

Examining Teachers Workloads, Knowledge and Expertise as Predictors of Instructional Effectiveness

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Abstract

This study aimed to examine the teacher's workloads and teacher knowledge and expertise as predictors of instructional effectiveness among public school teachers at Maragusan East District, Maragusan, Davao de Oro. Data were collected from 106 respondents using structured surveys assessing workload dimensions, teacher knowledge and expertise and instructional effectiveness. The data collected were analyzed using mean, regression analysis and pearson r. The result showed on the level of teacher's workloads that teachers primarily feel the greatest burden in managing their time and maintaining the physical and mental energy required to meet daily demands. On the level of teachers' knowledge and expertise, confirms a high level of knowledge and expertise among teachers, highlighting their well-rounded commitment to both instructional effectiveness. Additionally, On the level of instructional effectiveness reflects a very high level of instructional effectiveness, showing that teachers consistently demonstrate excellence in managing classrooms, building relationships, and embodying key teaching traits while maintaining solid planning and subject knowledge. The result of study revealed that there is no significant relationship between teacher's workload and instructional effectiveness despite heavy workload. Teachers can maintain effective teaching through their skills and dedication.

Keywords: educational administration, correlation research, teachers' workloads, teachers' knowledge, expertise, instructional effectiveness, physical and mental energy, burden, managing classroom, teaching traits, regression analysis

INTRODUCTION

The effectiveness of classroom instruction is significantly influenced by multiple teacher-related factors, particularly workload, knowledge, and expertise. Teachers often face increasing responsibilities that can lead to stress and diminished instructional performance if not managed well (Day et al., 2007). In parallel, a teacher's professional knowledge and subject-matter expertise play crucial roles in shaping student outcomes and the overall quality of education. Thus, teachers' workloads, knowledge, and expertise predict their instructional effectiveness, providing insights into how these factors interact and influence teaching quality within the current educational context.

In Pakistan, Chandio et al. (2022) discovered in their study that decreasing teacher effectiveness adversely affects the overall change in the education process, obstructing the communication of knowledge among

society. Administrative deficiencies in the education industry significantly hinder teacher mobility, performance, and instructional methods, ultimately demotivating them in their instructional processes.

In the Philippines, particularly in regions such as Mindanao, where education is often viewed as a vital tool for peace building and socioeconomic mobility, inadequate learning outcomes continue despite low absenteeism rates among teachers and students. The circumstances are critical: the Philippines ranked 79th out of 79 nations in the Programme for International Student Assessment study, indicating that while students and teachers attend classes, pupils are not acquiring knowledge (World Bank, 2021).

In addition, Abarca (2023) noted that the poor performance of teachers in the Davao Region was attributed to a decline in the standards of professional conduct among educators. Certain educators exhibit unacceptable conduct both within and beyond their professional environment. They have frequently produced teaching materials, lesson notes, and pupil assessments inadequately. This ongoing issue has significantly impacted the quality of education and the overall learning experience of students in the region.

In the rural municipality of Maragusan, Davao de Oro, public school teachers face a complex set of responsibilities that go beyond classroom instruction. While their core function is to deliver quality education, they are also expected to perform numerous non-instructional tasks such as preparing reports, attending meetings, managing extra-curricular activities, and engaging in community and government-initiated programs. These overlapping roles create a heavy workload that often affects their capacity to focus on effective lesson planning, student engagement, and continuous professional development. With limited resources, geographic isolation, and frequent administrative demands, many teachers struggle to maintain balance, which may have a direct impact on instructional effectiveness.

This study examines existing literature on teacher workloads, knowledge, and expertise as critical factors influencing instructional effectiveness in public schools. This review highlights the impact teaching quality, student outcomes, and overall educational performance.

Teaching Workload. Section 13 of Republic Act No. 4670, the Magna Carta for Public School Teachers, stipulates that any instructor involved in direct classroom instruction shall not be obligated to provide more than six (6) hours of actual teaching daily. Yet, actual teaching hours have increasingly been overshadowed by the substantial workload and the numerous additional tasks and roles assumed by teachers. Educators frequently undertake administrative and supplementary responsibilities, encompassing documentation, training and seminars, budget-related chores, emergency response, health matters, and others. In addition to these responsibilities, teachers were also required to engage in numerous government initiatives, including mass immunization campaigns, deworming programs, conditional cash transfers, feeding initiatives, population census-taking, anti-drug measures, and elections, among others (David et al., 2019).

Public school educators have consistently criticized the "excessive" paperwork and procedures required of them. The increase in new tasks detracted from time allocated to family care, personal well-being, and the act of teaching itself. Consequently, the daily responsibilities and routines of educators are significantly burdensome. The research conducted by Jomoad et al. (2021) indicated that educators experience an immense workload.

Furthermore, the duties of educators are an ongoing problem inside educational institutions. There is a widespread belief that the roles of teachers have changed in recent decades, characterized by increased and more demanding workloads. These alterations contribute to the myriads of intricate factors elucidating the reasons experienced educators depart from the profession and why teaching has become an unattractive

occupation for numerous young individuals (Thompson et al., 2021).

Additionally, research indicates that over the previous decade, educators have perceived an increase in their working hours, a larger student load, and heightened professional, pastoral, and administrative duties. Educators contend that their workload has increased and that the tasks have become more demanding than in the past. The OECD's Teaching and Learning International Survey (TALIS), last administered in 2018, inquiries about teachers' and school leaders' job satisfaction, working conditions, and potential attrition. Workload is self-reported as the average weekly hours worked and subsequently integrated with other characteristics to yield a workplace stress indicator (OECD, 2019).

Hosain (2021) emphasize that teachers workload encompasses time allocated for instruction, administrative duties, extracurricular activities, and co-curricular responsibilities. The instructional responsibilities are confined to standard activities, including delivering lectures, developing lesson plans, assessing student assignments, and similar chores. Educators are obligated to engage in numerous non-instructional duties, including counseling and coordinating meetings with students' guardians. Teacher workloads are onerous and burdensome, and the adverse effects of an impractical workload substantially affect teaching quality, the standard of teachers' professional lives, and students' learning outcomes and experiences.

Moreover, Leslie (2022) establishes teacher workload as: delivering feedback on pupil advancement and planning future lessons; developing and structuring lesson plans and resources; managing data and executing teaching and learning interventions, which includes reflecting on pedagogical objectives and ensuring the reliability and validity of gathered data; maintaining effective communication by assessing the impact of interactions with pupils, parents, coworkers, and administrative personnel; and supervising, implementing, and conveying changes.

Additionally, public school educators have consistently expressed dissatisfaction with the "excessive" paperwork and processes mandated of them. The heightened burden redirected their focus from attending to their families, personal well-being, and instructional responsibilities. Consequently, the daily activities and routines of teaching staff may be exceedingly burdensome. Teachers' workload is categorized into mental, physical, temporal, effort-related, and performance-related dimensions, along with feelings of frustration with their duties. According to Tarraya (2023) the issue is that workload diminishes the time allocated for actual instruction. Other organizations solicit the collaboration of schools and educators to implement specific projects, given their efficacy in engaging a large number of adolescents. This increases instructors' burdens alongside their instructional duties. The regulation about teacher workload affects teachers, students, schools, and the community.

Moreover, it affects both the professional and personal life of educators. Moreover, the most evident consequence of a teacher's substantial workload is the concerning increase in educators exiting the profession altogether. The Teacher Wellbeing Index (2021) in the United Kingdom revealed that 54% of over 3000 teachers contemplated exiting the profession, predominantly due to mental health concerns. An excessive workload continued to be a primary factor contributing to poor mental health, with a significant 70% of participants identifying "the volume of workload" as a cause for leaving their careers. Despite their commendable aim for their pupils, educators encounter numerous obstacles that impede their effectiveness. A significant obstacle is the increasing administrative burden placed by educational institutions and governmental bodies. The responsibilities encompass planning extracurricular activities, overseeing school-based programs, and fulfilling reporting requirements established by the Department of Education (DepEd) (Agcaoili & Ocampo, 2022).

Notwithstanding attempts, administrative burdens remain a continual concern, adversely affecting both teachers' instructional responsibilities and their well-being. Research indicates that teachers with increased administrative duties allocate less time to lesson planning and providing feedback on student tasks, hence diminishing instructional quality. Moreover, the emotional burden of handling administrative tasks and instructional responsibilities results in burnout, stress, and diminished self-esteem among educators (Kim, N. 2019).

Furthermore, Kurtz, H. (2022) the EdWeek Research Center's Merrimack College Teacher Survey indicates that the median teaching time is merely 25 hours per week. Instruction is not the source of excessive burden. Secondary and tertiary commitments exert pressure on teachers' schedules.

Time. Concerns regarding workload and work intensification correlate with a broader apprehension about the rapidity of social life (Rosa, H. 2023). This tendency has prompted academics to investigate the reasons for the perceived reduction in time spent on social and personal development. This sensation of time poverty is a perceived acceleration of life's pace due to an increase in the frequency of actions and/or experiences within a given timeframe. Feelings of urgency, insufficient time, and a frenetic teaching pace increasingly impact health and wellbeing, hinder the maintenance of an appropriate balance between work and life, and correspondingly diminish time for relaxation.

Teachers are known to dedicate extensive hours to their profession. Non-teaching activities substantially impact teachers' daily time distribution: one-third of their time is dedicated to teaching and tutoring; twenty percent is allocated for lesson preparation; over ten percent is spent on evaluating students' homework; meetings and documentation account for four to seven percent of their time; supplementary activities, such as supervision, administration, and extracurricular engagements, also occupy approximately one-third of teachers' time. Although the majority of teachers' time is dedicated to direct interaction with pupils, a significant percentage of their working hours occurs outside the classroom. The later portion of teachers' working hours, referred to as "invisible work," encompasses assigned supervision, preparation, meetings, assessment, testing/reporting, parent consultations, and voluntary activities according to Wilson (2021), which has contributed to the intensification of teaching.

Furthermore, the unavoidable repercussions of the pressures placed on educators may incapacitate them from adequately addressing this array of difficulties. Teachers are progressively expressing apprehensions regarding a lack of time. The expansion of the duties of teachers should derive from professionalism grounded in competence, rather than merely an accumulation of additional duties. Educational institutions must allocate time for educators in innovative manners to optimize student learning. The issue with institutions is not their deviation from the past, but rather their adherence to it (Goldberg, 2020).

In addition, Saphier (2024) asserts that the scarcity of teaching time constitutes the primary impediment to professional educators. For the teaching industry to thrive, reform in the training of teachers and the handling of educators is urgently needed. Teachers require time to deliberate, strategize, and execute improvements. Without sufficient time, educators struggle to implement effective teaching practices, which hinders both their professional growth and student achievement.

Moreover, Goodlad (2021) examines the utilization of time in current educational institutions and its significant impact on future schools. In terms of total time, whether defined by the duration of the year or the day, the United States ranks far lower than any other nation. Throughout high school, pupils in the United States will dedicate a median of 1,460 hours to core academic subjects. Their counterparts in Japan, France, and Germany will spend 3,170 hours, 3,280 hours, and 3,528 hours, respectively.

For an extended period, time has served as an unyielding obstacle to enhancing education for students.

For this nation to effectively reform schools to better accommodate the requirements of pupils and their respective households, it must liberate teachers from the constraints of time (Goldberg, 2020).

Langlois (2022) noted that a variety of study focuses on time management strategies and techniques for educators and administrators. Many of these encompass conventional time management strategies, including: generating task lists, addressing a document alone, and returning phone calls within a 24-hour period, etc. These traditional methods aim to enhance productivity and reduce stress, allowing educators to allocate more time to instructional planning and student engagement.

Furthermore, additional time management study has examined the time consequences for teachers resulting from workplace management and other greater duties. In such research, restructuring refers to the formal reorganization of time allocation to enable schools and educators to establish and maintain an engaging culture and supportive infrastructure aimed at enhancing student learning. Educators recognize insufficient time as a significant drawback of site-based management, and numerous studies propose methods to allocate more time to teachers, including alleviating scheduling constraints, establishing common planning and preparation periods, optimizing time usage by substituting faculty conferences and professional development duties, and acquiring additional teaching staff (Sahito et al., 2021).

Energy. Teachers encounter substantial workloads and strain, compromising their physical functioning. The job's responsibilities deplete the mental and physical resources of teachers, leading to less energy, health complications, and reduced work capability. Prolonged teaching hours and the expectation for ideal environments, which schools generally cannot provide, are two variables that may result in exhaustion (Demirel & Cephe, 2020).

Furthermore, workers suffering from sleep deprivation due to excessive workloads may still report to work to prevent their tasks from accumulating, while lacking the energy needed to perform well (i.e., presenteeism). Additionally, individuals with inadequate sleep quality are less able to recuperate, resulting in diminished energy levels that hinder their task performance (i.e., reduced effectiveness) (Fritz et al., 2020).

Grenville-Cleave & Boniwell (2022) highlights that educators have daily issues related to classroom and management of students. They must oversee the classroom setting, pedagogy for diverse student categories within that context, their unique personalities, and informal relationships among students. This affects their energy levels, leading to emotional exhaustion and tiredness. Evidence shows that these characteristics contribute to burnout among educators, resulting in inclinations to exit the profession. A significant number are unable to manage work-related stress, resulting in stress-induced health issues. They exhibit diminished psychological well-being owing to markedly reduced felt control over autonomy, integrity, interpersonal connections, and resilience compared to other professions.

Additionally, teachers invest extensive hours in organizing interactive sessions, delivering lectures, evaluating tasks, addressing students' continuous learning obstacles, and engaging students in different endeavors for their holistic growth. Energy, as a finite resource, is depleted in addressing these diverse demands. Educators' adept at energy management are more capable of addressing the demands and problems of their vocation. Studies demonstrate that energy management enhances productivity and job fulfillment while mitigating exhaustion (Parker et al., 2020).

Meanwhile, educators in India encounter numerous problems that affect their level of energy and capacity to execute their responsibilities efficiently. The field of teaching is characterized by its stressful nature, frequently resulting in burnout that diminishes energy levels. Burnout among educators is a considerable issue in India. Educators experiencing tiredness, stress, or burnout may exhibit diminished efficacy in

lesson delivery and student engagement. Shukla and Trivedi (2023) indicate that demographic characteristics, including gender, age, and relationship status, influence teachers' energy levels. Further, Tikkanen et al. (2021) point out that teacher burnout results in diminished teacher energy. Moreover, teacher fatigue can profoundly impact student achievement. When instructors experience significant burnout, their teaching approaches may become less effective, adversely affecting academic performance. Emotionally exhausted educators deliver insufficient feedback and exhibit reduced support, resulting in suboptimal academic performance.

Educators have daily issues related to classroom and student management. They must oversee the learning environment, pedagogical approaches for diverse student types, their personal identity, and informal relationships among students. This affects their energy levels, leading to emotional exhaustion and tiredness (Fenwick, 2023).

Ryan & Frederick (2022) state that energy management serves as a crucial instrument for improving psychological health. Energy management involves regulating one's mental, emotional, physical, and spiritual state of energy to sustain optimal performance. Educators invest extensive hours in devising interactive sessions, delivering lectures, evaluating assignments, addressing students' continuous learning obstacles, and engaging students in various activities for holistic growth.

Energy, as a finite resource, is depleted in addressing these diverse demands. Educators' adept at energy management are more capable of addressing the demands and problems of their vocation. Studies demonstrate that energy management enhances employee participation and job fulfillment while mitigating burnout. Energy management techniques employed by educators may influence their psychological state (Parker et al., 2022).

Energy management entails the regulation and optimization of individual energy levels to improve performance, whereas thriving signifies flourishing across several life domains, including professional endeavors. Various energy management solutions, encompassing the psychological, mental, and physical dimensions, exhibit a favorable correlation with job engagement (Zhang et al., 2022), which is linked to thriving. Research has demonstrated that energy management improves positive affect, which contributes to thriving in the workplace (Spreitzer et al., 2020).

Duties and Obligations. This occurs when an excessive number of duties and assignments are assigned to a teacher, making compliance unfeasible, which mostly leads to a reduction in the time available for teaching students. The Alberta Teachers' Association (2022) reached a comparable conclusion that the profession of teaching is very complicated and encompasses an extensive range of obligations. Consequently, teachers frequently engage in multitasking throughout the workday, which occasionally hinders their ability to concentrate on higher-order activities such as planning, pursuing professional development, and reflecting on their practice endeavors that would undoubtedly enhance their long-term effectiveness as teachers.

In addition, teachers are perpetually burdened by the overwhelming duties they must manage, encompassing both academic and non-academic tasks. The tension adversely affects their job satisfaction and professional development, while also diminishing the quality of teaching effectiveness (Hashem et al., 2024). Teachers burdened by an overwhelming workload may struggle to sustain full concentration throughout instruction.

Furthermore, the workload of teachers in the Philippines has consistently been a significant concern, as educators frequently find themselves overwhelmed by the duties they have. In the past year, the Department of Education (DepEd) implemented two significant measures to tackle this issue: DepEd

Order No. 002, s. 2024, designed to alleviate administrative burdens on teachers, and DO 005, s. 2024, intended to delineate and restrict teacher workloads. Although these policies signify a crucial advancement, the latest results from a study conducted by the Second Congressional Commission on Education reveal the gravity and entrenched nature of the issue. The study, which surveyed more than 2,000 schools and 15,000 teachers nationwide, indicates that many educators continue to be encumbered with non-instructional responsibilities despite these requirements. This situation highlights an immediate necessity for comprehensive reforms that surpass minor policy adjustments (Chan & Walker, 2024).

In the Philippine educational system, according to Mohamad & Parcon (2022) the Department of Education categorizes classroom teachers into two classifications. Teachers with various supplementary duties and those without, including both class advisers and non-classroom advisers. The assignment of this work lacks any foundation in the individual's expertise in managing the task, provided that he or she can perform the assigned duties. Moreover, this indicates that in addition to serving as a classroom instructor, he or she possesses other class-related responsibilities. Some individuals are appointed as Grade Level Coordinators, Club Moderators, and Guidance personnel.

Educators possess tasks, roles, competences, and obligations towards their pupils in a hierarchical framework (Tutut, 2021). The teacher's position is irreplaceable by any entity, including advanced machinery (Amalia, 2021). The teacher's role is to cultivate human qualities in learners, encompassing many facets of their distinctive personalities, which are interconnected.

Moreover, the teaching profession necessitates specialized talents (Syifa, 2021). This work is exclusive to those inside the school sector (Mundiri & Bariroh, 2020). The professional obligations of a teacher encompass educating, instructing, and training. Education entails the perpetuation and enhancement of an individual's values and character. Advancing and cultivating technological and scientific knowledge is essential in education. Training entails imparting new abilities to pupils (Ramdhani, 2020).

In addition, educators have diverse roles in fulfilling their professional obligations. This is a concise overview of the teacher's responsibilities in educational activities. The teacher's function as an organizer encompasses coordinating classes, establishing school regulations, and assembling academic calendars, among other responsibilities. All arrangements are designed to optimize the efficacy and efficiency of instruction and learning. Educators must consistently grasp the content as exhibitors and lecturers while continually enhancing their skills in these roles (Rahadian, 2021).

Teacher Knowledge and Expertise. The phrase teacher knowledge and expertise encompass both the professional knowledge of educators and an empirical methodology that contrasts skilled proficient teachers (experts) with neophyte teaching staff and those with intermediate experiences. This domain has demonstrated that superior performance in experts is primarily attributable to information acquired via training and extensive hands-on experience. In educators, their professional knowledge encompasses various domains: academic information is complemented by instructional expertise regarding effective teaching methods for the subject. Furthermore, concepts regarding the philosophical foundations of the specific academic discipline are equally significant. Professional knowledge is not just crucial as the substance of instruction, but also affects the behavior of professionals by molding their categorical perspective of classroom occurrences and students. Teacher expertise consists of action patterns that facilitate rapid reactions in intricate situations (Bromme, 2021).

Further, the teacher's expertise significantly impacts how students learn. Analyzing the elements of teacher skill has significant significance for comprehending the transition from novice to expert in the profession. A beginner and a skilled professional can be differentiated by qualitative disparities in the elements of

their expertise. Understanding these differences helps inform targeted professional development programs that support teachers at various stages of their careers (Moon et al., 2022).

Smith & Strahan (2019) highlights that the literature regarding the elements of teacher expertise remains inconsistent and lacks consensus on numerous aspects. The discourse over the elements of teacher expertise mostly centers on whether or not it is a single-dimensional competence or a construct with multiple dimensions encompassing both cognitive abilities and motivations. The unidimensional perspective asserts that teacher expertise encompasses solely cognitive proficiency in understanding, experience, or intentional practice. This viewpoint simplifies instructional scenarios and overlooks non-cognitive elements such as emotional regulation, motivation, and self-assurance.

Meanwhile, Herling (2020) the bidimensional perspective posits that teacher expertise encompasses both objective and subjective knowledge, as well as cognitive and non-cognitive elements. The tridimensional perspective posits that teacher expertise encompasses cognitive, non-cognitive, and contextual elements, including professional knowledge, experience, and intentional training. These perspectives highlight the complexity of teacher expertise and underscore the need for holistic approaches to teacher education and evaluation.

In recent years, teacher expertise has been viewed as a knowledge-based, holistic competence in navigating complicated teaching scenarios, highlighting elements such as innovation, incentive, energy, beliefs, and personality. These conflicts have hindered the theoretical advancement of expertise in teaching and its implementation in teachers' professional growth. Furthermore, given that teaching is culturally situated, it is challenging to establish an inventory of objective requirements applicable across diverse situations and cultures. Some aspects of teacher knowledge may be culturally contingent (Turner-Bisset, 2022).

Moreover, teacher expertise refers to a collection of individual traits that are causally linked to exceptional performance by educators. It is defined by extensive hours of diligent effort during which the proficient educator engages in introspection and intentional contemplation; questioning the unquestioned; and optimizing contextual possibilities to enhance their problem-solving abilities. Preliminary research contrasted the performance of experts and novices. Recent studies have examined teacher expertise from a progressive viewpoint, seeing expert knowledge as shaped by the teacher's engagement in the social aspects of teaching. Expertise is now perceived as an ongoing process instead of a static condition, with its evolution throughout time having been examined (Tsui, 2023).

Initial research on teacher expertise mostly involved contrasts between skilled and novices. In this research, teacher expertise was perceived as a fixed condition attained after years of instructional practice. The cultivation of routine expertise depends on intentional practice or the aggregation of experience. Research on expertise has emphasized the necessity for specialists to possess a comprehensive and cohesive knowledge base, which enables them to resolve common issues with greater speed and precision. Nonetheless, these studies have faced criticism for their inability to adequately represent instructors' work, as experience is sometimes conflated with expertise (Bereiter & Scardamalia, 2019). According to Anthony et al. (2020) there are primarily two predominant viewpoints about the definition of teacher expertise. One aspect is that it comprises cognitive capacity, encompassing professional knowledge, competence, experience, or intentional practice; the other aspect is that it consists of multiple capacities, integrating both cognitive and non-cognitive elements of innovation, including motivation, beliefs, emotional regulation, and affective traits.

Knowing and Understanding What to Teach. A study by Darling-Hammond and Bransford (2020)

looks at teachers' knowledge and comprehension as abilities, with an emphasis on how important these skills are to enabling effective teaching. The researchers found that teachers' pedagogical content knowledge, topic knowledge, and a deep comprehension of the subject matter are important components. They contend that rather than just having material mastery, effective teaching necessitates the ability to transfer that knowledge to a range of learners, adapt instructional tactics, and create meaningful learning experiences.

Educators proficient in their respective disciplines are adept at employing effective instructional strategies to facilitate students' comprehensive understanding of the material. Educators serve as catalysts for transformation within the realm of education. Subject-matter knowledge refers to the skill a teacher has in the subject they are taught. It often includes an understanding of external knowledge and the evolution of the discipline. The knowledge of core principles, forensic procedures, and resources, together with the composition and spiraling ramifications, is essential for preparing the students for comprehensive components and lectures. Educators must possess a comprehensive understanding of the subject topic to enhance interdisciplinary connections (De Nobile, 2022).

Mafa-Theledi (2024) argues that teachers may face uncertain circumstances, such as students posing multiple incorrect questions that result in confusing inferences; thus, sufficient learning is essential in educational contexts. The subject matter includes specific content relevant to the teacher's activities, as well as the learners' assumptions and certainties, which serve as tools to aid students in navigating complexity and addressing real-world discrepancies. Educators must elucidate the interconnections between definitions, rectify students' misconceptions, and equip them to construct effective cognitive frameworks by imparting rigorous and appropriate content in accordance with national and international standards.

The achievement of lecture objectives significantly relies on the instructor's subject matter expertise, which may lead to the dissemination of erroneous information if the instructor lacks a comprehensive understanding. The students will be challenging. Thornton (2023) underscored the necessity for educators to possess comprehensive subject knowledge, as inadequate understanding can lead to diminished student engagement, regard for the educator, and teacher credibility.

Helping Learners Learn. The role of the teacher in promoting conceptual mastery and deep comprehension is described by Hattie (2019). Effective lesson planning and delivery, encouraging critical thinking, and modifying teaching strategies to fit the individual needs of every student are among the abilities that are stressed. The study emphasizes how important it is for teachers to use a range of instructional strategies, including inquiry techniques, cooperative learning, and direct instruction, in order to accommodate students with varied learning styles. Hattie's study highlights the abilities of educators that positively affect students' learning. The findings demonstrate the complexity of good teaching, which encompasses not only subject-matter expertise but also pedagogical abilities and the ability to create a welcoming and stimulating learning environment.

By highlighting the significance of differentiated instruction as a key ability in addressing the various learning requirements of learners, Tomlinson and Allan (2020) offer a significant scholarly contribution. Their results highlight how important it is to modify teaching methods to accommodate a variety of student aptitudes and learning styles. The study focuses on abilities like flexible grouping, continuous evaluation, and customized lesson planning to guide instructional modifications.

Educators facilitate student learning through the application of diverse evidence-based methodologies. Employing differentiated instruction via small groups or individualized attention enables educators to

customize classes to meet distinct learning requirements, rectify skill deficiencies, and minimize distractions. This method aids learners with several difficulties, including dyslexia, problems with math, ADHD, and executive control disorders (Osen-Foss, 2023). Additionally, visual aids such as Venn diagrams, flowcharts, and graphic organizers assist students in structuring information, deconstructing intricate tasks, and strategizing their work. These techniques facilitate learning and assist students who struggle with information processing or organization (Osen-Foss, 2023). Chickering & Gamson (2022) highlight that learning is augmented when students actively engage—discussing, writing, applying concepts—and collaborating with classmates. Collaborative efforts, dialogues, and projects enhance comprehension and social learning, rendering education more dynamic and significant. Furthermore, digital game-based instruction, online resources, and flipped classroom methodologies accommodate various learning styles, enabling students to assimilate content at their preferred pace and participate meaningfully with knowledge during school.

Furthermore, research indicates that educators who explicitly demonstrate abilities and offer guided practice prior to autonomous tasks markedly enhance student learning outcomes. This method corresponds with Rosenshine's instructional concepts, highlighting incremental progression, regular assessments of comprehension, and scaffolding to facilitate mastery. Furthermore, continuous evaluation during sessions enables educators to gauge student comprehension and modify training swiftly. Delivering prompt, precise feedback aids learners in rectifying mistakes and enhancing understanding (Shanahan et al., 2020).

Engage the Community. Mapp and Kuttner (2018) highlight the importance of mutual learning and collaboration between schools and the community. The study highlights the significance of teachers establishing ties with families and community organizations in order to enhance student learning and well-being. Among the abilities emphasized in this paradigm are effective communication, cultural competency, and the ability to leverage community resources to further educational goals.

In a different context, Sanders (2019) looks into how teachers contribute to community involvement in urban schools. His research sheds light on abilities including cultural sensitivity, understanding of community needs, and the capacity to establish trust with a variety of individuals. The results emphasize how important it is for educators to get involved in community activities, comprehend local conditions, and build relationships outside of the classroom.

Additionally, Epstein (2018) discusses teacher competencies that are essential for success as well as extensive community school collaborations. The study highlights how important it is for educators to collaborate with neighborhood organizations, organize resources, and address broader societal issues that have an impact on students' lives. Proficiency in program planning, continuous cooperation, and community needs assessment are necessary for effective community participation.

A community might be regarded as a network of social institutions, such as educational establishments. The school is an integral component of the community; events within the community influence the schools. Consequently, it is imperative for schools to cultivate and sustain a good connection with the surrounding community. The school's engagement with the community substantially influences the attainment of its overarching goal and vision. The social systems theory posits that a community's cultural backgrounds, ethics, and norms systematically and continually interact with what is expected of the school (Wenger, 2023).

Every educator serves as an intellectual leader within the community, particularly in the barrio, and should embrace the opportunity to offer such leadership when necessary. This entails the expansion of counseling

services, when deemed appropriate and proactive involvement in issues impacting the welfare of the populace. Consequently, schools must create suitable platforms for people in the school community to exchange pertinent practices, information, and suggestions to provide assistance and support, while advancing their collective interests (Nebor, 2022).

Estigoy & Olua (2023) emphasize that irrespective of a school's magnitude, its public relations effort must consistently be prioritized. Participants of the educational community must cooperate in executing effective programs, initiatives, and activities that provide advantageous outcomes for all community members. Educators, specifically, must be equipped to cultivate positive perceptions, even under the most mundane circumstances, to sustain public endorsement. The community's perspective of educators impacts their view of the school, therefore affecting student morale, educational resources, and overall enthusiasm for schooling.

Consequently, educators must engage with the rest of the school community to cultivate an environment conducive to student flourishing and enhancement of their learning capabilities. The presence and involvement of educators in the community is one of the most efficacious methods to foster community and local development. Educational institutions ought to embrace a community-focused strategy and maintain a commitment to enhancing the welfare of their communities via extension and outreach initiatives. When educators commit to executing local development projects, schools can transform into essential tools for facilitating specific neighborhood goals and promoting participation in community outreach efforts (Ozor & Nsukka, 2023).

The majority of educators are driven to engage with the community by their dedication to serving the public and a profound sense of duty. In her 2022 article on community engagement in educational institutions, Rygus (2022) delineated five strategies for enhancing relationships: foster an inviting and amicable school atmosphere, implement accountability as well as an open-door policy, sustain visibility in school settings, ensure that all stakeholders feel appreciated, and offer constructive feedback.

Crites (2020) emphasized prevalent community engagement practices among educators, including facilitating Homeroom PTA meetings, motivating parents or guardians to assist in their children's learning at home, sustaining consistent communication with families to track student progress, offering performance updates, and executing home visitations to aid both parents and students in comprehending the children's development.

Tobergte and Curtis (2023) delineated optimal practices for community engagement, which encompass administering annual surveys to align community volunteers' passions and abilities with school requirements, facilitating community participation in school planning, acknowledging community contributions, providing adaptable school schedules, and instructing communities about how to effectively assist in their children's education.

Becoming a Better Teacher Everyday. Ingersoll and Strong (2021) investigated the challenges faced by educators during their initial years of teaching, as well as the effects of mentorship and induction programs on teacher growth. The study sheds light on the ongoing learning process of educators, especially in their early years. To increase teacher effectiveness, Ingersoll and Strong stress the need of collaborative learning communities, professional development, and ongoing support. Three abilities are identified by the study: the capacity to integrate feedback for ongoing improvement, flexibility, and reflective practice. According to the results, teachers gain from constant efforts to enhance their instruction, which benefits both their professional growth and the academic performance of their students.

The study by Day and Gu (2019) also examines the subject of professional development and learning for

teachers. The study highlights the value of reflective practice, collaborative learning communities, and integrating feedback into teachers' continuous professional growth. For daily development, abilities like self-directed learning, perseverance in the face of difficulty, and the capacity to look for and use innovative teaching methods are essential.

A robust sense of self-efficacy educators' conviction in their capacity to affect student outcomes is essential. Research indicates that educators possessing elevated self-efficacy persevere despite difficulties and modify their instructional methods to address student requirements, hence enhancing student learning outcomes. The cultivation of a professional teaching personality, bolstered by mentorship and collaborative school environments, facilitates the transition of early career teachers into proficient educators. Positive student-teacher connections and supportive mentorship environments promote teacher development and adaptability. The utilization of diverse pedagogical methods such as peer collaboration, teacher-student discourse, and differentiated instruction enhances student engagement and academic performance. Tailoring approaches to students' needs and interests increases motivation and engagement (Caroll et al., 2024).

Compagnoni et al. (2024) conclude that educators should participate in regular professional development activities about instructional practices, collaboration, and institutional enhancement. Experience sampling research indicate that daily learning experiences, such as reflection and peer collaboration, enhance teacher growth. Furthermore, consistently soliciting and utilizing specific feedback from students, colleagues, and self-assessment enables educators to perpetually refine and enhance their teaching methodologies. This approach is associated with the gradual improvement of teaching proficiency.

Educator emotions and intrinsic desire significantly influence the pursuit of improvement. A fervor for education and a commitment to student achievement drive perseverance and professional development. Emotional health and support systems in educational institutions affect teachers' capacity for daily improvement (Huang et al., 2020).

Instructional Effectiveness. Ding and Sherman (2021) assert that there is a prevailing conviction among policymakers and both public and private funding entities that test scores have a direct connection with the quality of instructional effectiveness. The link suggests a direct correlation between teacher preparation, teacher quality, and student accomplishment. Key research challenges and concerns, along with an alternative conceptual framework for examining the relationship between accomplishment and instruction, were emphasized.

Furthermore, a recent World Bank assessment on the East Asia and Pacific region identified teachers' inadequate grasp of their subjects and absenteeism as factors contributing to the Philippines' elevated learning poverty. Classroom observation data indicate that the majority of instructors in the Philippines employ ineffective teaching approaches, resulting in unsatisfactory outcomes for students (Chi, 2023).

As to the California State University (2024), instructional effectiveness encompasses the extensive array of expertise, preparation, abilities, and behaviors that culminate in proficient teaching and learning for pupils. Instructional effectiveness is a multifaceted concept encompassing several dimensions, attitudes, skills, and attributes. Teaching methodologies, course format, instructional materials, learning activities, and assignments must be congruent with student preparedness, course grade (beginning, middle, advanced, graduate), and the competencies necessary for students to exhibit mastery of the designated objectives for learning. No singular measure or marker exists for assessing instructional effectiveness.

Additionally, measuring instructional effectiveness often entails analyzing the diverse methods and procedures that educators employ to enhance pupil comprehension, including pedagogies, learning

methods, assignments, and evaluations. It also entails analyzing direct behaviors inside an educational and instructional setting that are crucial for promoting learning among pupils. Moreover, instructor attributes such as expertise, accessibility, engagement, and inspiration significantly impact students' viewpoints and actions. Ultimately, proof of pupil academic outcomes, obtained from how they respond to instructions, course evaluations, projects, performances, exhibits, and final projects, offers essential insight into the efficacy of the educational system (California State University, 2024).

Further, a comprehensive understanding of the elements that define teacher effectiveness is essential. Recently, significant focus has been directed towards the effectiveness of teachers due to increasing concerns about the standard of education provided to children. Teacher effectiveness is currently a factor in the formulation of teacher assessments, discussions regarding teacher salary, and modifications in teacher preparation (Duncan et al., 2021).

Moreover, Boex (2020) identified a widespread agreement in the educational literature that a teacher's overall effectiveness is contingent upon a confluence of features, including the clarity of lessons, the organization of the subject matter, a teacher's capacity to motivate learners, and their efficacy in establishing interpersonal connections with learners.

Meanwhile, Gaillard (2021) also indicate that additional criteria, including a professor's breadth of knowledge, technical proficiency, the integration of technology in the classroom, and pedagogical skill, may be equally significant. The study revealed that pupils as well as teachers, when surveyed, expressed analogous features in their descriptions of what constitutes an 'excellent professor.

In a study conducted by Miron (2020), teachers of varying ranks were requested to identify one or more characteristics associated with four dimensions: scholarship, delivery, counseling, and personal features of the teacher. Meanwhile, Pohlman (2019) performed a review of analogous experiments in which students were asked identical questions. The crucial features identified include comprehensive subject matter expertise, the delivery of well-structured and ordered lectures, excitement and passion for teaching, and a student-centered approach with a readiness to provide assistance outside of the learning environment.

Preparation and Teaching Planning. Teachers must prepare their lessons prior to commencing instruction. This indicates that planning is a crucial task that teachers must undertake prior to instruction. According to Bailey (2023), planning is a responsibility that remains directly within the instructors' hands. Strategic planning can regulate instruction to guarantee the attainment of student learning objectives.

Wandberg and Rohwer (2023) asserted that successful teaching is contingent upon effective planning. Furthermore, proficient planning is a crucial element in achieving excellent teaching performance. This suggests that planning is the essential element for effective teaching building. Planning encompasses all cognitive activities and essential decisions to be made throughout the actual teaching process. This includes the selection of content, purposes and objectives, tasks tailored for students, students' requirements, suitable teaching activities, assessment, and the selection and production of teaching materials.

Research indicates that cognition and strategizing are crucial in classroom instruction, as educators employ diverse planning methods that yield tangible outcomes; they frequently arrive at planning decisions during dynamic teaching; and their theoretical frameworks and convictions shape their opinions, plans, and behaviors. Lesson preparation is a crucial component of a teacher's role that significantly impacts the content and methodology of how students learn (Clark & Peterson, 2021).

Moreover, comprehending the lesson preparation process and identifying interventions to enhance

instruction benefits both educators and administrators. This might be accomplished by observing instructions and during the pre-active and planning stage. According to Jasper (2020), comprehending the correlation among the planning stage and good instruction is essential.

The research conducted by Zahorik et al. (2023) established that proficient educators demonstrate excellence in instructional direction, encompassing both the information delivered and the methodologies employed in teaching. The study emphasized that competent educators must also be adept planners. The planning of lessons is the intellectual activity of contemplating the events that will transpire in the classroom throughout an instructional period. This entails the evaluation of various facets of the classroom, including strategies to engage students with the topic and the diverse responses students may exhibit.

Classroom Management. The capacity of teachers to arrange classrooms and manage student conduct is essential for attaining favorable educational results. While competent behavior management does not ensure effective teaching, it creates the environmental conditions necessary for quality instruction to occur. Conversely, highly effective education diminishes, but does not eradicate, classroom behavioral issues (Emmer & Stough, 2021).

Educators struggling with behavior management and classroom discipline typically exhibit ineffectiveness in their teaching, frequently experiencing elevated stress levels and feelings of burnout (Browsers & Tomic, 2020). Disruptive classroom behavior is a major factor contributing to teachers' departure from the profession.

A significant difficulty confronting educators is the establishment of discipline inside their classrooms, due to its profound effect on the way students learn. When disciplinary concerns remain unaddressed due to inadequate or ineffective behavior control and discipline measures, all children in the learning environment are affected. Many educators are confronted with the escalating number, duration, and intensity of disruptive student actions. Educators must consistently determine whether to address disruptive behaviors with disciplinary measures or to focus on instructing their students. Nonetheless, when they opt to confront disciplinary issues, they are compelled to transition from their region of instructional proficiency to a less refined skill in classroom management. When educators fail to manage their classrooms effectively, minimal instruction transpires, thereby affecting students (Etheridge, 2020). Marzano et al. (2021) elucidated that in poorly managed classrooms, educators have challenges in instruction, while students struggle with learning. Marzano et al. found that at schools recognized for their competent teachers, kids achieved excellent results on standardized assessments. Students attending ineffective schools but instructed by effective teachers achieved comparable high rates of achievement on standardized examinations. The teacher's influence was more significant compared to the impact of the educational institution on individual achievement among pupils.

Educators seek expertise in classroom management to prevent disruptive behaviors from consistently hindering the learning process. Effectively structured classroom management systems can mitigate the incidence of disruptive behaviors in the classroom. Behavioral issues can rapidly manifest in students' personalities, necessitating early detection and strategic interventions to ensure favorable future results (Tillery et al., 2020).

Educators should commence the academic year by establishing effective disciplinary procedures that can be routinely implemented in response to issues, foster connections with students, and assess their unique needs. Proactive teachers who establish norms and procedures are significantly less prone to encountering serious behavioral issues in their educational settings (Partin, 2019).

Crowe (2020) examined particular ways that educators might employ to assist children exhibiting problematic behaviors. The initial technique involves teachers familiarizing themselves with their pupils before the commencement of the academic year, for instance, by consulting with former educators and the students' families. Former educators may provide insights into effective tactics utilized for kids previously. Crowe also recommended monitoring the antecedents that lead to pupils' adverse conduct. Understanding pupils' triggers can assist teachers in equipping them for forthcoming obstacles.

Educators can also ascertain their comprehension of children's diverse developmental stages and honor students' unique learning preferences. Crowe (2020) emphasized that educators should assess students' relationship-building abilities to enhance their interpersonal abilities and peer interactions. The final tactics involve acquiring detailed insights into students' daily lives and identifying favorable attributes in all students.

Tomlinson (2022) examined many strategies that educators might employ to assist pupils exhibiting problematic behaviors. Tomlinson urged educators to guarantee that their classes are captivating and meticulously structured, enabling all students to achieve success. She additionally proposed demonstrating respect for all children, identifying their redeeming qualities, and investigating the underlying causes of undesirable actions.

Shawer (2020) emphasized the need of fulfilling kids' needs for belonging and affection. Rand articulated that this necessity is especially critical when addressing adolescents exhibiting problematic behaviors and deficient social skills. These pupils can be readily marginalized and evaded by teachers and their peers. These pupils require extensive positive attention, as they are eager for constructive interactions with their educators.

Schussler (2019) examined how classroom management might serve as a mechanism to academically engage pupils. Schussler determined that when educators provide pupils with options and guarantee that learning is attainable for all, student conduct enhances. Furthermore, Schussler articulated that educators should refrain from compromising the content to elicit student compliance; rather, they must devise effective techniques to manage classroom conduct to facilitate student success. Educators must create efficient classroom management techniques to mitigate frustrations and enhance teaching and learning efficacy.

Knowledge of Subject Matter. Subject matter knowledge is presumed essential for promoting student educational and learning experiences. It is viewed in particular as a requirement for educators to execute pedagogic ideas and developments that promote relevant educational endeavors and enhance the conceptual foundation of pupils. Darling-Hammond & Oakes (2019) utilized it to delineate the essential teaching techniques and knowledge foundation requisite for all educators, including subject matter knowledge (SMK). Educators with extensive subject matter knowledge facilitate student engagement in classes. These educators are cognizant of the challenges children face during their learning process and are prepared to address any inquiries posed by the students, providing responses that are neither evasive nor unclear. A structured training term is necessary for a person to develop an expertise in a specific topic (Woolfolk, 2023).

Professional knowledge constitutes a fundamental component of teacher competence. Enhancing teachers' knowledge is crucial for their professional growth and the establishment of a competent teaching workforce. An earlier empirical research regarding the origins of teachers' knowledge was conducted by Lianghuo Fan. He concentrated his studies on the origins of teachers' educational expertise. A survey of high school mathematics educators in Chicago revealed that the primary source of their pedagogical

knowledge was derived from teaching experience and reflective practices, along with daily interactions with colleagues. In-service professional development and training activities were also deemed significant, whereas experiences as students, preservice instruction, and reading professional literature were considered the least influential sources (Fan, 2020).

Liu (2023) categorized teachers' professional knowledge into four domains: educational theory, curriculum expertise, subject area knowledge, and pedagogical content knowledge (PCK), subsequently examining the sources of each type individually. Han (2020) explored the sources of knowledge among secondary school English teachers across four dimensions: theoretical pedagogical knowledge, English subject knowledge, teaching environment knowledge, and practical knowledge.

Teaching Characteristics. The classroom atmosphere, instructional methods, and how pupils learn are the primary components of teacher characteristics. Scholars Rubie-Davis et al. (2022) assert that variations in teachers' views and characteristics influence instructional practices, which in turn affect how students perform. The research encompassed three domains related to teacher characteristics. Following an analysis of prior findings, researchers assessed teachers' characteristics, including experience level, remuneration, certification, student accomplishment, and degree; these factors were subsequently utilized to ascertain the existing connections.

Other researchers contend that teachers' characteristics, including experience and preparedness, significantly influence the performance of pupils (Konstantopoulous & Sun, 2022). A crucial characteristic of educators is their capacity to instruct exceptional kids in the learning environment, necessitating a comprehension of this system of instruction. Teachers' modification of their pedagogical approaches facilitates learning for every pupil in inclusive classrooms.

Studies conducted by Toraman & Çakmak (2020) on teacher characteristics identify numerous essential traits that enhance successful teaching and yield favorable student outcomes. Professionalism, competence, classroom management, timeliness, and efficient communication are often highlighted. Students like educators who comprehend their viewpoint, exhibit strong listening skills, and engage proficiently in the classroom. Studies indicate that educators' expertise in subject area and pedagogical skills are essential for success.

Key personal attributes of an effective educator encompass geniality, consistency, self-assurance, integrity, respect for student perspectives, proficient communication skills, an optimistic outlook, elevated expectations for learners, the capacity to acknowledge student emotions non-judgmentally, modeling exemplary behavior, autonomy, adaptability, creativity, acceptance, and a democratic ethos. Stronge (2022) underscores the need of continuing education in proficient teaching. Effective educators, as per his research, embrace lifelong learning, remain informed about contemporary studies in their discipline, prioritize personal development, invest in their education, and proactively pursue professional development opportunities, including in-service training, congresses, and conferences.

Positive personality traits, including humility, politeness, patience, cooperation, sincerity, compassion, and equitable treatment of students, are substantially correlated with effective teaching. These characteristics promote a conducive learning atmosphere and facilitate rapport with students. A prevalent approach in prior studies has been to differentiate between the personal and professional attributes of effective instructors. The former encompasses the notion that instructors' personality qualities are intrinsically linked to their effectiveness as educators. Conversely, the latter contends that effective educators must possess certain professional attributes to deliver quality instruction (Arnon & Reichel, 2020).

Brown et al. (2023) asserted that effective educators exhibit passion, positivity, and a sincere concern for their students. Preservice instructors assert that effective educators possess a genuine affinity for children and are dedicated to cultivating significant relationships. Their study indicates that effective educators exhibit a range of personal traits, such as compassion, understanding, excitement, patience, compassion, and empathy. These attributes foster a constructive and stimulating educational atmosphere in which students learn efficiently while deriving pleasure from the experience.

According to Nicoll and Harrison (2022), successful educators are guided by multiple principles: comprehending student learning processes, demonstrating concern for student advancement, collaborating with peers, ensuring equitable treatment of students, and participating in reflective practice. Azer (2020) delineated essential characteristics of effective educators, such as a profound dedication to their profession, recognition of classroom diversity, capacity to inspire students, leadership skills, promotion of critical thinking, and facilitation of collaboration. These attributes exemplify the diverse professional skills that enhance effective teaching.

Interpersonal Relations. Although teacher-student connections are essential components of every educational setting, establishing and sustaining a positive interpersonal relationship is a challenging endeavor, even for seasoned educators. Positive relationships exhibited by teachers can be categorized as either verbal or non-verbal. Teacher care, contact, immediacy, credibility, clarity, confirmation, relational connection to pupils, humor, and praise are all examples of beneficial interpersonal behaviors exhibited by teachers, as examined by researchers (Frisby, 2019).

Wei et al. (2019) contends that a deep interpersonal tie between teacher and students, along with a relationship of trust, fosters a more conducive language learning environment and enhances students' appreciation of foreign languages. Research indicates that increased enjoyment among students correlates with enhanced foreign language ability, performance, success, and willingness to communicate.

In low-income countries, underprivileged learners frequently encounter substandard education: plenty of teachers are hired without fundamental subject knowledge, undergo insufficient training with minimal focus on strategies to assist children from varied backgrounds, and weak incentives coupled with ineffective teacher governance can result in low motivation and elevated rates of teacher absenteeism (UK Research and Innovation, 2023).

Furthermore, the World Bank's results concluded that Filipino educators employ some of the most ineffective methodologies in Southeast Asia, and that training programs designed for them have not succeeded in enhancing their topic mastery. A further factor contributing to inadequate teacher performance in the Philippines, not recognized in the World Bank report, is the over imposition of non-teaching responsibilities on educators. Numerous educators, alongside their instructional responsibilities, are burdened with administrative duties like staff management, property stewardship, financial oversight, supervision of extracurricular activities, and social action initiatives (Villegas, 2024).

Nugent (2019) said that when a sense of wellbeing is cultivated in the setting of education, student motivation during their educational experience would be enhanced. Consequently, favorable teacher-learner interpersonal relationships are anticipated to impact learners' academic achievement. It is essential for teachers to instill a sense of ease and confidence in their students. Teachers must recognize the influence of the emotional component and the emotional domain.

In addition, instructors exert a lasting impact on their students by delineating the methods of comprehension and societal involvement (Han & Xu, 2020). Any examination of students' academic abilities must take into account the teacher-student relationship, motivation, personality traits, ethical

standards, instructional design, and positive perspectives, which are essential (Gao et al., 2019).

Brinkworth et al. (2023) characterized the teacher-student interaction as the evolving mutual perceptions of teachers and students, which influence their interactions over time. They stated that these understandings are retained and influence future interactions. They said that when students recognize the support and dependability of their instructors, they are more likely to engage with them and view their teacher as a source of assistance and guidance for their educational development.

Moreover, Davis (2023) asserted that effective instruction entails high-quality interactions between instructors and learners, as well as among peers. He stated that optimal outcomes manifest when collaboration between instructors and learners transpires. Consequently, educators hold a pivotal position in academic environments.

Also, Alzeebaree and Zebari (2021) noted that effective teaching necessitates supporting teachers that create conducive educational environments and motivate students to engage in language acquisition. Moreover, it is widely accepted that the relationships learners cultivate inside educational settings among teachers, classmates, and administrators contribute to personal, academic, and social growth. Consequently, when learners engage in their lessons, the relationships they cultivate with their instructors increasingly influence their success in academic settings.

The interpersonal ties between teachers and learners, as well as their importance among learners, have been extensively researched. The quality of interpersonal relationships between teachers and learners can influence various positive psychological characteristics, such as academic engagement, love of foreign languages, resilience, grit, self-worth, and overall wellbeing, hence enhancing learners' healthy behavioral functioning. Dennie et al. (2019) discovered that teacher-learner interpersonal interactions substantially influenced learners' academic engagement in educational settings. They contended that the interpersonal link between teachers and learners favorably impacts learners' emotional needs, which in turn enhance academic engagement.

Furthermore, Jia et al. (2020) shown that students' academic engagement is highly associated with helpful interactions from educators. They contended that educators' utilization of fervent, empathetic engagement and respect would enhance student pleasure, hence fostering greater involvement in educational settings. Engels et al. (2021) demonstrated that proximity and conflict, as components of the teacher-learner interpersonal interaction, positively and negatively influenced learners' academic engagement, respectively. They stated that students' perceptions of teacher support can motivate them to participate professionally, socially, and psychologically in educational environments.

Yuan (2022) showed that teacher's communicative behaviors, including teacher strokes and teacher-student relationships, greatly influence learners' grit. He contended that the relationship between teacher-student connection and teacher support is associated with students' perseverance. A constructive teacher-learner interpersonal interaction can augment students' enthusiasm, the acquisition of essential interpersonal skills, and dedication, while concurrently reducing their anxiety levels, so fostering greater resilience among learners. Ma et al. (2020) indicated that teachers' support as a communicative act greatly influences learners' grit. They contended that a positive teacher-student interaction enhances learners' social skills.

METHODS

This section presented the components of the methodology to be used in the study. These included research design, research locale, research respondents, data gathering procedure, research instruments, Validation

of Research Instrument, Research Procedures, and Statistical Treatment of Data.

Research Design

This study employed a quantitative research approach utilizing a descriptive-correlational design. Descriptive-correlational research combined systematic observation with relationship analysis, providing a clear depiction of existing conditions while examining associations between variables. It did not establish causality but helped identify patterns, making it valuable in educational research for exploring factors like teaching workloads and instructional effectiveness (Creswell & Creswell, 2023).

Additionally, the study incorporated a correlational design to determine the strength and direction of the relationship between teaching workloads and teachers' knowledge and instructional effectiveness. A correlational research design was suitable for this study as it enabled the identification of significant associations between independent and dependent variables without implying causation (Creswell & Creswell, 2023). This design helped determine whether variations in teaching workload and teachers' knowledge and expertise significantly influenced instructional effectiveness, addressing the research problem in a methodologically sound manner.

Research Respondents

In this study, the respondents were public school teachers from Maragusan East District, Davao de Oro Division. A total of 106 teachers were selected based on an appropriate sampling method to ensure a representative and reliable dataset.

To achieve a comprehensive and accurate representation, a universal sampling method was employed, ensuring that all eligible teachers at Maragusan East District, Davao de Oro Division were included in the study. Universal sampling, also known as census sampling, was an effective approach that considered every member of the target population, enhancing the study's reliability and depth of understanding (Bryman, 2019).

The study included only teachers who had been employed at the school for at least two years, as this ensured that participants had substantial experience in managing instructional responsibilities within the school's environment.

This chapter presents the discussions, conclusion, and recommendations of the study. It synthesizes the key findings in relation to the research objectives and offers practical implications based on the results.

Results

Level of Teacher's Workloads

Table 2: Time

No.	Items	Mean	Descriptive Equivalent
1	I need more hours to do all the things that are expected of me.	4.07	High
2	There are too many demands on my time.	3.71	High
3	Sometimes, I feel like there are not enough hours in the day for me to complete my tasks.	3.83	High
4	I have things to do which I do not have time for.	3.68	High
5	I do not ever seem to have time for myself.	3.43	Moderate
Overall		3.74	High

The table 2 presents the level of teachers workload in terms of Time. The highest-rated item, "I need more hours to do all the things that are expected of me," received a mean score of 4.07, described as High,

indicating a strong perception of time insufficiency among teachers. Other items such as "Sometimes, I feel like there are not enough hours in the day for me to complete my tasks" (3.83), "There are too many demands on my time" (3.71), and "I have things to do which I do not have time for" (3.68) also received High ratings, reflecting the constant pressure and overwhelming demands faced by teachers in managing their tasks within the available time.

The item "I do not ever seem to have time for myself" garnered a mean score of 3.43, which is interpreted as Moderate, suggesting that while teachers struggle with work-related time constraints, the impact on their personal time is somewhat less intense. However, the overall mean of 3.74 still falls under the High category, signifying a general sense of time-related overload.

Table 3: Energy

No.	Items	Mean	Descriptive Equivalent
1	I find it necessary to push myself beyond my typical capacity to ensure the completion of all my tasks.	4.03	High
2	I just cannot find the energy to do all the things expected of me.	3.51	High
3	I have to do things less carefully in order to get everything done.	3.58	High
4	I feel like my work leaves me mentally fatigued or drained.	3.34	Moderate
5	I have a number of things to do which I don't really have enough energy to comply them.	3.46	Moderate
Overall		3.58	High

It is presented in table 3 the level of workloads in terms of energy. The highest-rated statement, "I find it necessary to push myself beyond my typical capacity to ensure the completion of all my tasks," received a mean of 4.03, indicating a High level of energy demand. Similarly, items such as "I have to do things less carefully in order to get everything done" (3.58) and "I just cannot find the energy to do all the things expected of me" (3.51) were also rated High, suggesting that teachers often feel compelled to work beyond their physical or mental limits to fulfill their responsibilities.

Meanwhile, the items "I feel like my work leaves me mentally fatigued or drained" (3.34) and "I have a number of things to do which I don't really have enough energy to comply" (3.46) were both rated Moderate, indicating that although mental exhaustion and low energy are present, they are perceived as slightly less intense compared to the overall workload pressure. With an overall mean score of 3.58, the findings suggest a High level of workload in terms of energy.

Table 4: Duties and Obligations

No.	Items	Mean	Descriptive Equivalent
1	I find myself having to prepare a priority list to get all the things I have to do.	4.07	High
2	There are times when I cannot meet everyone's expectations.	3.92	High
3	Many times, I have to cancel commitments outside to meet my work demands.	3.68	High

4	I seem to have more commitments to overcome than some other teachers I know.	3.52	High
5	I cannot ever seem to catch up with the work assigned to me.	3.27	Moderate
Overall		3.69	High

Table 4 present the results of the level of teachers' workloads in terms of Duties and Obligations. The highest-rated item, "I find myself having to prepare a priority list to get all the things I have to do," received a mean of 4.07, categorized as High, indicating that teachers frequently resort to prioritization strategies just to manage their workload. Other items such as "There are times when I cannot meet everyone's expectations" (3.92), "Many times, I have to cancel commitments outside to meet my work demands" (3.68), and "I seem to have more commitments to overcome than some other teachers I know" (3.52) were also rated High, reflecting the pressure teachers feel in balancing multiple responsibilities, often at the cost of personal time and social commitments.

The item "I cannot ever seem to catch up with the work assigned to me" received a Moderate rating with a mean of 3.27, suggesting that while some teachers feel overwhelmed, the perception of falling behind is slightly less intense than other aspects of the workload. Despite this, the overall mean score of 3.69 is still interpreted as High, indicating that teachers experience a considerable level of burden related to duties and obligations.

Table 5: Summary on the level of Teachers Workloads

No.	Items	Mean	Descriptive Equivalent
1	Time	3.74	High
2	Energy	3.58	High
3	Duties and Responsibilities	3.69	High
Overall		3.67	High

Among the three dimensions, time recorded the highest mean score of 3.74, followed by duties and responsibilities at 3.69, and energy at 3.58. This indicates that teachers primarily feel the greatest burden in managing their time and maintaining the physical and mental energy required to meet daily demands. This also means that the level of teacher's workload was oftentimes evident.

Level of Teacher's Knowledge and Expertise

Table 6: Knowing and Understanding What to Teach

No.	Items	Mean	Descriptive Equivalent
1	I know and understand relevant theories, concepts and principles of what I teach.	4.34	High
2	I use accurate and updated content in organizing, connecting, and presenting what I teach.	4.34	High
3	I collaborate with my co-teachers on teaching my subject content.	4.25	High

4	I use current research results to update myself and the subject I teach.	4.17	High
5	I search and use multiple sources of information and recent studies.	4.35	High
Overall		4.29	High

The table 6 presents the level of teachers' knowledge and expertise in terms of knowing and understanding what to teach. The highest-rated item, "I search and use multiple sources of information and recent studies," received a mean score of 4.35, indicating that teachers actively seek out diverse and updated resources to enhance their content knowledge. Closely following were the items "I know and understand relevant theories, concepts and principles of what I teach" and "I use accurate and updated content in organizing, connecting, and presenting what I teach," both with a mean of 4.34, reflecting a strong grasp of subject matter and a commitment to content accuracy.

Other indicators, such as "I collaborate with my co-teachers on teaching my subject content" (4.25) and "I use current research results to update myself and the subject I teach" (4.17), also received High descriptive equivalents. These scores emphasize the importance teachers place on collaboration and continuous professional development. The overall mean score of 4.29 confirms a high level of knowledge and expertise, suggesting that teachers are well-prepared, informed, and intentional in their efforts to deliver accurate and relevant instruction to their students. This also means that the level of teacher's knowledge and expertise in terms of knowing and understanding what to teach was oftentimes evident.

Table 7: Helping Learners Learn

No.	Items	Mean	Descriptive Equivalent
1	I look into my students' background, past performance, interest, issues and concerns to know them better.	4.50	Very High
2	I identify and help my students who are likely to stop schooling and those who need urgent support.	4.43	High
3	I integrate my students' needs, preferences, language and development stages in the learning experience.	4.44	High
4	I encourage my students to set challenging yet achievable goals for themselves.	4.58	Very High
5	I teach my students to see the connection between what they learn and what they experience in real life situations.	4.68	Very High
Overall		4.53	Very High

The table 7 shows the result of the level of teachers' knowledge and expertise in terms of helping learners learn. The highest-rated item, "I teach my students to see the connection between what they learn and what they experience in real life situations," received a Very High rating with a mean of 4.68, highlighting the teachers' strong emphasis on practical and meaningful learning. This was followed closely by "I encourage my students to set challenging yet achievable goals for themselves" (4.58) and "I look into my students' background, past performance, interest, issues and concerns to know them better" (4.50), both also received Very High ratings.

Other items, such as "I integrate my students' needs, preferences, language and development stages in the learning experience" (4.44) and "I identify and help my students who are likely to stop schooling and those who need urgent support" (4.43), received High ratings, reflecting the teachers' efforts to personalize instruction and provide targeted support. The overall mean score of 4.53 falls under the Very High category, This also means that the level of teacher's knowledge and expertise in terms of helping learners learn was always evident.

Table 8: Engaging the Community

No.	Items	Mean	Descriptive Equivalent
1	Invite parents and guardians to visit the school regularly and to volunteer in school activities.	4.19	High
2	I team up with parents and guardians to work on student affairs.	4.22	High
3	I build good relationship and communicate regularly to engage the parents and guardians.	4.42	High
4	I visit my students in their homes when needed.	4.27	High
5	I invite parents and guardians to participate in their children learning activities.	4.20	High
Overall		4.26	High

The table 8 shows the result of the level of teachers' knowledge and expertise in terms of engaging the community. The highest-rated item, "I build good relationship and communicate regularly to engage the parents and guardians," received a mean score of 4.42, indicating a strong emphasis on consistent communication and relationship-building with families. This was followed by "I visit my students in their homes when needed" (4.27) and "I team up with parents and guardians to work on student affairs" (4.22), both rated High, showing teachers' proactive approach in partnering with families for student success. This collaboration highlights a shared commitment to addressing students' academic and behavioral needs effectively.

The remaining items, including "I invite parents and guardians to participate in their children's learning activities" (4.20) and "Invite parents and guardians to visit the school regularly and to volunteer in school activities" (4.19), also received High descriptive equivalents. These results reflect the consistent effort of teachers to involve parents and guardians in the educational process. The overall mean score of 4.26 confirms a high level of knowledge and expertise in community engagement, suggesting that teachers recognize the importance of strong school-family partnerships in enhancing student learning and fostering a supportive educational environment. This also means that the level of teacher's knowledge and expertise in terms of engaging the community.

Table 9: Becoming A Better Teacher Everyday

No.	Items	Mean	Descriptive Equivalent
1	I examine myself to become a better person and a better teacher.	4.65	Very High

2	I reflect if what I think and do follow the best qualities of being a teacher.	4.56	Very High
3	I believe in my worth and personal capacity.	4.56	Very High
4	I handle and express my emotions thoughtfully and carefully, and effectively manage stress and conflicts.	4.45	High
5	I take care of my physical psychological, emotional and spiritual health.	4.55	Very High
Overall		4.55	Very High

The table 9 shows the result of the level of teachers' knowledge and expertise in terms becoming a better teacher everyday. The highest-rated item, "I examine myself to become a better person and a better teacher," received a mean score of 4.65, highlighting the strong commitment of teachers to self-reflection and continuous self-improvement. This was followed by "I reflect if what I think and do follow the best qualities of being a teacher" and "I believe in my worth and personal capacity," both with a mean score of 4.56, showing that teachers maintain a high level of self-awareness and confidence in their roles.

The remaining indicators also received high descriptive equivalents, including "I take care of my physical, psychological, emotional and spiritual health" (4.55) and "I handle and express my emotions thoughtfully and carefully, and effectively manage stress and conflicts" (4.45). The overall mean score of 4.55 confirms a high level of knowledge and expertise in this area, indicating that teachers are deeply committed to personal and professional growth as essential components of effective teaching. This also means that the level of teacher's knowledge and expertise in terms of becoming a better teacher everyday was always evident.

Table 10: Summary on the level of Teachers Knowledge and Expertise

No.	Items	Mean	Descriptive Equivalent
1	Knowing and Understanding What to Teach	4.29	High
2	Helping Learners Learn	4.53	Very High
3	Engaging the Community	4.26	High
4	Becoming A Better Teacher Every Day	4.55	Very High
Overall		4.41	High

The table 10 shows the summary result of the level of teachers' knowledge and expertise. The mean scores of each indicator are shown in both tabular and textual format and are arranged from highest to lowest to ensure clarity and emphasis. "Becoming a Better Teacher Every Day" received the highest mean score of 4.55, followed by "Helping Learners Learn" with a mean of 4.53, reflecting teachers' strong dedication to personal growth and effective instructional practices. "Knowing and Understanding What to Teach" (4.29) and "Engaging the Community" (4.26) also received high descriptive equivalents, indicating consistent competence across all areas. The overall mean score of 4.41 confirms a high level of knowledge and expertise among teachers, highlighting their well-rounded commitment to both effectiveness and development.

Level of Instructional Effectiveness

Table 11: Preparation and Teaching Planning

No.	Items	Mean	Descriptive Equivalent
1	I wisely comply with my teaching hours.	4.53	Very High
2	I am methodical in my lesson planning.	4.26	High
3	I plan the topic I teach to be in agreement with the goals of the course.	4.46	High
4	I structure my lessons to take account of the disparity between classes.	4.38	High
5	I recapture the concept again at the end of the lesson.	4.44	High
Overall		4.42	High

The table 11 presents the level of teachers' knowledge and expertise in terms The highest-rated item, "I wisely comply with my teaching hours," received a mean score of 4.53 which was equivalent to very high, reflecting teachers' strong adherence to time management and professional discipline. This was followed by "I plan the topic I teach to be in agreement with the goals of the course" (4.46) and "I recapture the concept again at the end of the lesson" (4.44), which highlight teachers' alignment with curriculum goals and efforts to reinforce student understanding through review.

Other indicators such as "I structure my lessons to take account of the disparity between classes" (4.38) and "I am methodical in my lesson planning" (4.26) also received high descriptive equivalents, indicating that teachers maintain a systematic and inclusive approach to lesson preparation. These results demonstrate that educators are mindful of students' varied learning needs and are deliberate in organizing their instructional strategies. The overall mean score of 4.42 confirms a high level of instructional effectiveness, emphasizing the teachers' efforts to plan, structure, and deliver lessons that support meaningful and goal-oriented learning experiences.

Table 12: Classroom Management

	Items	Mean	Descriptive Equivalent
1	I respect my students' experiences throughout the learning session.	4.71	Very High
2	I direct my students to do their work.	4.59	Very High
3	I am concerned about maintaining discipline in the classroom in a democratic atmosphere.	4.58	Very High
4	I communicate to students about their results in exams.	4.62	Very High
5	I pose questions that trigger more reflection than it teaches to find questions.	4.45	High
Overall		4.59	Very High

The table 12 shows the result of the level of teachers' knowledge and expertise in terms. Classroom management. The highest-rated item, "I respect my students' experiences throughout the learning session," received a mean score of 4.71, indicating a Very High level of appreciation for student perspectives and

contributions during class. This was followed by "I direct my students to do their work" (4.59), "I communicate to students about their results in exams" (4.62), and "I am concerned about maintaining discipline in the classroom in a democratic atmosphere" (4.58), all rated very high. These results highlight teachers' strong commitment to student engagement, effective communication, and fair discipline practices. The indicator "I pose questions that trigger more reflection than it teaches to find questions" received a mean score of 4.45, with a high descriptive equivalent, suggesting a slightly lower yet still strong focus on encouraging critical thinking. Overall, the mean score of 4.59 indicates a very high level of instructional effectiveness in classroom management.

Table 13: Knowledge of Subject Matter

No.	Items	Mean	Descriptive Equivalent
1	I have total influence over the topic I am teaching.	4.21	High
2	I discuss my subject-matter knowledge with my coworkers and become better acquainted.	4.19	High
3	I like to learn new skills.	4.64	Very High
4	I explore the contents of the discussion with faith and comfort.	4.50	Very High
5	I have a lot of growth and learning for citizens	4.35	High
Overall		4.38	High

The table 13 shows the result of the level of teachers' knowledge and expertise in terms knowledge of subject matter. The highest-rated item, "I like to learn new skills," received a mean score of 4.64, indicating a very high level of enthusiasm for continuous learning and professional development. This was closely followed by "I explore the contents of the discussion with faith and comfort" (4.50), also rated very high, highlighting teachers' confidence and openness in engaging with subject matter.

Other items such as "I have a lot of growth and learning for citizens" (4.35), "I have total influence over the topic I am teaching" (4.21), and "I discuss my subject-matter knowledge with my coworkers and become better acquainted" (4.19) received high descriptive equivalents, reflecting teachers' solid grasp of content knowledge and collaborative spirit. The overall mean score of 4.38 confirms a high level of instructional effectiveness in subject matter knowledge, demonstrating that teachers are committed to deepening their expertise and sharing insights to improve teaching and learning outcomes. This is also means that the level of instructional effectiveness in terms of knowledge of subject matter was oftentimes evident.

Table 14: Teaching Characteristics

No.	Items	Mean	Descriptive Equivalent
1	I have supportive behavior.	4.55	Very High
2	I have got a feeling of obligation and service.	4.50	Very High
3	I deliver a praiseworthy example of my personal and social life.	4.42	High
4	In dealing with my pupils, I display empathy and compassion.	4.64	Very High
5	I consider other critiques as suggestions for my own development.	4.64	Very High

Overall	4.55	Very High
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The table 14 shows the result of the level of teachers' knowledge and expertise in terms teaching characteristics. The highest-rated items, "In dealing with my pupils, I display empathy and compassion" and "I consider other critiques as suggestions for my own development," both received a mean score of 4.64, indicating a very high level of emotional intelligence and openness to growth. These are followed by "I have supportive behavior" (4.55) and "I have got a feeling of obligation and service" (4.50), also rated very high, reflecting teachers' dedication to nurturing, service-oriented, and supportive professional conduct.

The indicator "I deliver a praiseworthy example of my personal and social life" received a slightly lower mean score of 4.42, with a High descriptive equivalent, suggesting strong but comparatively moderate alignment between personal example and professional role modeling. The overall mean score of 4.55 confirms a very high level of instructional effectiveness in teaching characteristics, highlighting that teachers possess not only the technical competencies of teaching but also the interpersonal qualities essential for creating a respectful, compassionate, and growth-oriented classroom environment. This also means that the level of instructional effectiveness in terms of teaching characteristics was always evident.

Table 15: Interpersonal Relations

No.	Items	Mean	Descriptive Equivalent
1	I encourage my students to speak after class hours.	4.59	Very High
2	I am really involved in the group of parent-teachers.	4.40	High
3	I support my students with personal and educational challenges.	4.58	Very High
4	I am obeying my school head fairly.	4.70	Very High
5	I think my first responsibility is to make my school a good reputation (profile).	4.67	Very High
Overall		4.59	Very High

The table 15 shows the result of the level of teachers' knowledge and expertise in terms interpersonal relation. The highest-rated item, "I am obeying my school head fairly," received a mean score of 4.70, followed closely by "I think my first responsibility is to make my school a good reputation (profile)" with 4.67, both indicating a Very High level of professional conduct and institutional loyalty. "I encourage my students to speak after class hours" (4.59) and "I support my students with personal and educational challenges" (4.58) also received Very High ratings, demonstrating strong student-centered interpersonal engagement.

The item "I am really involved in the group of parent-teachers" received a slightly lower score of 4.40, with a High descriptive equivalent, showing meaningful but relatively less engagement in parent-teacher collaboration compared to other interpersonal factors. The overall mean score of 4.59 indicates a Very High level of instructional effectiveness in interpersonal relations, reflecting that teachers maintain positive relationships with students, colleagues, and school leadership.

Summary on the level of Instructional Effectiveness

Table 16: Summary on the level of Instructional Effectiveness

No.	Items	Mean	Descriptive Equivalent
1	Preparation and Teaching Planning	4.42	High
2	Classroom Management	4.59	Very High
3	Knowledge of Subject Matter	4.38	High
4	Teaching Characteristics	4.55	Very High
5	Interpersonal Relations	4.59	Very High
Overall		4.50	Very High

The table 16 shows the summary result of the level of teachers' knowledge and expertise. The highest-rated areas were "Classroom Management" and "Interpersonal Relations," both with a mean score of 4.59, followed closely by "Teaching Characteristics" at 4.55, all receiving a Very High descriptive equivalent. Meanwhile, "Preparation and Teaching Planning" (4.42) and "Knowledge of Subject Matter" (4.38) were rated High, indicating strong yet slightly lower performance in these areas. The overall mean score of 4.50 reflects a Very High level of instructional effectiveness, showing that teachers consistently demonstrate excellence in managing classrooms, building relationships, and embodying key teaching traits while maintaining solid planning and subject knowledge.

Relationship between Teacher's Workload and Instructional Effectiveness

Table 17: Relationship between Teacher's Workload and Instructional Effectiveness

Variables		r-value	Statistical Description	p-value	Decision
Teacher's Workload	Instructional Effectiveness	0.00	No correlation	.060	Accept H_0

The table 17 presents the relationship between teachers' workload and instructional effectiveness. The Pearson Product-Moment Correlation (Pearson r) was employed to examine the relationship between teacher workload and instructional effectiveness. The computed r-value of 0.00 indicates no correlation between the two variables, suggesting that changes in teacher workload are not associated with any changes in instructional effectiveness. Furthermore, the p-value of .060 exceeds the standard significance level of .05, leading to the acceptance of the null hypothesis. This implies that there is no statistically significant relationship between teacher workload and instructional effectiveness in this study.

Relationship between Teacher's Knowledge and Expertise and Instructional Effectiveness

Table 18: Relationship between Teacher's Knowledge and Expertise and Instructional Effectiveness

Variables		r-value	Statistical Description	p-value	Decision
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Teacher's Knowledge and Expertise		0.812	Strong Positive correlation	.001	Reject H_0
Instructional Effectiveness					

The table 18 presents the relationship between knowledge and expertise and instructional effectiveness. The Pearson Product-Moment Correlation (Pearson r) was applied to determine the strength and significance of the relationship between the two variables. The computed r -value of 0.812 indicates a strong positive correlation, suggesting that higher levels of teacher knowledge and expertise are closely associated with greater instructional effectiveness. The p -value of .001 is lower than the .05 level of significance, leading to the rejection of the null hypothesis. This confirms a statistically significant relationship between teacher's knowledge and expertise and their instructional effectiveness. This finding underscores the critical role that teacher knowledge and expertise play in enhancing instructional outcomes.

Discussions

After the data were analyzed and interpreted, the following discussions of the findings are gathered: these insights provide a deeper understanding of the relationships among the study variables and their implications for teaching effectiveness.

Level of Teachers Workloads in terms of Time, Energy, and Duties and Obligations. The results revealed that among the three dimensions, both time and energy were interpreted as High, while duties and responsibilities fell under the Moderate category. This indicates that teachers primarily feel the greatest burden in managing their time and maintaining the physical and mental energy required to meet daily demands. Moreover, this indicates that most teachers feel they are operating under considerable time pressure, which may have implications for their effectiveness, job satisfaction, and overall well-being. Further, this implies that the teaching profession not only demands time but also significantly drains teachers' physical and mental resources, which may impact their performance and well-being over time. These findings are strongly supported by Wilson (2021), who emphasized that a substantial portion of teachers' time is devoted to non-instructional tasks such as lesson preparation, student assessment, meetings, and administrative duties much of which occurs outside regular classroom hours. This "invisible work" significantly contributes to time constraints and energy depletion, highlighting the intensification of the teaching profession and validating the reported high levels of burden related to time and energy.

Level of Teachers' Knowledge and Expertise. The results their well-rounded commitment to both instructional effectiveness and holistic development. Moreover, these results underscore the teachers' strong commitment to continual improvement, effective teaching, and community engagement. The consistently high mean scores across all indicators reflect a well-balanced and highly competent teaching workforce. These findings are supported by Bromme (2021), who emphasizes that teacher knowledge and expertise stem from both formal training and accumulated hands-on experience. Bromme explains that expert teachers possess not only deep academic knowledge but also the instructional ability to apply it

effectively, enabling them to respond swiftly and skillfully in complex classroom situations.

Level of Instructional Effectiveness. The highest-rated areas were Classroom Management and Interpersonal Relations followed closely by Teaching Characteristics. Meanwhile, Preparation and Teaching Planning and Knowledge of Subject Matter were strong yet slightly lower performance in these areas. The overall result on the level of instructional effectiveness, showing that teachers consistently demonstrate excellence in managing classrooms, building relationships, and embodying key teaching traits while maintaining solid planning and subject knowledge. These results are supported by Boex (2020), who highlights that teacher effectiveness depends on a combination of clear lesson delivery, organized subject matter, and the ability to motivate learners, and strong interpersonal relationships with students.

Relationship between teacher's workload and instructional effectiveness. The computed r-value indicates a no correlation. This resulted in the acceptance of the null hypothesis, in this context. This finding is consistent with the literature indicating that although teachers face high workloads especially regarding time and energy demands (Wilson, 2021) these factors do not necessarily predict instructional effectiveness. Instructional effectiveness is influenced by a complex interplay of knowledge, skills, preparation, and interpersonal factors (Boex, 2020; Bailey, 2023), which may not be directly impacted by workload intensity alone. Thus, even with heavy workloads, teachers may maintain high instructional effectiveness due to their expertise and dedication.

Relationship Between Teacher's Knowledge and Expertise and Instructional Effectiveness. The computed r-value indicates a strong positive correlation, suggesting that higher levels of teacher knowledge and expertise are closely associated with greater instructional effectiveness. This confirms a statistically significant relationship between teacher's knowledge and expertise and their instructional effectiveness. This finding aligns with Boex (2020) which states that teacher effectiveness is strongly linked to a combination of professional knowledge, instructional skills, and the ability to motivate and engage learners, all of which contribute significantly to instructional success. These studies highlight the vital role that teacher knowledge and expertise play in driving high-quality teaching and improved student outcomes.

Prediction of Teachers' Workloads of Instructional Effectiveness. The regression coefficients reveal that while the overall workload model has a significant influence with instructional effectiveness, the individual domains do not exert a statistically significant predictive effect on their own. This suggests that the combined effect of time, energy, and duties and obligations contributes meaningfully to instructional effectiveness, but no single factor stands out as a strong predictor. This finding aligns with Wilson (2021), who highlights that teachers face significant time and energy demands from various workload components, yet these demands alone may not directly determine instructional quality. Instead, instructional effectiveness depends on a more complex interplay of factors, including teacher expertise and instructional skills (Boex, 2020), which may collectively mediate the impact of workload on teaching outcomes. Thus, while workload as a whole influences effectiveness, no single aspect dominates as a predictor.

Prediction of Teachers' Knowledge and Expertise of Instructional Effectiveness. All four domains: knowing and understanding what to teach, helping learners learn, engaging the community, and becoming a better teacher every day were found to significantly predict instructional effectiveness, as all p-values were below the level of significance. Among these, "becoming a better teacher every day" had the strongest influence, highlighting its key role in enhancing instructional effectiveness. This finding is

supported by Bromme (2021), who emphasizes that teacher expertise, developed through continuous learning and reflective practice, is essential for effective teaching. Tsui (2023) also notes that ongoing professional growth and self-improvement are critical components of teacher expertise that significantly impact instructional quality.

Conclusion

The study found that teachers experience the most difficulty in managing their time and sustaining the energy needed to fulfill their duties, making these the main sources of workload-related stress. Despite these challenges, teachers show a high level of knowledge and expertise across key domains, reflecting their commitment to growth and effective teaching. They also demonstrate strong instructional effectiveness, especially in classroom management and building positive relationships with students factors that contribute to a supportive learning environment and improved student outcomes.

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