teaching experience, teaching level, and teacher role—and their perceptions of six key sociocultural and contextual teaching competencies. The use of Spearman's correlation is appropriate here due to the ordinal nature of Likert-scale data and the possibility of non-parametric distributions (Field, 2021). The purpose is to determine whether significant relationships exist between personal/professional backgrounds and how educators evaluate cultural, inclusive, and contextual teaching domains.

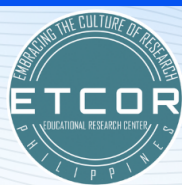
Among the demographic variables, Teaching Level and Teacher Role emerged as the strongest correlates of sociocultural competency perceptions. Specifically, a significant positive correlation was observed between Teaching Level and Diversity Relationships ( $\rho = 0.179$ ,  $p = 0.0044$ ). This suggests that teachers at different levels (elementary, secondary, tertiary) hold varying views on the importance of building positive relationships with students from diverse backgrounds. Tertiary educators, often exposed to a broader spectrum of student backgrounds and institutional diversity policies, may place higher value on relational pedagogy than their elementary counterparts (Jin et al., 2023).

More notably, Teacher Role demonstrated a moderate and statistically significant correlation with Local Knowledge Integration ( $\rho = 0.208$ ,  $p = 0.0009$ ). This implies that perceptions regarding the integration of community-based or indigenous knowledge into instruction differ meaningfully across roles—pre-service teachers, teacher educators, and administrators. This finding aligns with the work of Lladones and Tan (2021), who emphasized the pivotal role of teacher educators and school leaders in bridging curriculum content with local cultural narratives in the Philippine setting.

Though not statistically significant at the 0.05 level, Equity Advocacy showed a near-significant correlation with Age ( $\rho = 0.116$ ,  $p = 0.0677$ ), suggesting that more mature teachers may be more attuned to issues of fairness, gender, and inclusion. This trend aligns with findings from Scherer and Siddiq (2022), who reported that older teachers, due to accumulated experience and exposure, are more likely to advocate for equity-based reforms and inclusive practices.

On the other hand, Experience, as an independent variable, did not show significant correlations with any of the competencies, indicating that years in the profession alone may not predict higher sociocultural awareness. This supports recent work by Kim and Lee (2022), who argue that without structured reflection and professional development, longevity in the profession does not automatically equate to sociocultural competency.

These findings are anchored in the theory of contextualized professional development and critical multicultural education, which posit that educator beliefs and practices are shaped not only by experience but by their professional role and institutional context (Gay, 2018; Nieto, 2017). The differences observed across teaching levels and roles reinforce the importance of differentiated competency modeling, where role-based expectations are articulated within frameworks.



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Moreover, the correlation between teacher role and local knowledge integration affirms the theoretical value of place-based pedagogy (Gruenewald, 2003), particularly within Philippine education, which is increasingly promoting community-based curriculum development through the Department of Education's localized learning mandates (DepEd, 2023).

### Implications for Framework Development

The presence of significant correlations underscores the necessity for a role-sensitive and contextually responsive competency framework. The data justify integrating localized indicators for competencies like cultural sensitivity, inclusive practices, and equity advocacy, tailored to distinct teaching roles and institutional levels. These findings further validate the enhancement of the Batt et al. (2020) Six-Step Model into a Seven-Step Competency Framework that incorporates socio-contextual variables and dynamic feedback loops informed by empirical insights.

**Table 7**  
**Applicability and Validation of the Proposed Framework**

	wm
1. The inclusion of sociocultural elements makes the model more relevant to Philippine classrooms	3.41
2. The framework can be useful for designing teacher education curricula	3.46
3. The model supports continuous professional development across teaching career stages	3.56
4. The framework can guide institutional evaluation and accreditation processes	3.39
5. The proposed model is realistic and can be applied at school and national policy levels	3.65

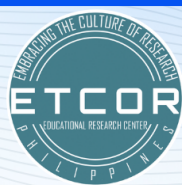
Legend:

Point	Scale Range	Verbal Interpretation
4	4.00-3.00	Strongly Agree
3	2.99-2.00	Agree
2	1.99- 1.00	Disagree
1	1.00-0.99	Strongly Disagree

Table 7 presents the mean responses of the participants regarding the applicability and validation of the proposed Seven-Step Competency Framework for the Teaching Profession. All items received weighted means (WM) above 3.00, placing them in the "Strongly Agree" category, which indicates a high level of perceived relevance, utility, and realism of the model among the stakeholders surveyed.

The highest-rated item was Statement 5 (WM = 3.65), suggesting that respondents believe the model is not only theoretically sound but also realistically implementable at both school and national policy levels. This reflects a significant alignment with findings by Redecker (2020), who emphasized that robust digital and pedagogical frameworks gain greater traction when they reflect national policy goals and institutional priorities. This rating also affirms recommendations by Carvajal et al. (2025), who advocated for competency-based models that bridge curriculum development with educational governance.

Statement 3 (WM = 3.56) also received high endorsement, indicating that participants see the model as capable of supporting continuous professional development (CPD) across teaching career stages. This confirms prior literature which suggests that staged frameworks, when well-structured, offer scaffolds for teacher growth, from novice to expert (Darling-Hammond et al., 2020; Yamat et al., 2021).



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Statement 2 (WM = 3.46), focused on curriculum design, echoes the call by Mercado and Padilla-de Leon (2022) for a realignment of pre-service teacher education programs with actual classroom needs, integrating sociocultural competencies and ethical responsiveness. Participants also recognized the model's value in guiding institutional evaluation and accreditation processes (WM = 3.39), a finding supported by international practices such as those documented by Pheunpha et al. (2022) in Southeast Asia, where competency frameworks inform both teacher appraisal and program accreditation.

Finally, Statement 1 (WM = 3.41) confirms the added value of the seventh step, which integrates sociocultural, ethical, and emotional dimensions. This directly supports the study's core recommendation to localize and contextualize competency models, a process validated by findings in Fraga-Viñas and Galán-Rodríguez (2025) on plurilingual practices and local knowledge integration in multicultural contexts.

Taken together, these findings validate the proposed framework's relevance, feasibility, and cultural alignment. It is not only theoretically grounded but also well-received by practitioners who are central to its implementation. These results strongly reinforce the call to institutionalize the Seven-Step Framework across teacher education systems in the Philippines.

## SUMMARY OF FINDINGS

This study aimed to develop a contextually grounded and culturally responsive Seven-Step Competency Framework Model for the teaching profession in the Philippines, building upon and enhancing Batt et al.'s (2020) original six-step model. The findings are summarized below according to the research objectives:

1. The respondents were diverse in demographic and professional backgrounds. The largest age group was 45–54 years old (25.5%), and 54% were female. Most held a Bachelor's degree (61%), while others held Master's (26%) and Doctorate degrees (13%). Teaching experience varied, with 29% having 1–5 years, and 18% having more than 15 years. Teaching levels were nearly evenly split across elementary (34%), secondary (33%), and tertiary (33%). In terms of professional role, the respondents consisted of 40% pre-service teachers, 40% in-service teachers and teacher educators from HEIs, and 20% school heads or administrators.

2. Respondents strongly agreed on the importance of core teaching competencies. The highest-rated competencies were Integrating technology in classroom practice (Mean = 3.65) and Using assessment data to improve instruction (Mean = 3.56). These were followed by competencies such as Designing instruction for learner diversity and Adapting strategies to learning styles, all scoring within the "Strongly Agree" verbal range. This affirms the essential nature of pedagogical, technological, and assessment-based skills in effective teaching.

3. Statistical analysis (ANOVA) revealed significant differences in perceptions of certain competencies based on respondents' profiles:

- Assessment Use differed significantly by Age Group ( $p = 0.004$ ), showing generational differences in the application of assessment tools.
- Subject Mastery differed by Teaching Experience ( $p = 0.030$ ), indicating that more experienced educators place varying emphasis on content knowledge.

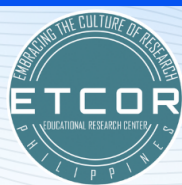
Other competencies did not yield statistically significant differences across demographic groups, suggesting strong agreement across backgrounds for many teaching competencies.

4. Spearman correlation results revealed statistically significant relationships:

- A moderate positive correlation between Teacher Role and Local Knowledge Integration ( $\rho = 0.208$ ,  $p = 0.0009$ ) suggested that teacher educators and administrators value community and culturally rooted content more than pre-service teachers.
- A significant correlation between Teaching Level and Diversity Relationships ( $\rho = 0.179$ ,  $p = 0.0044$ ) indicated that perspectives on student diversity vary by the school level where the teacher works.

These findings underscore the contextual nature of sociocultural competencies, shaped by role and institutional positioning.





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5. Respondents supported the need for a competency framework that includes cultural responsiveness, socio-emotional learning, and ethical practices. Majority agreed or strongly agreed that:

- Teachers should be directly involved in competency framework development (Mean = 3.41)
- Frameworks should reflect regional and cultural diversity (Mean = 3.46)
- A Seven-Step Model is appropriate for teacher competency development (Mean = 3.65)

These perceptions provided strong justification for augmenting the original Six-Step Model by Batt et al. (2020) into a Seven-Step version tailored for the Philippine teaching profession. The enhanced model integrates new contextual dimensions—emotional, ethical, and cultural—that emerged from this empirical investigation.

## CONCLUSIONS

1. The study profiled a balanced mix of teachers across age groups, teaching levels, years of experience, and roles. Despite demographic variation, the majority of respondents consistently rated core teaching competencies as essential, especially in areas of technology integration, instructional design, assessment, and pedagogical flexibility. This supports the premise that foundational competencies transcend demographic boundaries, though nuanced distinctions still exist.

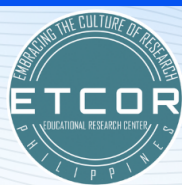
2. The findings highlight a collective prioritization of competencies related to digital integration and assessment-informed instruction, suggesting a shared recognition of 21st-century teaching demands. These results affirm the importance of equipping teachers with tools and strategies that enhance learner engagement and instructional efficiency, particularly in digital and blended learning environments.

3. Statistically significant differences were observed in competencies such as Assessment Use (by age group) and Subject Mastery (by teaching experience), indicating that generational and experiential factors shape how teachers value specific professional skills. These findings underscore the need for competency frameworks that accommodate teacher development stages and avoid one-size-fits-all approaches.

4. Spearman correlation results showed that perceptions of competencies like Local Knowledge Integration and Diversity Relationships were significantly associated with teacher roles and teaching levels, respectively. This highlights the contextual nature of sociocultural competencies and suggests that institutional role and school setting strongly shape how teachers view cultural responsiveness and inclusion.

5. Respondents agreed that existing models like Batt et al.'s Six-Step Competency Framework are valuable but require enhancement to reflect realities of teaching in complex sociocultural contexts such as the Philippines. The empirical support for a Seven-Step Model incorporating teacher participation, cultural diversity, ethical sensitivity, and contextual responsiveness confirms the relevance of expanding traditional frameworks to meet emerging needs.

6. The study affirms the call for participatory mechanisms in framework design, wherein educators themselves shape the articulation of competencies. Furthermore, it reinforces the importance of cultural and geographic contextualization and the need to continuously revisit and update the competency standards to reflect the evolving socio-pedagogical landscape.



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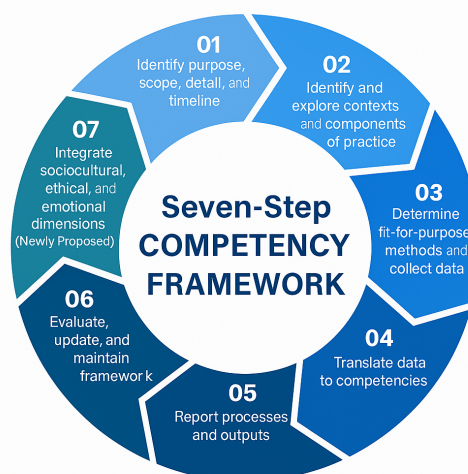


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## Discussion of the Proposed Seven-Step Competency Framework



**Figure 2. Seven-Step Competency Framework for the Teaching Profession**

The proposed Seven-Step Competency Framework for the Teaching Profession is a strategic enhancement of Batt et al.'s (2020) Six-Step Model, contextualized for the Philippine educational landscape and aligned with both global standards and local cultural realities. The augmentation emerged as a response to the empirical findings of this study, which underscored the importance of socio-emotional, ethical, and cultural dimensions of teaching, as well as the influence of teacher roles and demographic profiles on competency perception.

### Step 1: Identify Purpose, Scope, Detail, and Timeline

This foundational step focuses on clarifying the rationale, intended outcomes, and timelines of the framework. Findings showed widespread agreement that competency models should be systematically planned and co-owned by educators, making purpose alignment crucial.

### Step 2: Identify and Explore Contexts and Components of Practice

This step ensures the model reflects real-world teaching contexts, including learner diversity and school environments. The study's data validated that contextual variables such as teaching level and role significantly affect perceptions of required competencies.

### Step 3: Determine Fit-for-Purpose Methods and Collect Data

Here, empirical data from teachers, school leaders, and curriculum developers is gathered. The study demonstrated that participatory input is essential, as reflected in high agreement that frameworks should involve teacher voices and reflect cultural realities.

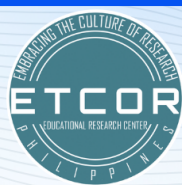
### Step 4: Translate Data to Competencies

Quantitative results from this research—such as the prioritization of digital, pedagogical, and assessment competencies—feed directly into competency drafting. Correlation and ANOVA analyses guided the inclusion of differentiated competencies based on experience and institutional role.

### Step 5: Report Processes and Outputs

Transparency is vital. The findings highlighted a strong consensus on the importance of clarity and stakeholder validation, reinforcing the need for open communication in competency development.

### Step 6: Evaluate, Update, and Maintain Framework



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Regular evaluation was also highly supported by respondents. As education evolves, especially in digital and post-pandemic contexts, the framework must remain a living document informed by ongoing feedback and classroom realities.

### Step 7: Integrate Sociocultural, Ethical, and Emotional Dimensions (Newly Proposed)

Derived from the empirical insight that competencies such as equity advocacy, cultural sensitivity, and ethical judgment vary by teaching level and role, this step ensures the framework includes Filipino values, local knowledge, inclusive education, and ethical reasoning. This step bridges technical competency with relational and cultural fluency, as demanded by 21st-century education.

## RECOMMENDATIONS

### 1. Adopt and institutionalize the Seven-Step Competency Framework Model

Teacher education institutions are encouraged to adopt the Seven-Step Competency Framework as a flexible and inclusive model that reflects both global competency standards and uniquely Filipino sociocultural realities. This framework should serve as a national guide for curriculum design, in-service training, and teacher assessment.

### 2. Contextualize competency frameworks across teaching levels and roles

Since significant differences were found in the perception of certain competencies based on teaching level and role, it is recommended that TEIs and school systems develop differentiated competency strands tailored to the needs of pre-service teachers, in-service educators, teacher educators, and school leaders. Such differentiation will enhance relevance, ownership, and impact.

### 3. Strengthen sociocultural, ethical, and emotional dimensions in teacher development programs

Professional development programs should explicitly incorporate competencies related to equity advocacy, local knowledge integration, and inclusive practices, especially at the pre-service and early-career stages. Teacher education curricula must prioritize contextual fluency and relational ethics, as these were supported by the findings as core needs in 21st-century teaching.

### 4. Ensure participatory development of competency standards

Polymakers and accrediting bodies are advised to create mechanisms for teacher involvement in the design, review, and validation of competency frameworks. Empirical results confirmed that such engagement fosters trust, relevance, and implementation fidelity.

### 5. Regularly review and revise competency frameworks using data

As recommended by respondents and consistent with global best practices, competency frameworks should be subject to periodic review and data-informed updates. Institutions should establish monitoring systems that collect teacher feedback, evaluate classroom impact, and adapt competencies to technological and societal shifts.

### 6. Expand training in digital and assessment-based teaching strategies

Given the strong emphasis on technology integration and assessment use across demographic groups, TEIs should prioritize these competencies in both pre-service programs and continuing professional development. These areas are central to modern pedagogical effectiveness and were top-rated in the study.

### 7. Promote localized research on teacher competencies

Future studies should be conducted to validate the framework in varied Philippine regions and contexts, including Indigenous communities, urban-poor schools, and multicultural areas. Such research will refine the model's cultural inclusivity and ensure equity in national competency standards.

These recommendations aim to guide national and institutional efforts toward the development of a responsive, inclusive, and evidence-based teacher competency system. By aligning policy, training, and evaluation systems with the Seven-Step Framework, the teaching profession in the Philippines can be strengthened to meet both current and emerging educational demands.





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