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Research Article

English Teachers' Attitudes and Pedagogical Beliefs: Basis for Designing Project SMART in Rural Public High Schools

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ABSTRACT

This research examined the attitudes and pedagogical beliefs of secondary English teachers in Kayapa, Nueva Vizcaya, to inform the creation of a Learning and Development Program. The study used a descriptive-correlational quantitative methodology with complete enumeration, including all 30 English instructors from seven public secondary schools throughout the 2024–2025 academic year. Validated survey instruments were used, and results were evaluated by descriptive statistics and Pearson correlation. Findings revealed that educators often had favorable attitudes about English instruction, particularly with their dedication to teaching, job satisfaction, aspirations for professional growth, technical proficiency, and views on remuneration. Moreover, respondents demonstrated robust pedagogical attitudes across six essential dimensions: organizational practices, effective lesson delivery, classroom management and discipline, positive student involvement, successful assessment procedures, and commitment to ethical teaching standards. Statistical investigation validated a substantial positive association between educators' attitudes and their educational convictions. This indicates that the enhancement of one construct may concurrently elevate the other, highlighting the connection between attitude and instructional practice. Considering these results, a Learning and Development Program named Project SMART (Seminar-Workshop for Advancing Reflective Teaching) was established. The program seeks to enhance and maintain teachers' positive dispositions and robust pedagogical foundations by emphasizing technology integration, fostering professional development, and advocating ethical, learner-centered methodologies. This research highlights the essential importance of ongoing professional development in enhancing English teaching and elevating educational results, especially in rural public-school settings.

Keywords: Attitude, Pedagogical Beliefs, English Teaching, Professional Development, Learning and Development Program, Project SMART

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Introduction

The quality of English language education is a key factor in shaping students' academic success, career readiness, and global competitiveness. In the Philippines—where English functions both as a second language and a medium of instruction—strengthening English teaching is vital for national development. Despite curriculum reforms and international benchmarking efforts, significant challenges persist, particularly in rural and remote areas where educational resources, teacher training, and institutional support are often limited.

At the heart of effective English instruction are teachers' attitudes and pedagogical beliefs. Attitudes reflect educators' emotional orientations, professional commitment, and motivation, which in turn influence their classroom engagement and instructional resilience. Pedagogical beliefs refer to teachers' core convictions about teaching, learning, classroom management, assessment, and student interaction (Gilakjani & Sabouri, 2017; Schutz et al., 2020). Research shows that positive attitudes and reflective beliefs support innovative practices, adaptability to student needs, and improved learning outcomes. In contrast, negative attitudes or rigid teaching beliefs can hinder pedagogical growth, limit student engagement, and exacerbate achievement gaps.

In rural municipalities like Kayapa, Nueva Vizcaya, secondary English teachers work within distinct socio-cultural and geographic contexts. They face challenges such as multi-grade classes, limited access to technology, linguistic and cultural diversity among students, and geographic isolation. These factors demand not only technical competence but also a high degree of flexibility, resilience, and strong professional dispositions. However, limited empirical studies have explored how internal teacher factors such as attitudes and beliefs influence teaching quality in such settings.

Globally, the call for improving English education in the Philippines has been reinforced by results from international assessments such as the Programme for International Student Assessment (PISA). The Philippines ranked 78th out of 78 countries in 2018 and 77th out of 81 in 2022, reflecting systemic weaknesses in the quality of instruction. While infrastructure and

curriculum reform remain important, emerging evidence suggests that empowering teachers—through cultivating positive attitudes and reflective pedagogical beliefs—can lead to more sustainable improvements in teaching and learning (Ertmer & Ottenbreit-Leftwich, 2017; Farrell & Yang, 2019).

Despite increasing attention to teacher-related factors, localized studies focusing on rural English teachers in the Philippine context are still lacking. There is a pressing need to explore the professional dispositions of teachers in underserved areas like Kayapa, assess how attitudes and beliefs interact, and design targeted interventions that address these factors.

This study aimed to investigate the attitudes and pedagogical beliefs of public secondary English teachers in Kayapa during the School Year 2024–2025. Specifically, it assessed attitudes in terms of commitment, contentment, career development, technological competence, and compensation. It also evaluated pedagogical beliefs across six dimensions: organizational practices, lesson presentation, classroom management, student engagement, evaluation, and adherence to a code of ethics. Moreover, the study examined the relationship between these two variables and used the findings to develop a targeted Learning and Development Program titled Project SMART (Seminar-Workshop for Advancing Reflective Teaching).

By focusing on internal teacher dimensions, this study contributes to broader efforts to improve instructional quality, strengthen rural education, and support the Department of Education's commitment to Sustainable Development Goal 4: Quality Education. It offers a localized, evidence-based foundation for future teacher development initiatives in similar contexts.

Methods

This study employed a quantitative descriptive-correlational research design to examine the attitudes and pedagogical beliefs toward teaching English among public secondary English teachers in Kayapa, Nueva Vizcaya. The descriptive component aimed to determine the levels of teacher attitudes and pedagogical beliefs, while the correlational component sought

to assess the relationship between these two variables. A quantitative approach was deemed appropriate as it facilitated the collection of measurable data that could be statistically analyzed to establish patterns and relationships within the target population.

The research was conducted during the School Year 2024–2025 in Kayapa, a rural and mountainous municipality characterized by cultural diversity and limited access to modern educational infrastructure. These contextual challenges made Kayapa an ideal setting for exploring how internal teacher dispositions—such as attitudes and belief impact instructional practices.

The study covered seven public secondary schools in the municipality:

- Binalian Integrated National High School
- Sta. Cruz Pingkian High School
- Nansiakan National High School
- Pinayag National High School
- Napu-Toyak National High School
- Kayapa High School
- Martinez Cuyangan High School

A total enumeration sampling technique was used, involving all 30 full-time English teachers in these schools who were actively teaching Junior or Senior High School English subjects during the academic year. This method ensured complete population coverage and minimized selection bias.

To gather data, two validated research instruments were used:

1. The Questionnaire on Attitude Toward Teaching English, adapted from Alemu (2024), measured attitudes across five domains: commitment, contentment, career development, competence in technology, and compensation.
2. The Questionnaire on Pedagogical Beliefs Toward Teaching English, adapted from Khader (2002), assessed six dimensions: organizational beliefs, lesson presentation, classroom management, student engagement, evaluation, and adherence to the code of ethics.

Both instruments utilized a four-point Likert scale and were subjected to expert validation by experienced English educators and academic researchers to ensure content validity and contextual appropriateness.

Prior to data collection, formal approval was obtained from the Schools Division Office and the principals of participating schools. The researcher personally administered the instruments, provided clear instructions, and explained the purpose and ethical protocols of the study. Informed consent was secured from all respondents, and confidentiality and voluntary participation were emphasized. Respondents were allotted sufficient time to complete the questionnaires independently. A 100% retrieval rate was achieved through direct collection by the researcher.

Ethical standards were strictly observed throughout the research process. Data confidentiality was maintained, and no identifying information was collected, with each questionnaire coded for anonymity.

Data were encoded, organized, and analyzed using Statistical Package for the Social Sciences (SPSS) software. Descriptive statistics (mean and standard deviation) were used to determine levels of attitudes and pedagogical beliefs. To examine the relationship between the two variables, Pearson's Product-Moment Correlation Coefficient was applied, with a significance level set at $p < 0.05$. These procedures ensured the validity and reliability of the findings.

Results and Discussion

Attitude Toward Teaching English

To determine the attitude toward teaching English among the respondents in terms of commitment, contentment, career development, competence in technology, and compensation, mean and standard deviation were used. The findings are presented in Tables 1 and 5. Table 1 displays the level of attitude in teaching English in terms of commitment.

Table 1 Attitude Toward Teaching English in Terms of Commitment)

Commitment Indicators	M	SD	QD
1. I believe that teaching English is the first job I want to do.	3.20	0.761	Agree
2. I believe that teaching English is an ideal profession for me.	3.13	0.730	Agree
3. I find teaching English comfortable and enjoyable.	3.47	0.629	Agree
4. I am motivated to stay in teaching English despite challenges and changes.	3.37	0.615	Agree
5. I view teaching English as a long-term career commitment.	3.37	0.615	Agree
Weighted Mean	3.31	0.670	Agree

Table 1 presents the level of attitude among secondary English teachers in Kayapa in terms of commitment, as measured by the mean (M), standard deviation (SD), and corresponding qualitative descriptions (QD). The weighted mean of 3.31 (SD = 0.670) indicates that respondents generally agree with the commitment-related statements. This reflects a strong professional orientation, suggesting that teachers are passionate, motivated, and view teaching English as a long-term career.

The highest-rated item—"I find teaching English comfortable and enjoyable" (M = 3.47)—highlights the intrinsic satisfaction teachers derive from their profession. Additionally, the consistently high scores across all indicators suggest that Kayapa teachers maintain enthusiasm and perseverance despite challenges, aligning their

work with both personal and institutional goals.

These findings are consistent with Lu (2021), who emphasized that teacher commitment involves a psychological connection between one's beliefs and professional responsibilities, often manifested through energy and enthusiasm. Similarly, Sarikaya and Erdogan (2016) found that committed teachers are more likely to take initiative and improve instructional quality, even in difficult settings.

Moreover, the results echo Altun's (2017) assertion that committed educators consistently strive for improvement, which enhances adaptability and resilience in instruction. Santiago (2020) further supports this by showing how positive teacher attitudes are linked to stronger alignment with school goals and organizational commitment.

Table 2 Attitude Toward Teaching English in terms of Contentment

Contentment Indicators	M	SD	QD
1. I am satisfied with my current role as an English teacher.	3.37	0.556	Agree
2. I am generally happy with my workload as an English teacher.	3.30	0.651	Agree
3. I feel that teaching English allows me to achieve my professional and personal goals.	3.43	0.568	Agree
4. I feel that teaching English is valued and appreciated in my workplace.	3.50	0.682	Strongly Agree
5. I find teaching English to be a rewarding profession.	3.50	0.572	Strongly Agree
Weighted Mean	3.42	0.606	Agree

Table 2 summarizes the level of attitude among secondary English teachers in Kayapa regarding contentment. The weighted mean of 3.42 (SD = 0.606) corresponds to a qualitative description of "Agree," indicating a generally positive disposition toward their professional role. Notably, the highest-rated indicators were "Teaching English is valued and appreciated in

my workplace" and "I find teaching English to be a rewarding profession" (M = 3.50), suggesting that respondents feel affirmed and intrinsically motivated in their work.

These results suggest that the teachers experience consistent job satisfaction, which enhances their enthusiasm and dedication to their teaching responsibilities. A mean score

near the upper boundary of the Likert scale reflects strong internal motivation and fulfillment—critical traits linked to effective teaching performance.

The findings support Gilakjani and Sabouri (2017), who emphasized that teachers with high levels of contentment are more likely to adopt student-centered methods and maintain inclusive classroom environments. Similarly, Canceran and Malenab-Temporal (2020) observed that satisfied teachers engage more meaningfully in instructional planning and professional development.

The data further align with Reynolds et al. (2021), who noted that contented educators are more inclined to adjust instruction based on learner needs, provide constructive feedback, and sustain student motivation—all of which are vital to learning outcomes.

In sum, Kayapa English teachers demonstrate a strong sense of professional fulfillment, which positively influences their instructional practices, classroom relationships, and engagement with continuous improvement efforts.

Table 3 Attitude Toward Teaching English in terms of Career Development

Career Development Indicators	M	SD	QD
1. I actively seek opportunities to improve my English teaching skills.	3.57	0.568	Strongly Agree
2. I feel that teaching English provides me personal and professional opportunities.	3.50	0.572	Strongly Agree
3. I always participate in professional development activities related to teaching English.	3.23	0.504	Agree
4. I stay updated with the new trends in teaching English and incorporate them into my classes.	3.17	0.592	Agree
5. I am open to receiving feedback and using it to enhance my teaching English effectiveness.	3.63	0.718	Strongly Agree
Weighted Mean	3.42	0.591	Agree

Table 3 presents the attitudes of secondary English teachers in Kayapa toward career development. The weighted mean of 3.42 ($SD = 0.591$) falls under the qualitative description "Agree," indicating that teachers generally hold positive perceptions about the role of English teaching in advancing their professional growth. The highest-rated item—"I am open to receiving feedback and using it to enhance my teaching effectiveness" ($M = 3.63$)—demonstrates a strong commitment to reflective practice. Similarly, high scores on items related to seeking opportunities and recognizing personal and professional benefits from English teaching reflect a proactive attitude toward self-improvement.

These findings suggest that Kayapa teachers perceive English teaching not only as a vocation but also as a meaningful avenue for career advancement. This aligns with national

trends that position English fluency as a key professional asset in education.

The results are consistent with Hernandez (2020), who found that Filipino graduate students in English education programs expressed favorable views about teaching Philippine English, particularly in areas such as speaking, grammar, and writing. Likewise, Dangilan and Asuncion (2023) observed high awareness and positive attitudes among Nueva Vizcaya's English teachers toward Philippine English, further validating its perceived relevance in career development.

Additionally, Alieto and Somblingo (2018) reported that pre-service teachers valued English proficiency as a foundation for professional success. Their preference for teaching in English and fostering student fluency supports the notion that English competence is directly tied to career aspirations in the Philippine education system.

In sum, the data indicate that secondary English teachers in Kayapa exhibit a forward-looking and development-oriented

mindset, viewing their profession as a pathway for continuous learning and upward mobility.

Table 4 Attitude Toward Teaching English in terms of Competence in Technology

Competence in Technology Indicators	M	SD	QD
1. I feel confident using technology in teaching English.	3.30	0.651	Agree
2. I feel confident in adapting new technological tools to enhance my teaching in the English subjects.	3.37	0.718	Agree
3. I believe that my technological skills are adequate for teaching English effectively.	3.30	0.535	Agree
4. I believe that technology enables me to teach English more efficiently.	3.50	0.630	Strongly Agree
5. I frequently use digital resources in teaching English.	3.30	0.535	Agree
Weighted Mean	3.35	0.614	Agree

Table 4 presents the level of attitude among secondary English teachers in Kayapa with respect to their technological competence in teaching English. The weighted mean of 3.35 ($SD = 0.614$), with a qualitative description of "Agree," reflects a generally positive disposition toward integrating technology in classroom instruction. The highest-rated item—"I believe that technology enables me to teach English more efficiently" ($M = 3.50$)—suggests that teachers recognize the transformative role of digital tools in enhancing pedagogical effectiveness.

Overall, the findings indicate that Kayapa English teachers regularly use technology in their instructional practices, demonstrating confidence and adaptability in utilizing digital resources. This reflects a proactive approach toward modern teaching strategies, including the use of multimedia content, interactive platforms, and online collaboration tools to enrich English instruction.

These results align with global trends emphasizing 21st-century learning, where technology integration is central to fostering critical thinking, creativity, and learner engagement. According to Nurhidayat et al. (2024), technology-competent teachers often design learner-centered tasks that promote

communication, collaboration, and real-world language use. The positive attitudes of Kayapa teachers toward technology suggest a willingness to embrace these innovative methods.

Semerikov et al. (2023) further assert that teachers with advanced academic preparation—such as master's degrees—tend to demonstrate higher proficiency in selecting and applying technological tools. This may explain the relatively high comfort levels of Kayapa teachers, potentially shaped by training or sustained exposure to professional development.

Moreover, as noted by Ocak and Karafil (2021), technologically competent educators are better positioned to implement differentiated instruction and use varied assessment formats that accommodate diverse learning needs. Their ability to adapt digital tools based on student performance and feedback reflects reflective teaching practices—another hallmark of quality instruction.

In conclusion, the positive attitude toward technological competence among Kayapa English teachers indicates a readiness to innovate, a commitment to ongoing professional growth, and an alignment with contemporary standards in English language education.

Table 5 Attitude Toward Teaching English in terms of Compensation

Compensation Indicators	M	SD	QD
1. I am satisfied with my salary as an English teacher.	3.07	0.740	Agree

Compensation Indicators	M	SD	QD
2. I believe that my salary is fair for the responsibilities I have as an English teacher.	2.97	0.765	Agree
3. I feel that my compensation contributes to my overall job satisfaction as an English teacher.	3.00	0.695	Agree
4. I feel that teaching English profession allows me to achieve my long-term financial goals.	2.83	0.747	Agree
5. I feel that my salary reflects my experience and qualifications as an English teacher.	2.97	0.718	Agree
Weighted Mean	2.97	0.733	Agree

Table 5 presents the respondents' attitude toward teaching English in relation to compensation. The weighted mean of 2.97 ($SD = 0.733$), interpreted as "Agree," indicates a generally positive but more moderate level of satisfaction with salary and financial rewards compared to other attitude dimensions. While the respondents agree that their compensation contributes to job satisfaction, the relatively lower mean scores—particularly for items such as "Teaching allows me to achieve my long-term financial goals" ($M = 2.83$)—suggest that financial considerations remain a concern for many teachers.

This finding implies that, although teachers in Kayapa express overall contentment with their profession, compensation remains a critical factor influencing long-term motivation and retention. Teachers recognize that while they may be professionally fulfilled, financial rewards do not always match their responsibilities or qualifications.

These results support Nichols (2018), who noted that teachers' attitudes toward compensation are closely tied to working conditions, opportunities for professional development, and perceptions of professional respect. Similarly, global studies (Meng, 2022; Ren & Abhakorn, 2022) show that inadequate compensation can dampen morale, while fair pay boosts motivation, instructional effort, and collaboration.

In addition, fair compensation reinforces teachers' sense of value and supports engagement in professional development initiatives. The responses suggest that while Kayapa teachers remain committed to their profession, further improvements in compensation may

enhance both job satisfaction and instructional effectiveness.

Pedagogical Beliefs Toward Teaching English

To determine the pedagogical beliefs of the respondents in terms of organizational beliefs, lesson presentation, control and discipline, dealing with students, evaluation, and code of ethics, mean and standard deviation were used. The findings are presented in Tables 6 to 12. The succeeding tables present the level of pedagogical beliefs of the teacher along organizational beliefs, lesson presentation, control and discipline, dealing with students, evaluation, code of ethics and represented by means (M) and standard deviations (SD) with qualitative descriptions (QD).

Table 6 presents the pedagogical beliefs of secondary English teachers in Kayapa in terms of organizational beliefs, with a reported mean score of 3.44 and a standard deviation of 0.562, qualitatively described as "Agree." This score suggests that teachers frequently apply well-structured and purposeful instructional practices in their classrooms. Given that Likert-scale values above 3.25 typically indicate consistent and positive pedagogical behavior, the result implies a strong and steady application of organizational strategies such as clear lesson objectives, appropriate lesson sequencing, timely delivery, and consistent coverage of learning competencies. The relatively moderate standard deviation suggests a shared perception among the respondents, pointing to uniformity in how they approach lesson organization.

Table 6. Pedagogical Beliefs of the Respondents in Terms of Organizational Beliefs

Organizational Beliefs Indicators	M	SD	QD
1. I explain clearly the content and the objectives of the English learning materials at the beginning of the school year.	3.53	0.571	Strongly Agree
2. I cover all the English learning competencies.	3.60	0.724	Strongly Agree
3. I start and end the English lesson at the right time.	3.33	0.606	Agree
4. I provide a consistently well-planned sequence of appropriate English instructional strategies.	3.40	0.498	Agree
5. I discuss English lessons in a timely manner.	3.40	0.498	Agree
6. I make sure that all students understand the subject matter in their English subject.	3.53	0.571	Strongly Agree
7. I prepare English lessons effectively.	3.53	0.571	Strongly Agree
8. I guide my students to English resource learning.	3.47	0.571	Agree
9. I use a variety of non-traditional instructional methods in teaching English.	3.30	0.466	Agree
10. I use a variety of English-appropriate strategies to facilitate higher-order thinking skills.	3.33	0.547	Agree
Weighted Mean	3.44	0.562	Agree

This consistent belief in structured pedagogy may be rooted in the teachers' professional values and understanding of how effective planning enhances learning outcomes. Research by Hifarva and Bauyot (2024) supports this, showing that teachers' work values and leadership styles are significantly linked to effective organizational policies and practices in schools. Their study emphasized that strong work values among educators contribute to positive educational outcomes and school performance. Similarly, Jung and Choe (2024) found that Filipino English teachers often exhibit high levels of self-efficacy and cultural responsiveness, seeing themselves as pedagogical leaders capable of promoting inclusivity and academic rigor. This professional identity likely contributes to the observed consistency in organizational beliefs among Kayapa teachers.

Moreover, Cabanding (2022) observed that some Filipino English teachers effectively promote learner autonomy despite operating within predominantly traditional classroom structures. By understanding student needs and preferences, these teachers adapt their

instruction to better support student engagement—an approach that likely informs the positive organizational practices identified in this study. Taken together, these findings suggest that Kayapa's secondary English teachers are not only committed to structured instruction but also demonstrate a deep sense of pedagogical responsibility, grounded in reflection, preparation, and responsiveness to student needs.

Table 7 presents the pedagogical beliefs of secondary English teachers in Kayapa in terms of lesson presentation, yielding a weighted mean of 3.50 and a standard deviation of 0.575, which is qualitatively described as "Strongly Agree." This suggests that the teachers consistently implement engaging, structured, and varied approaches to lesson delivery. The highest-rated indicators include beginning lessons with a review ($M = 3.73$), generating student interest ($M = 3.67$), and effectively communicating learning objectives ($M = 3.57$). These responses reflect strong adherence to pedagogically sound practices that promote clarity, relevance, and student engagement.

Table 7. Pedagogical Beliefs of the Respondents in Terms of Lesson Presentation

Lesson Presentation Indicators	M	SD	QD
1. I begin my English lesson with a review of the previous lessons.	3.73	0.640	Strongly Agree
2. I make students interested in English lessons.	3.67	0.547	Strongly Agree
3. I integrate a variety of technology applications and learning tools in teaching English.	3.30	0.535	A
4. I communicate effectively the English learning objectives to my students.	3.57	0.568	Strongly Agree
5. I encourage students to acquaint themselves with selected English reading texts.	3.50	0.682	Strongly Agree
6. I utilize appropriate current events and contemporary issues in teaching English.	3.57	0.568	Strongly Agree
7. I utilize cooperative learning strategies in teaching English from time to time.	3.53	0.571	Strongly Agree
8. I engage students in problem-solving and critical thinking techniques in teaching English.	3.57	0.568	Strongly Agree
9. I utilize outdoor activities related to English lessons.	3.13	0.571	Agree
10. I give students opportunities to choose appropriate activities in their English subjects.	3.43	0.504	Agree
Weighted Mean	3.50	0.575	Strongly Agree

The relatively low standard deviation points to a high level of agreement among the respondents, suggesting that teachers across the different schools share similar instructional philosophies. This consistency may stem from shared professional development experiences, exposure to similar training modules, or alignment with institutional expectations. According to Zheng (2019), teacher beliefs are highly influenced by contextual factors such as school culture and policy, which may lead to the adoption of uniform practices within a specific educational setting.

Moreover, lesson presentation is not developed in isolation. As Cameron and Larsen-Free- man (2008) explain, teachers' beliefs and practices co-evolve over time through a process of reflection and adaptation to both internal perceptions and external feedback. The strong beliefs observed among Kayapa teachers may thus be the result of long-term professional experience, coupled with ongoing reflection and reinforcement from institutional structures.

Hajan et al. (2019) further support this view, stating that macro-level education

policies and organizational standards play a key role in guiding daily teaching practices. These policies help maintain coherence in instruction and promote a unified educational vision, especially in public school systems. In the case of Kayapa, the shared approach to lesson presentation appears to reflect both teacher agency and institutional influence, resulting in consistent application of effective and student-centered English teaching strategies.

Table 8 presents the pedagogical beliefs of secondary English teachers in Kayapa in terms of control and discipline, with a weighted mean of 3.69 and a standard deviation of 0.545, qualitatively described as "Strongly Agree." This result indicates a strong consensus among teachers on the importance of establishing and maintaining classroom discipline as a core component of effective English instruction. The highest-rated item, "I am comfortable with giving students a second chance when they make a mistake in behavior" ($M = 3.87$), suggests that teachers value a balanced approach—combining high behavioral expectations with empathy and support.

Table 8. Pedagogical Beliefs of the Respondents in Terms of Control and Discipline

Control and Discipline Indicators	M	SD	QD
1. I enforce clear rules in my English class that will help in creating a productive learning environment.	3.63	0.556	Strongly Agree
2. I maintain consistent order and discipline in my English classes.	3.70	0.535	Strongly Agree
3. I demonstrate a depth of knowledge in English lessons.	3.63	0.556	Strongly Agree
4. I respect the differences of opinions among students during English subject discussions.	3.70	0.651	Strongly Agree
5. I monitor students effectively during the exam in English.	3.70	0.535	Strongly Agree
6. I consistently treat my students with respect and concern in my English class.	3.77	0.626	Strongly Agree
7. I use non-verbal cues to maintain the focus in my English class.	3.70	0.535	Strongly Agree
8. I am comfortable with giving students a second chance when they make a mistake in behavior.	3.87	0.346	Strongly Agree
9. I use a supportive and emphatic approach in my English class that can be as effective as strict discipline.	3.70	0.535	Strongly Agree
10. I redirect disruptive behavior by involving students in meaningful English-related activities.	3.53	0.571	Strongly Agree
Weighted Mean	3.69	0.545	Strongly Agree

The consistently high ratings across all indicators reflect the respondents' belief that structured classroom management, coupled with respect and fairness, fosters a productive learning environment. For example, teachers strongly agreed with enforcing clear rules, monitoring students during assessments, using non-verbal cues for classroom control, and addressing disruptions through meaningful activities. These strategies point to an instructional climate rooted in both discipline and student-centered responsiveness.

According to Dos Santos (2019), teacher beliefs about classroom control and discipline are shaped by personal experiences, training, and cultural context. These beliefs guide not only their instructional choices but also the emotional climate they create in their classrooms. In culturally diverse settings like Kayapa, managing discipline is not merely about authority—it involves cultural sensitivity, fairness, and consistency. Cook Hunter (2015) affirms that in such contexts, teachers often adopt supportive approaches to discipline to accommodate students' varied socio-cultural backgrounds.

Cross-cultural research, such as studies published in *Frontiers in Psychology* (2021),

shows that perceptions of teacher strictness vary significantly. In East Asian settings, for example, strictness is often linked to motivation and respect, while in more individualistic cultures, it may be perceived as controlling or demotivating. This suggests that the positive view of discipline among Kayapa teachers aligns with cultural norms that value structure, respect for authority, and the teacher's role as a moral guide.

However, as literature also suggests, there can be a gap between teachers' beliefs and their actual practices due to institutional limitations, bureaucratic constraints, or lack of professional development. To address this, Cook Hunter (2015) recommends culturally responsive classroom management training, which enables teachers to harmonize their belief systems with practices tailored to diverse learners. This is particularly relevant in rural, multi-ethnic areas like Kayapa.

In conclusion, the strong agreement among teachers in Kayapa regarding control and discipline reflects their commitment to creating respectful, orderly, and student-focused learning environments. While their pedagogical beliefs are well aligned with best practices in class-

room management, ongoing training and contextual support can help ensure these beliefs translate effectively into daily instruction, particularly in culturally nuanced settings.

Table 9. Pedagogical Beliefs of the Respondents in Terms of Dealing with Students

Dealing with Students Indicators	M	SD	QD
1. I stick to English time and encourage my students to consult with me on that time for English subject-related concerns.	3.40	0.621	Agree
2. I encourage discussions and debates in my English class.	3.53	0.507	Strongly Agree
3. I assign enough projects and assignments to students in my English class.	3.43	0.626	Agree
4. I control my emotions and do not overreact in my English class.	3.57	0.504	Strongly Agree
5. I sympathize with students and meet their needs and gaps in my English class.	3.60	0.675	Strongly Agree
6. I display an appropriate sense of humor during discussions in my English class.	3.57	0.568	Strongly Agree
7. I exhibit role models to the students, especially in the four macro skills (reading, writing, listening, and speaking).	3.60	0.563	Strongly Agree
8. I accommodate individual learning differences in my English class.	3.60	0.675	Strongly Agree
9. I make students partners in setting the English class rules and regulations.	3.60	0.675	Strongly Agree
10. I encourage students to show respect for the opinions of others, especially during discussions and debates in my English class.	3.77	0.626	Strongly Agree
Weighted Mean	3.57	0.604	Strongly Agree

Table 9 presents the pedagogical beliefs of secondary English teachers in Kayapa in terms of dealing with students, with a weighted mean of 3.57 and a standard deviation of 0.604, qualitatively described as "Strongly Agree." This indicates that teachers consistently implement student-centered practices that promote respect, empathy, active engagement, and inclusive classroom dynamics. The highest-rated item—"I encourage students to show respect for the opinions of others, especially during discussions and debates" ($M = 3.77$)—demonstrates teachers' strong commitment to fostering a respectful and participative classroom culture.

Other highly rated indicators include the use of humor, modeling of macro skills (reading, writing, listening, and speaking), accommodation of individual learning differences, and emotional regulation during instruction. These results suggest that teachers feel

confident in their ability to engage with students meaningfully and manage classroom relationships effectively. Such beliefs support the creation of a positive learning environment where students feel heard, understood, and encouraged to take ownership of their learning.

These findings are consistent with Wolf and Brown (2023), who emphasize that teachers' pedagogical beliefs significantly influence student learning outcomes and classroom interactions. Teachers who view student engagement and relational management as integral to teaching are more likely to cultivate environments that support collaboration, autonomy, and respectful dialogue.

Fekadu (2024) similarly highlights the role of classroom management strategies in effective teaching, identifying behavioral, instructional, and environmental domains. While some educators rely on behaviorist strategies for discipline, those with high relational beliefs

tend to adopt more interactionalist approaches—prioritizing student voice, empathy, and mutual respect.

The high mean scores among Kayapa teachers suggest a flexible and responsive approach to classroom management, blending structured expectations with supportive, inclusive practices. Fekadu's emphasis on eclectic management strategies—tailoring responses based on context—aligns with the adaptability

demonstrated by Kayapa's teachers in managing diverse learners.

Overall, the results affirm that secondary English teachers in Kayapa hold strong pedagogical beliefs about student interaction, characterized by emotional intelligence, responsiveness, and shared responsibility. These qualities contribute to a supportive learning atmosphere where students are more likely to thrive both academically and socially.

Table 10 Pedagogical Beliefs of the Respondents in Terms of Evaluation

Evaluation Indicators	M	SD	QD
1. I develop well-designed English assessments that align with learning objectives.	3.67	0.547	Strongly Agree
2. I ensure that the students in my English class reflect each student's merits.	3.57	0.568	Strongly Agree
3. I make sure that English exams are always comprehensive.	3.63	0.669	Strongly Agree
4. I consistently measure the higher-order thinking skills in students' English exams.	3.53	0.629	Strongly Agree
5. I maintain the skills of constructing subjective and objective English exams.	3.57	0.568	Strongly Agree
6. I keep students informed of their progress in their English class in achieving goals.	3.70	0.535	Strongly Agree
7. I communicate with students' parents about their performance in my English class.	3.37	0.556	Agree
8. I check my students' quizzes, performances, and examinations in my English class.	3.67	0.547	Strongly Agree
9. I give remediations in my English class.	3.67	0.479	Strongly Agree
10. I return exam papers in English in a timely manner.	3.50	0.630	Strongly Agree
Weighted Mean	3.59	0.573	Strongly Agree

Table 10 presents the pedagogical beliefs of secondary English teachers in Kayapa in terms of evaluation, with a weighted mean of 3.59 and a standard deviation of 0.573, which is qualitatively described as "Strongly Agree." This indicates that the respondents hold consistently strong beliefs about the importance of assessment in English language teaching. The high scores across all indicators suggest that teachers value well-aligned assessments, comprehensive testing, higher order thinking measurement, and feedback mechanisms as central to instructional effectiveness. Notably, items such as "I develop well-designed English assessments that align with learning objectives", "I check students' performance regularly", and "I give remediations" all scored 3.67, showing a

clear emphasis on continuous evaluation and instructional improvement.

The relatively low standard deviation suggests a shared understanding and uniform application of evaluation principles, likely shaped by institutional policies and shared professional development frameworks. This aligns with Farrell and Lim's (2005) assertion that teacher beliefs are shaped by complex interactions between institutional mandates, personal experiences, and cultural norms. The common philosophy reflected in Kayapa's teachers indicates a strong collective orientation toward assessment literacy and accountability.

Moreover, Hajan et al. (2019) emphasize that teacher practices are shaped not only by beliefs but also by contextual factors, such as student needs and school policies. In Kayapa,

the consistency in evaluation beliefs may stem from a common set of expectations regarding learner performance, classroom rigor, and assessment as a feedback tool. These findings also align with Barnes et al. (2017), who argue that teachers' personal conceptions of assessment—how and why they assess—are closely linked to their broader instructional philosophies.

One area with slightly lower agreement was communicating with parents about student

performance ($M = 3.37$), though still positive. This may indicate an opportunity for enhanced family-school collaboration in the evaluation process. Nonetheless, the overall high mean score suggests that Kayapa's English teachers are highly reflective and intentional about their assessment practices, integrating both formative and summative approaches to ensure that evaluation supports student growth and instructional effectiveness.

Table 11. Pedagogical Beliefs of the Respondents in Terms of Code of Ethics

Code of Ethics Indicators	M	SD	QD
1. I show humbleness in sharing English-related knowledge.	3.57	0.568	Strongly Agree
2. I accept objective critique to improve my teaching in English.	3.63	0.718	Strongly Agree
3. I do not ask for personal favors from my department heads and students.	3.23	0.817	Agree
4. I practice what I teach.	3.47	0.629	Agree
5. I do not discuss personal problems and matters in English class.	3.43	0.728	Agree
6. I am enthusiastic about teaching English.	3.47	0.571	Agree
7. I maintain the respect of my students.	3.67	0.661	Strongly Agree
8. I do not knowingly make false statements about my colleague or my school.	3.47	0.776	Agree
9. I approach my students at any time, even beyond English class, for subject-related matters.	3.50	0.572	Strongly Agree
10. I always abide by the code of ethics for teachers.	3.73	0.640	Strongly Agree
Weighted Mean	3.52	0.668	Strongly Agree

Table 11 presents the pedagogical beliefs of secondary English teachers in Kayapa in relation to the Code of Ethics, with a weighted mean of 3.52 and a standard deviation of 0.668, qualitatively described as "Strongly Agree." This result indicates that the respondents exhibit a strong commitment to professional integrity, ethical teaching behavior, and adherence to established moral standards in their practice. High-scoring items include "I always abide by the code of ethics for teachers" ($M = 3.73$), "I maintain the respect of my students" ($M = 3.67$), and "I accept objective critique to improve my teaching" ($M = 3.63$). These responses reflect teachers' openness to accountability, their dedication to moral conduct, and their commitment to building respectful relationships in the classroom.

While a few indicators, such as avoiding personal discussions in class and refraining from asking for personal favors, received slightly lower yet still favorable ratings, the overall consistency in responses, as reflected by the relatively low standard deviation, suggests a shared ethical orientation among the teachers. This alignment may be shaped by institutional expectations, cultural values, and continuous professional development that reinforces ethical standards in the teaching profession.

According to Şahin and Yüksel (2021), ethical teacher behavior is grounded in professionalism, fairness, and respect—principles clearly upheld by the Kayapa teachers in this study. The results also reflect the assertion of Smith and Doe (2022), who found that ethical

consistency among teachers is often influenced by institutional policies and codified professional standards that emphasize honesty, collaboration, and diversity. Additionally, Mwesiga and Philipkireti (2018) emphasized that a strong ethical foundation in schools contributes to stability, trust, and equity in student learning environments.

In this context, the high mean score among Kayapa's teachers suggests that ethical behavior is not only a personal value but a collective professional norm. Their adherence to ethical standards likely enhances their effectiveness as educators and strengthens the moral fabric of their school communities. Overall, the findings affirm that Kayapa's English teachers uphold a

professional identity deeply rooted in ethical principles, reinforcing the credibility, fairness, and accountability essential to quality education.

Significant Relationship Between the Respondents' Attitude Toward Teaching English and Their Pedagogical Beliefs

To determine the significant relationship between the respondents' attitude toward teaching English and pedagogical beliefs, correlation coefficient was used. The next table presents the relationship between the respondents' attitude toward teaching English and their pedagogical beliefs, evaluated at 0.05 level of significance.

Table 12. Correlation Coefficient between Respondents' Attitude Towards Teaching English and Pedagogical Beliefs

Attitude Toward Teaching English	Pedagogical Beliefs					
	OB	LP	CD	DWS	E	CE
Commitment						
Pearson-r	0.686	0.701	0.534	0.545	0.468	0.513
p-value	0.000	0.000	0.002	0.002	0.009	0.004
Contentment						
Pearson-r	0.758	0.742	0.701	0.732	0.656	0.659
p-value	0.000	0.000	0.000	0.000	0.000	0.000
Career Development						
Pearson-r	0.795	0.840	0.786	0.713	0.783	0.796
p-value	0.000	0.000	0.000	0.000	0.000	0.000
Competence in Technology						
Pearson-r	0.713	0.728	0.688	0.615	0.698	0.709
p-value	0.000	0.000	0.000	0.000	0.000	0.000
Compensation						
Pearson-r	0.175	0.840	0.688	-0.027	0.179	0.182
p-value	0.883	0.356	0.000	0.888	0.344	0.336

Table 12 presents the correlation between respondents' attitudes toward teaching English and their pedagogical beliefs, evaluated at the 0.05 level of significance. The analysis reveals that four of the five attitude dimensions—Commitment, Contentment, Career Development, and Competence in Technology—demonstrate strong and statistically significant positive correlations with all six pedagogical belief domains. Conversely, the Compensation dimension shows mostly weak and statistically insignificant relationships, with one notable exception.

The Commitment dimension shows robust correlations with Organizational Beliefs ($r = 0.686$), Lesson Presentation ($r = 0.701$), Control and Discipline ($r = 0.534$), Dealing with Students ($r = 0.545$), Evaluation ($r = 0.468$), and Code of Ethics ($r = 0.513$), all significant at $p < 0.01$. This suggests that more dedicated teachers exhibit stronger pedagogical convictions, particularly in lesson planning, instructional integrity, and classroom management. This finding supports Altun (2017), who emphasized teacher commitment as foundational to

instructional effectiveness and the development of a strong professional identity.

The Contentment dimension also exhibits consistently strong positive correlations with all pedagogical belief indicators (r ranging from 0.656 to 0.758, $p = 0.000$), indicating that teachers who are more satisfied and fulfilled in their roles tend to hold stronger and more consistent beliefs about effective teaching. Santiago (2020) affirms that affective dispositions, such as job satisfaction, significantly influence teachers' organizational commitment and engagement in instructional planning, reinforcing the idea that teacher well-being is critical to high-quality education delivery.

The strongest correlations are observed under the Career Development dimension, particularly with Lesson Presentation ($r = 0.840$), Code of Ethics ($r = 0.796$), and Organizational Beliefs ($r = 0.795$), all at $p = 0.000$. These findings suggest that teachers actively pursuing professional growth tend to adopt pedagogical beliefs that emphasize structured, ethical, and effective instruction. This supports the work of Dos Santos (2019) and BetterUp (2025), who argue that career progression is deeply connected to teacher motivation, belief formation, and classroom effectiveness.

Similarly, Technological Competence shows statistically significant relationships across all pedagogical belief domains (ranging from 0.615 to 0.728), underscoring the role of digital literacy in shaping strong instructional beliefs. This aligns with Nurhidayat et al. (2024) and Taimalu and Luik (2019), who found that teachers proficient in educational technologies are more likely to demonstrate student-centered and innovative instructional practices.

In contrast, Compensation reveals mostly weak and statistically insignificant correlations across all domains, with the exception of Control and Discipline ($r = 0.688$, $p = 0.000$). This suggests that while financial satisfaction may enhance teachers' perception of their authority and classroom management, it does not significantly influence their beliefs about instructional quality, ethics, or learner engagement. A particularly low correlation with Dealing with Students ($r = -0.027$) suggests a minimal or even inverse relationship, consistent with Ren

and Abhakorn's (2022) findings that while compensation affects satisfaction and retention, it has limited impact on instructional philosophies and student-centered practices.

Overall, the findings indicate that positive attitudes toward teaching English—particularly in terms of commitment, contentment, career development, and technological competence—are significantly associated with stronger pedagogical beliefs. These insights highlight the importance of supporting teachers not only through fair compensation but more critically through mentoring, well-being programs, professional development, and digital upskilling. A holistic, growth-oriented teaching environment is key to cultivating educators who are not only satisfied but deeply committed to effective, ethical, and reflective instructional practices.

Learning and Development Program/Plan Could be Designed

By encouraging fluency and competence in the language, the Department of Education (DepEd) Philippines hopes to improve teachers' attitudes and pedagogical views on teaching English. DepEd highlights its responsibility in enhancing teachers' instructional methodologies and their capacity to provide effective English instruction, acknowledging English as both an official language and a vital instrument for international communication. Through programs under the K-12 framework and policies like the Bilingual Education Policy, DepEd aims to make sure that instructors understand English as a dynamic communication tool rather than just a subject. Achieving these objectives requires curriculum revisions, resource development, and training programs that equip teachers to foster linguistic, sociolinguistic, and discourse competencies in Filipino students.

Henceforth, with the result of this study, a learning and development program is prepared that highlights current attitude and pedagogical beliefs that can be used in the teaching-learning process.

Exploring the various attitudes and pedagogical beliefs utilized in English instruction is the aim of this learning and development program. The difficulties and solutions will serve

as a guide for other educators who could encounter comparable circumstances.

For English teachers, seminars are essential because they provide forums for professional development and promote better attitudes and pedagogical ideas on English instruction. These gatherings give teachers a chance to interact with their colleagues, share creative ideas, and learn about modern teaching approaches. Teachers can improve their teaching methods, stay current on new developments in language education, and create a network of supportive colleagues by attending seminars. Additionally, seminars promote reflective practices, which assist teachers in adjusting their methods to cultural norms and international standards, thus increasing their efficacy in the classroom.

The goal of this learning and development program is to enhance English instruction.

Proposed Learning and Development Program

Program Title: Project SMART (Seminar-Workshop for All English Teachers)

Target Dates: June 5-6, 2025

Proposed Venue: Sta. Cruz Pingkian High School

Background/Rationale

The Department of Education (DepEd) Philippines' dedication to raising the standard of English education is consistent with the justification for holding seminars for English teachers on their attitudes and methodological views around teaching English. DepEd acknowledges that instructors' attitudes and beliefs have a big impact on how they teach, which in turn affects how well pupils learn.

The department works to give teachers new tools to improve their instructional competencies through programs like DepEd Order No. 46, s. 2012, which focuses on capacity-building programs, and DepEd Order No. 9, s. 2005, which guarantees time-on-task policies. Seminars give teachers a chance to learn about modern methods of teaching languages, adjust to global trends in education, and develop a deeper understanding of English as a communication and cultural exchange. Along with addressing the difficulties in providing an effective English education in the Philippine

environment, these programs also seek to ensure alignment with the curricular goals for grades K-12 and to prepare students for global competitiveness.

Since helping students learn is the goal of education, it is critical that teaching strategies and tactics accomplish this goal

Objectives

This learning and development program aims to:

- A. General Objective
Enhance the attitude and pedagogical beliefs toward teaching English
- B. Specific Objectives
 1. Revisit the attitude and pedagogical beliefs of the English teachers.
 2. Enhance teachers' English language skills to conform to DepEd's objective of encouraging English as the primary language of teaching in schools, which is highlighted in DepEd's programs to expose pupils to English 70% of the time in class.
 3. Equip teachers with innovative and successful methods for teaching English that are in line with the K-12 framework and DepEd's learner-centered curriculum.
 4. Organize training courses and workshops to increase teachers' capacity to teach and conduct research in accordance with DepEd's NEAP Professional Development Framework; and
 5. Assist teachers in assessing their attitudes and beliefs toward English education to support DepEd's aim of fostering learners in an inspiring atmosphere and encouraging lifelong learning.

Conclusions

This study examined the attitudes and pedagogical beliefs of secondary English teachers in Kayapa, Nueva Vizcaya, and found a generally strong and positive alignment between the two. The findings revealed that teachers exhibit high levels of commitment, contentment, career motivation, and technological competence—factors significantly correlated with their pedagogical beliefs in areas such as lesson

presentation, classroom management, evaluation, and ethical practice. The only area with relatively weaker correlation was compensation, suggesting that while financial considerations influence certain aspects like discipline, they do not directly shape instructional philosophies or classroom engagement.

The results underscore the critical role of internal teacher dispositions—particularly professional commitment, satisfaction, and continuous development—in fostering high-quality English instruction. These findings validate the importance of investing in non-monetary aspects of teacher growth, such as reflective practice, collaboration, and pedagogical upskilling.

In response to these insights, the Project SMART (Seminar-Workshop for Advancing Reflective Teaching) was developed as a strategic intervention. Designed to strengthen both attitudes and pedagogical beliefs, the program serves not only as a professional development opportunity but also as a platform for aligning teacher practices with DepEd's K-12 goals and global teaching standards. By nurturing reflective, empowered, and pedagogically competent educators, Project SMART contributes directly to improving the quality of English education in rural and resource-limited contexts like Kayapa.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed, grouped into three thematic areas: Professional Development, Policy and Institutional Support, and Teacher Welfare.

A. Professional Development

1. Implement Project SMART as a division-wide professional development initiative to institutionalize reflective practice among English teachers. This program should encourage critical examination of attitudes and pedagogical beliefs, promote sharing of best practices, and align classroom strategies with DepEd's learner-centered goals and English language education standards.
2. Establish Professional Learning Communities (PLCs) within schools and

across the district to support peer mentoring, collaborative lesson planning, and collective reflection. These communities will be especially valuable in strengthening consistency in lesson organization and ethical conduct where some variability was observed.

3. Conduct continuous digital upskilling through targeted ICT-integrated training sessions. Although teachers showed competence in technology, the rapid advancement of digital tools requires sustained learning to ensure technology continues to support meaningful, effective instruction in line with 21st-century education goals.
4. Offer specialized training workshops focused on instructional planning, sequencing, and differentiated resource use. These should address the slightly lower scores in organizational beliefs and aim to improve coherence and responsiveness in lesson delivery.

B. Policy and Institutional Support

1. Facilitate values-based seminars and orientations that revisit the Code of Ethics for Professional Teachers. Emphasis should be placed on maintaining professional boundaries, avoiding the discussion of personal matters in class, and strengthening ethical reflection in everyday teaching practice.
2. Strengthen alignment with DepEd Orders and existing frameworks such as DepEd Order No. 46, s. 2012 (capacity building), and the NEAP Professional Development Framework to ensure that initiatives are policy-informed and sustainable.

C. Teacher Welfare

1. Address the weak perceptions of compensation through consultative dialogues involving school heads, district supervisors, and teacher representatives. While monetary solutions may be limited, non-monetary incentives such as recognition programs, provision of instructional resources, and adjustments to workload can meaningfully boost morale and retention.

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