



# Instructional Practices of Public Elementary School Teachers : A Mixed Methods Study

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*Abstract:* This study determined the influence of work attitude and school structure on the instructional practices of public elementary school teachers in Southern Philippines, particularly in Region XI. Convergent mixed methods approach was employed wherein the gathering of quantitative data and qualitative data were done simultaneously. There were 400 respondents in the quantitative phase and 16 participants in the qualitative phase. With the use of regression analysis, it was found out that work attitude and school structure significantly influence the instructional practices of public elementary school teachers in the region. Moreover, the results of the qualitative phase analyzed through content analysis and thematic analysis generally confirmed the result of the quantitative phase, hence the nature of integration between the two approaches is merging-confirmation. In the quantitative phase, school structure was proven to be the best predictor of instructional practices, however in the qualitative phase, a small group out of the total interview participants made their own choice of the best predictor, resulting to merging-expansion in the this particular data but corresponding insights were presented on this matter.

*Index Terms:* Education, Instructional practices, Work attitude, School structure, Convergent mixed methods, Philippines

## Introduction

Effective instructional practices are identified to be the keys in achieving desired student outcomes. However, teachers have encountered challenges that affect their instructional practices. In a study conducted by Boakye and Ampiah (2017), they found out that newly qualified teachers have dealt problems in teaching due to lack of resources for teaching and learning, time management, deficiency in content knowledge, students' inability to understand the lessons taught, student indiscipline, lack of students' interest, and inability to complete the integrated syllabus. Some schools in third world countries tend to have lack of good infrastructure and other facilities than those in advanced places (Adu-Gyamfi, 2014). Teachers' major challenge is the non-availability of teaching and learning resources. Apparently, these situations affect their instructional practices according to Okongo et al. (2015).

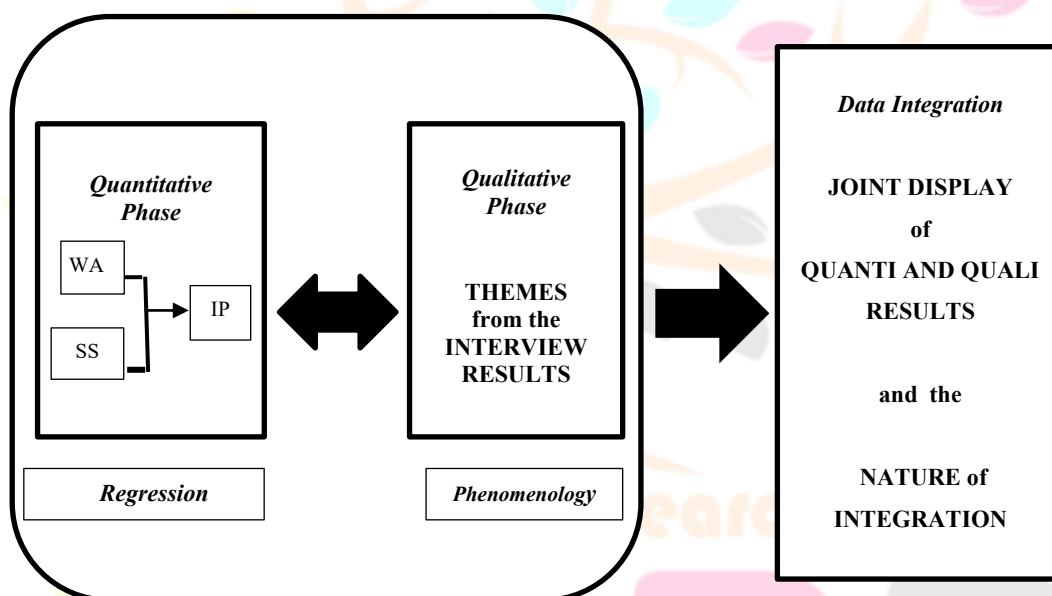
Various researches have been conducted confirming the significance of instructional practices as the main ingredient for students' success (Darling-Hammond et al., 2017). Effective instructional practices cater all the learning styles and the developmental needs of all learners. Teachers must be empowered with a well-rounded collection of effective instructional practices to ensure effectiveness and to expose student with different learning opportunities. It is acknowledged that one of the factors that could help teachers in improving their instructional practices is their work attitude towards their profession (Francisco and Celon, 2020). It is sad to note that teachers' work attitudes towards teaching as a career become weak with expert teachers rather than novices. Consequently, changes in work attitudes (Klehm, 2013) affect teachers' instructional practices and professional performance.

Meanwhile, school structure or environmental design is another dimension that has been confirmed by some studies (Widiastuti et al. (2020) that have an impact on student outcomes and teacher performance. When the learning process is at the core of design priorities, there is a significant likelihood that school structure will positively influence the performance of teachers as well as their teaching practices. The correlation appears to be positive between facility design and teaching and learning. Nepal (2016) clarified that poor school structure and learning facilities can foster negative work attitudes of teachers just as exceptional designs may bolster achievement. The impact of the physical environment on educators is not ignored in some research. It has been determined that the surroundings in which people function can greatly impact teachers' moods, satisfaction and self-worth leading to good implementation of instructional practices (Bendejo & Gempes, 2019; Benevene et al., 2020).

In the pursuit of this study, we used pragmatic approach as our guide, this study being a mixed-methods research. Pragmatism sees the research problem as being most important, valuing both the subjective and objective elements in order to reveal the answers (Creswell & Plano Clark, 2018) Pragmatists link the choice of approach directly to the purpose of and the nature of the research questions posed. These authors further pronounced that mixed methods approach is associated with the pragmatic paradigm and strategies that involve collecting data in a simultaneous or sequential manner using methods that are drawn from both quantitative and qualitative traditions that best addresses the research question/s.

Apart from pragmatism, this study was anchored on social constructivism theory of Vgotsky (1978) stating that the selection of the different teaching instructional practices is based on key concept that knowledge construction is both a social and cognitive process. This implies that effective learning is affected by all the factors in the school structure including the teaching method being used. The theory stresses on the need to use the school structure to improve knowledge, learning, motivation and instruction styles. This is congruent to the idea of some authors (Hopkins & Spillane, 2019; Tulo and Gempes, 2016) that several factors affect the instructional practices of teachers which includes work attitude (Guskey, 1998) and school structure (O’Neill, 2000). Guskey explained that positive work attitude of teachers can bring about student learning while implementing their instructional practices and innovations. Furthermore, (Olatunde-Aiyedun (2021) stressed that in the teaching matter, it can be obviously understood that teachers' work attitudes towards the profession have an effect on their instructional practices. On school structure O’Neill (2000) stressed that it impacts student achievement and teacher’s performance which leads to positive implementation of instructional practices and innovations.

Shown in Figure 1 is the conceptual framework of the study which hypothesizes the possible influence of work attitude and school structure to teachers’ instructional practices. It is composed of two independent variables which are *work attitude* and *school structure* and the dependent variable which is *teachers’ instructional practices*.



Source: Dr. G. P. Gempes (2023) Editable Templates for Mixed Methods Visual Concepts

Legend:

- WA – Work Attitude
- SS - School Structure
- IP - Instructional Practices

**Figure 1**  
Convergent Mixed Methods Study on the Influence of WA and SS on IP

The first independent variable in the study is the *work attitude* (Cook & Wall, 1980) with its indicators: *interpersonal trust at work* that occurs when individuals at work are willing to ascribe good intentions to and have confidence in the words and actions of other people which will in turn affect the way in which one behaves towards others; *organizational commitment* which is concerned with feelings of attachment to the goals and values of the organization and *personal need non-fulfillment* that occurs when individuals feel that their needs are satisfied in their job or work environment and not on individual differences per se. The second independent variable in the study is the *school structure* (Galland, 2008) which is measured through the indicators *role clarity* which means that an individual has a clear understanding of his or her task and has clear information associated with a particular role in the organization; *physical structure* which refers to the physical layout of the building, the classrooms and the hallways; and *organizational structure* which refers to the schedules, teams and policies that promote collaboration among teachers. The dependent variable in the study is teacher’s instructional practices (Hong, Greene & Higgins, 2015) with indicators: *cognitive* which is related to instructional practices of teachers aiming to develop the cognitive aspect of the students; *interpersonal* refers to the instructional practices of teachers which aim to promote the social aspect of the students; and *intrapersonal* refers to the instructional practices of teachers that aim to help students on self-discovery.

As shown in the figure, the study involves two components, the quantitative and the qualitative phases connected by a thick double headed arrow which signifies convergence. This suggests that the two phases are done simultaneously but they differ in their approaches represented by the arrow heads in opposite directions. The thickness of the arrows reflects the amount of data being processed. The quantitative strand is done through survey analyzed via regression analysis on the significance of the influence of the two IVs on the DV while the qualitative phase is carried out through interview analyzed via content and thematic analysis for the generation of themes out of the verbal transcripts. The two phases are enclosed in a squircle symbolizing that there are two methods in place just like the squircle which integrates two shapes, the square and the circle. The thick arrow from the squircle towards the third rectangle signals the use of a joint display on the nature of integration of both quantitative and qualitative results.

While there are existing studies (Bhat et al., 2022; Thibaut et al., 2018) on the link of WA and SS with teachers' IP, those studies were only on bivariate relationships like one of the independent variables with the dependent variable or the independent variable's link with the other independent variable. Compared to those studies, this research covers the three variables in one setting and more in-depth with its results considering that confirmation was done through qualitative inquiry involving different sets of samples for each of the two approaches: quantitative and qualitative components.

In order to realize the main purpose of this study which is to corroborate quantitative and qualitative results on the influence of WA and SS on IP, the following research questions were dealt with accordingly for the completion of this study: 1) What is the status of work attitude, school structure and instructional practices of public elementary school teachers in Region XI? 2) What is the significance of the singular and combined influence of work attitude, school structure and instructional practices of these teachers? 3) What personal experiences can these teachers share as regards their instructional practices? 4) How do their experiences on work attitude and school structure shape their instructional practices? 5) How do the qualitative data corroborate the findings of the quantitative data? The null hypothesis on the non-significance of the influence of WA and SS on IP was also tested in this study.

The completion of this undertaking is an essential contribution to the existing literature on instructional practices considering its mixed methods approach which marks its uniqueness in comparison to other extant studies. The study may help to bring about a better understanding of teacher work attitude and school structure as important facets in the teachers' implementation of their instructional practices. As a consequence, this could guide local school officials in crafting future professional development for teachers and the needed improvement of the existing school structure for commendable instructional practices that will redound to the benefit of our students. For this study, a dissemination plan is in place to share the results of the study to a bigger audience like participation in international research fora, publication in peer-reviewed journals, among others.

## RESEARCH METHODOLOGY

Since this is a mixed methods study, two sets of methods are in place. One for the quantitative component and another for the qualitative aspect.

### Research Respondents/Participants

*Quantitative Strand.* In the quantitative stand, the respondents of this research were the elementary teachers in the public schools from the different divisions of Region XI. Probability sampling specifically two-staged cluster sampling was used to identify the samples of the study. Cluster sampling is a popular method in conducting researches wherein the population is being divided into different clusters. A cluster is a group of elements that are made up of individual units that represent mutually exclusive and exhaustive subsets (Giri & Biswas, 2019). It is two-staged cluster sampling since the sample of elements from each selected cluster or division is chosen randomly. There were 2165 elementary teachers in the public schools in Region XI at the time of this study. It aimed to cater 400 respondents only which were considered appropriate for this research design (Yuan, 2010).

There were eleven divisions in Region XI. As reflected in the table, there were, 70 teachers from Davao de Oro Division, 40 teachers from Davao del Norte Division, 80 teachers from Davao del Sur Division, 30 teachers from Davao Oriental Division, 30 teachers from Mati City Division, 90 teachers from Davao City Division, 20 teachers from Panabo City Division, 10 teachers from Tagum City Division and 10 teachers from Island Garden City of Samal Division. Apparently, a total of 400 elementary school teachers participated in this study, particularly those who have been teaching more than a year in the public school. Apparently, teachers in the Junior High School and in Senior High School both in public and private schools of Region XI were not considered in this study. Also, elementary teachers in the public school who have been teaching less than a year were not also included.

*Qualitative Strand.* The phenomenological component of this study was conducted involving ten informants for in-depth interview (IDI) and six for focus group discussion (FGD), chosen through purposive sampling technique. It was a heterogeneous group, apart from the 400 respondents in the quantitative strand. According to Creswell (2018) a sample of 10 for IDI is adequate while Basnet (2018) suggested between three to 12 participants for FGD. The participants of this study included the elementary teachers in Region XI particularly those who have been teaching for more than a year in the field. The samples were chosen from big schools in Panabo City Division. Equal distribution of male and female participants for both IDI and FGD was employed. The participants were informed that they could withdraw from their participation in the conduct of the study if they need to.

### Materials and Instrument

*Quantitative Strand.* In this study, adapted survey questionnaires were used in gathering the data on work attitude of Cook and Wall (1980), school culture (Galland, 2008) and instructional practices (Hong, Greene & Higgins, 2015) of the elementary teachers in the public schools in Region XI. The work attitude questionnaire is composed of three indicators, namely: *interpersonal trust at work* has 12 items, 9 items for *organizational commitment* and 16 items for *personal need non-fulfillment*. It has a total of 37 items. For the questionnaire on school structure questionnaire, the instrument is divided into three subscales namely; *role clarity* which has 10 items, 11 items for *physical structure* and *organizational structure* comprising of 10 items, 31 total items. The instructional practices questionnaire has total items of 30. It is divided into three subscales namely; *cognitive* which has 10 items, *interpersonal* with 12 items, and 8 items for *intrapersonal*. All these instruments were constructed based on some relevant studies and literature reviewed. Prior to the administration, the draft of these instruments was tested for face and content validity by the panel of experts in the field of education. Based on their comments and suggestions, revisions were made. The improved survey

questionnaires were administered for pilot testing to test its reliability. The questionnaire followed the 5-point Likert Scale, 5 being the highest while 1 being the lowest.

For all the variables, the mean interval ranges from 1.00 – 5.00 having a descriptive level which varies from very low to very high. Very low means that the variable is never evident, low level indicates that the variable is seldom evident, moderate level signifies that the variable is occasionally evident, high level denotes that the variable is oftentimes evident, and very high level implies that the variable is always evident.

*Qualitative Strand.* The qualitative data were gathered through an interview guide. It was formulated by the researcher based on the problems of the study. The interview guide focused on the lived experiences of the informants who were the elementary teachers with regards to their instructional practices. It was validated by panel of experts. Both the survey questionnaire and the interview guide were contextualized to the local setting. Refinement of the questionnaire was made possible through the assistance of the adviser and expert validators who evaluated the contents of the questionnaire for construct validity.

## Design and Procedure

This study utilized the mixed methods design wherein a researcher or team of researchers combines elements of qualitative and quantitative approaches, viewpoints, data collection, analysis and inference techniques for the purpose of breadth and depth of understanding and corroboration of the study (Creswell, 2018; Schoonenboom & Johnson, 2017). It is considered a common approach with some researchers as they believed that mixed methods research design is a good way to gain deeper understanding of issues and experience (Williamson & Johanson, 2018). Mixed methods approach is a pragmatic combination of qualitative and quantitative research as it offers an end to paradigm wars of earlier times (Flick, 2018). They added that its overall goal, of combining quantitative and qualitative research components, is to expound and strengthen a study's conclusion and therefore contribute to the published and existing literature.

*Quantitative Strand.* The quantitative side of this study used non-experimental quantitative design utilizing descriptive correlational technique. This research was considered to be descriptive as it was pre-planned and structured in design so that the information collected can be statistically inferred on a population. As Giri and Biswas (2019) emphasized, the main idea of using descriptive research is to better describe an opinion, attitude or behavior held by a group of people on a given subject. This study was also correlational because its goal was to find the relationship between the independent variable and the dependent variable. A correlation can be positive or negative. In a positive correlation, there is positive relationship between the two variables when one increases the other also increases. In a negative correlation, it makes the opposite (Keegan, et al., 2017). In relation to this, the study was conducted to determine the significant relationship between work attitude, school structure and the instructional practices of elementary teachers.

The collection of the quantitative data from 400 respondents was through the administration of adapted survey questionnaires. This catered only the elementary teachers in the public schools of Region XI and who have been teaching for more than a year. Teachers in the junior high school and senior high school both in the private and public schools were not included. The researcher personally administered the questionnaires to the respondents and explained the purpose of the research. After each respondent answered all the items in the questionnaire, the researcher collected the instruments and kept all these intact until the needed data were collected from the target number of participants.

In analyzing the quantitative data, statistical tools were employed. *Mean* was used to measure the level of work attitude, school structure and instructional practices of the elementary teachers, while standard deviation will determine the spread of data that will be collected. Furthermore, *Pearson product moment correlation (Pearson r)* was used to determine the interrelationships between work attitude, school structure and instructional practices of the elementary teachers. Lastly, *regression analysis* was used to determine the significant influence of work attitude and school structure on the instructional practices of the elementary teachers. The computation of the statistical tools that was utilized to analyze the quantitative data was done through the use of Microsoft Excel and Statistical Program for Social Sciences (SPSS).

*Qualitative.* For the qualitative strand, phenomenological approach was utilized. Qualitative research is the study of things in their natural setting, attempting to make sense of a phenomenon in terms of the meanings people bring them (Denzin & Lincoln, 2012). Also, a qualitative research methodology is exploratory in nature; thus, any features of information that may be derived are all fluid, subjective, and given from the viewpoint of the participants and based upon their understanding, feelings and experiences. The qualitative part of this study is basically phenomenological as it examines live experiences of human beings or an exploration of lived experiences (Van Manen, 2016) Particularly, a convergent approach was used in this study. It is a design that consists of two separate phases, yet qualitative and quantitative data were collected in simultaneously, analyzed distinctly and then merged following the guidelines of Clark and Plano Clark (2011). Accordingly, Schoonenboom and Johnson (2017) also stressed that a convergent design is where the quantitative and the qualitative strands of the research are performed independently and their results are brought together in the overall interpretation.

In-depth interview and focus group discussion were used for the qualitative data collection. Prior to the collection of data, the researcher sought the approval from the Department of Education Regional Director for the study to be conducted among the elementary teachers in the region. After the approval, a request letter was submitted to the office of the Schools Division Superintendents of the 11 divisions under their jurisdictions to have proper endorsement. With the endorsement on hand, the researcher proceeded made a courtesy call to the public elementary school heads or principals, prior to the actual collection of data.

The informants of this study were the elementary teachers who have been teaching for more than a year in Panabo Division and were not included as respondents in the quantitative strand. The face-to-face interview using interview guide provided the most appropriate instrument to understand the central phenomenon of teachers because most of the emphasis was on the role of the researcher to elicit and represent an interpretive relationship of the world. Prior to the conduct of the in-depth interview and focus group discussions, consent of the participants was considered informing them that they could discontinue with their participation anytime if they wish to.

Analysis of the qualitative data was done through coding, narrative analysis and content analysis. It was exploratory in nature and employed a constant comparison procedure. All interviews were transcribed and analyzed as they were collected. This is known as the constant comparison method (Strauss & Corbin, 2000). The transcript of the interviews and focus group discussion

was evaluated for content analysis to identify the main themes and core categories of the information given by the participants. Data from the transcribed interviews were coded to reduce attributions and links between cause and outcome. Coding was guided by the Leeds Attribution Coding Systems of Munton et al. (1999). The six stages of attribution coding included: source identification, extract attributions from transcripts, separate cause and outcome elements of the attributions, code speaker, agent or cause of the attribution, and target of the outcome, coding attributions on causal dimensions, and analysis. Thematic map showing the essential and emergent themes was created using the trial version of Nvivo 10. The codes used in determining the themes were based from the indicators of the variable in the quantitative survey, hence, it was labeled as “*a priori*”. In the conduct of the study, the ethical issues and considerations such as voluntary participation, respect for privacy and confidentiality, informed consent process, recruitment, risks, benefits, plagiarism, fabrication, falsification, conflict of interest, focus group participant identification, deceit, observation, permission from organization/location, technology issues and authorship served as a guide for the researcher in the conduct of this endeavor. These conditions were observed by the researcher to ensure safety and no harm on the part of the researcher, participants, and the university. In doing so, professionalism somehow was achieved by the researcher.

## RESULTS AND DISCUSSION

This section is divided into three parts: Part 1 covers the quantitative aspect of the data gathered through survey questionnaires and analyzed utilizing statistical tools. Part 2 deals with the qualitative phase containing the emergent themes analyzed through content and thematic analysis out of the IDI and FGD results. Part 3 deals with the integration of both the quantitative and qualitative results.

### *Quantitative Results*

Presented in Table 1 is the status of work attitude, school structure and instructional practices of elementary school teachers in Region XI. The table shows that the overall mean of work attitude, school structure and instructional practices were 4.32, 4.27,

Table 1

*Status of Work Attitude, School Structure and Instructional Practices*

Latent / Observed Variables	Standard Deviation	Mean	Descriptive Level
<b>Work Attitude</b>	<b>0.53</b>	<b>4.32</b>	<b>Very High</b>
Interpersonal Trust at Work	0.64	4.28	Very High
Organizational Commitment	0.58	4.31	Very High
Personal Need Non-Fulfillment	0.56	4.38	Very High
<b>School Structure</b>	<b>0.51</b>	<b>4.27</b>	<b>Very High</b>
Role Clarity	0.54	4.33	Very High
Physical Structure	0.56	4.25	Very High
Organizational Structure	0.55	4.24	Very High
<b>Instructional Practices</b>	<b>0.51</b>	<b>4.30</b>	<b>Very High</b>
Cognitive	0.51	4.29	Very High
Interpersonal	0.53	4.32	Very High
Intrapersonal	0.56	4.34	Very High

and 4.30 respectively with *very high* descriptive level and a standard deviation ranging from 0.51 to 0.53 which is less than 1, the typical standard deviation for a 5point Likert scale denoting consistency of responses among the 400 respondents.

For the first independent variable which is *work attitude*, the three indicators: *interpersonal trust at work*, *organizational commitment*, and *personal need non-fulfillment* have mean ratings ranging from 4.28 to 4.38 all described as very high which means they are evident at all times among the respondents. The very high rating on work attitude obtained by elementary teachers denotes that teachers have positive work attitude. This is a manifestation of Rahiman and Kodikal (2017)'s assertion that an employee with a good attitude is fully aware of the dynamics of the company, can fine tune to the organizational environment, and leads to a holistic growth in the organization's performance and productivity. The very high rating of the teachers on work attitude is comparable to the study of Hermogeno & Dulos (2022) who found out in their study that the teachers in their research locale obtained also a very high rating on work attitude. This is an attestation that work attitude of public elementary school teachers are commendable regardless of their place of assignment.

For the second independent variable which is *school structure*, the other indicators: *role clarity*, *physical structure* and *organizational structure* have a descriptive equivalent level of *very high* with mean ratings of 4.33, 4.25 and 4.24 respectively, interpreted as evident all the time. With the very high level of school structure, this reaffirms the widely held belief that being an effective teacher begins by providing structure in the classroom. Meador (2019) added that most students respond positively to structure, especially those who have little structure and stability in their home life. Teachers who build a structured classroom will find that they enjoy their jobs more, see more growth in their students, and experience more positivity.

For the dependent variable which focuses on the *instructional practices* of elementary teachers, all indicators have means ranging from 4.29 to 4.34 all described as very high. This means that *cognitive*, *interpersonal* and *intrapersonal* were evident at all times. With this result, it can be surmised that the teachers are able to see the importance of their instructional practices while

performing their job. As cited by Peterson (2011), instructional practices are not method of teaching, but rather a series of characteristics, which can be embedded into a range of teaching. It is a practice that involves implementing strategies in planning, managing, delivering, and evaluating instruction.

### Significance on the Singular and Combined Influence of Work Attitude and School Structure on Instructional Practices

The influence of WA and SS on IP of teachers was obtained through regression analysis. However, before regression analysis, a correlation analysis is essential, hence the correlation is reflected in table 2. Based on the results, there is a significant relationship between WA and IP of teachers ( $r = 0.676$ ,  $p < 0.05$ ). Subsequently, SS is significantly related to IP of teachers as shown in its  $r$ -value  $0.789$  ( $p < 0.05$ ). The significant relationships, therefore, warrant the use of regression analysis.

Table 2  
*Correlation between Variables*

Variables	r-value	p-value	Sig. Level
Work Attitude & Instructional Practices	.676	.000	Significant
School Structure & Instructional Practices	.789	.000	Significant

Shown in table 3 is the multiple regression analysis on the influence of WA and SS on the IP of the elementary teachers in Region XI. The overall probability value ( $p < 0.05$ ) denotes that both work attitude and school structure are predictors of instructional practices of teachers. The  $B$  values of the independent variable: work attitude and school structure are  $0.169$  and  $0.645$  respectively. One unit change in work attitude will lead to  $.169$  unit change in instructional practices if the other predictor is at "0". In the same way, one unit change in school structure will lead to  $.645$  unit change in instructional practices if the other predictor is at "0". Between the two, school structure indicates a higher influence on instructional practices compared to work attitude. Lastly, the coefficient of determination or  $r$ -squared value is also shown in the table which is  $0.635$  or  $63.5\%$  of the variation in instructional practices is explained by the independent variables, work attitude and school culture.

Table 3  
*Multiple Regression Analysis on the Influence of Work Attitude and School Structure on Instructional Practices*

Term	Coefficient	Std. Error	t-value	Sig
(Constant)	.775		5.671	.000
Work Attitude	.169	.176	3.761	.000
School Structure	.645	.654	13.952	.000

$R^2 = .635$

$F = 346.023$

$p = .000$

The result of regression analysis conveyed that the two variables significantly influence the instructional practices of the elementary teachers. This is aligned with various researches conducted showing the effects of work attitude and school structure to the teachers' instructional practices. Indeed, instructional practices can be influenced by their work attitude (Berg, 2017) and school structure (Kennedy-Cullen & Schuette, 2017).

The influence of work attitude on instructional practices supports the hypothesis of Latchanna (2009) stating that people's work attitude towards their profession has an effect on their performance. Some studies (Olmedo & Gempes, 2016; Rahiman & Kodikal, 2017) have pointed out that teacher's negative personal and professional attitude are serious factors responsible for their low status which could affect their instructional practices. In fact, Rowe (2003) emphasizes that work attitude of teachers like being passionate, enthusiastic, dedicated and committed encourage students for an active learning leading to their intellectual and moral development. Similarly, Omalara (2015) stated that attitude towards work could affect how well a teacher plans and prepares for his/her lessons. The attitude of a teacher, consciously or unconsciously, greatly affects students' academic performance.

In school structure Higgins et al. (2005) emphasized that the physical structure of a school such as lighting, thermal comfort, acoustics, aesthetics and indoor air quality in classrooms and the school in general may affect the instructional practices of teachers, learning outcomes and the whole educational process. School is a place where the average person spends a considerable part of his life and particularly his younger, formative years. Other authors (Hongboontri and Chaokongjakra, 2011) claimed that school structures are influential to instructional practices. In a study conducted by Masbaño (2015) at West Visayas State University-Janiuay Campus in Philippines, it was found that many could not perform the skills or competency required for the subject due to

the poor environmental condition, facilities and equipment of the school. Likewise, instructional practices argued that effective instructional practices are attributed to school structure such as learning environment, instructional delivery, personal qualities and student assessment.

### *Qualitative Results*

There are six participants in the FGD: five females and one male, and ten informants in the IDI composed of one male and nine females. They were chosen based on the inclusion and exclusion criteria stated at the beginning of the conduct of this study specifically as to the number of years they are teaching in the elementary level. The ideas expressed by them are used to sort out experiences, issues, insights, and perceptions related to their instructional practices with regards to their work attitude and to the school structure. The participants teaching experiences range from 5 to 10 years. For confidentiality, the participants were given pseudonyms which are the favorite names of the researcher and have no bearings or signs that would identify the participants.

### **Lived Experiences on the Status of Work Attitude that Shaped the Instructional Practices of the Elementary Teachers in Region XI**

Participants showed positive experiences in all the indicators of work attitude considered as *a priori* themes: *interpersonal work attitude, organizational commitment, and personal need non-fulfillment* with the rating of very high in the quantitative results. The results of the interview are synthesized in the following sections of the study.

**Interpersonal Work Attitude.** The participants articulated that interpersonal work attitude is manifested in the workplace by witnessing supervisors and co-teacher work collaboratively with one vision, mission and objectives as teachers in school, seeking help from colleagues in order to get the task done and having school heads who establish clear roles assigned to the teacher, establishing trust and rapport among colleagues, and initiating working without being told or observed by the school heads. The positive shared experiences of teachers in the in-depth interview have been confirmed by the teachers during the focus group discussion. This is in consonance with the statement of Patterson (2015) that employees' attitudes at work are greatly influenced by their level of trust. In an organization, interpersonal trust is extremely strong, and individuals will not perform at their best without it. Furthermore, Song (2016) declared that trust can be generated through collaboration and cooperation rather than authority utilization and trust became the focal point of organizational social capital to achieve the goals through social dealings.

**Organizational Commitment.** In the interview, teachers claimed that they voluntarily undertake actions that benefit not only colleagues but also the organization and performs without expecting rewards. Assisting co-workers in addressing work related concerns is also perceived by the informants as means of showing commitment towards work. The participants also expressed that in displaying organizational commitment, teachers need to remain committed to work despite the challenges during the pandemic. Finding joy in sharing their talents and skills which brings recognition to the school is also enunciated by the informants in displaying commitment towards the organization. Expressing good things about the Department of Education is also one of the ways in showing their commitment towards school. Apart from trust, the result shows that the participants are committed to their work. Participants have expressed that they develop a sense of achievement after doing a task or contributed for the good of the school, feel fulfilled when appreciated by students, and feel a sense of belongingness towards the school. In fact, participants have also expressed reluctance to transfer to other organization.

Yahaya and Ebrahim (2016) declared that employees who are strongly dedicated to an organization identify with the organization's aims and ideals, and devote themselves to and feel loyal to it. The result also indicates how fulfilled the teachers are in their profession. This fulfillment focuses on the satisfaction of imparting knowledge to the students, working collaboratively with the colleagues, and developing positive relations with the superior.

**Personal Need Non-Fulfillment.** As shared by the informants, being provided with opportunities to connect and relate to others at work is a manifestation of achieving personal needs even at work. In attaining personal need non-fulfillment, creating own circle of friends who possess the same interests and dispositions is important. Furthermore, fulfillment is felt by the teachers when they carry out their roles and responsibilities without being supervised. They also develop independence in creating and deciding what to do in work related challenges. They also influence their coworkers especially in decision making. Similarly, participants in the focus group discussion confirmed the shared sentiments of the informants in the in-depth interview.

The result of the interview is in consonance with the statement of Ahmad and Rao (2013) that professionalism is defined as the devotion and zeal with which one does one's given tasks. It encompasses one's attitude, beliefs, and actions. Professionals treat people with respect, care, and coaching. Their actions are both cooperative and disciplined. Teaching is a specialized field. Teachers' views, experiences, and perceptions have a greater impact on how they teach. Human personality is heavily influenced by one's attitude. Any profession's performance and degree of goal realization is influenced by one's attitude, whether negative or good. Teachers, in this study, have shown trust towards their superiors and colleagues. They willingly lend a hand and provide advices when in need, acknowledge one's skills and talents, and experience mutual trust with their coworkers.

### **Lived Experiences on the Status of School Structure that Shaped the Instructional Practices of the Elementary Teachers in Region XI.**

There are three themes that emerged from the qualitative exploration of school structure that shaped the instructional practices of the elementary teachers. These themes were *a priori* in which participants expressed as having positive attitude towards their work.

**Role Clarity.** As expressed by the informants and participant, teachers know their functions based on their teaching responsibility and other designation. In their respective school, participants shared that their school heads clearly define their roles as a teacher, inform them of the assigned task, motivate and encourage them to perform well during the pandemic, orient them with their job description and functions, and formally give assignments or designations to the teachers. Accordingly, giving clarity of one's role has been made possible through giving orientation. It is also revealed that role clarity is manifested in their school since their teachers are fully adept of their functions.

**Physical Structure.** Working in an environment wherein everyone feels comfortable motivates teachers to be more committed to their tasks. Having a school with complete educational facilities and conducive to learning does not solely encourage

teachers to give their best but also ensures outstanding performance from the students. Most of the teachers made satisfactory accounts on this item.

**Organizational Structure.** The participants of this study revealed that their school has a very clear and specific organizational structure. All of the participants agreed that this organizational structure is organized by assigning coordinators who will be looking after a team/subject area. At the same time, school heads handle conflict effectively. Teachers are also organized according to core groups and committees. Lastly, programs and individuals provide technical assistance.

The result of the interview is in consonance with the statement of O’Neill (2000) stating that school structures including facility designs impacts student achievement, behavior, attendance and teacher retention and performance which leads to positive implementation of instructional practices and innovations. This is also supported by Clark (2017) that public schools should closely monitor the effectiveness of these valuable school structure projects which will likely lead to a physical surrounding that supports growth in teaching and learning. School administrators should be armed with a general understanding of the relationship between various physical features of the school and the teaching and learning

**Lived Experiences on the Status of Instructional Practices of the Elementary Teachers in Region XI**

There are three indicators of instructional practices in the quantitative phase of this study which are *cognitive, interpersonal* and *intrapersonal* and are found to be the reasons of a very high level of instructional practices as supported in the result of the in-depth interview and focus-group discussion.

**Cognitive.** The participants were generally claiming that teachers’ main role is to impart knowledge to students. With that, they provide activities that train their learners’ mental capacity like providing differentiated activities, giving assignments on summarizing, reflecting, and creating concept, giving students some group discussion and individual assessment, assigning performance task which measures learners’ knowledge on key concepts or ideas, encouraging students to relate facts to real life, or teaching students how information in one situation can be used in another situation, creating meaningful learning through the use of ICT, providing students with various learning modalities, and opportunities for students to use prior knowledge when solving problems.

**Interpersonal.** Aside from developing the cognitive aspect of the students, the participants shared that they are helping students to collaborate and socialize with others. To achieve this, teachers encourage students to provide feedbacks of a group’s performance during virtual classes, provide students activities and learning tasks that develop cooperation and trust, design learning tasks which develops higher order thinking skills, provide group activities to improve communication skills, and allow group discussions and enhances the ability to compromise.

**Intrapersonal.** Teachers verbalized that they are helping their students to develop connections to themselves. In doing so, teachers inculcate values formation, set goals with students in achieving individual activities related to real-life situations, encourage students to have journals or diary, allow learners to choose their own activities or roles to perform, and use enrichment activities and social media platform.

These practices of teachers support the contention of Jang et al. (2010) emphasizing that teacher practices should initiate learning activities with clear and detailed expectations, provide helpful guidance, and scaffold lessons to ensure all students are learning. Baker et al. (2002) mentions that in classroom instruction, teachers use cognitive strategies as useful tools in assisting students with learning problems. Meanwhile, Singh and Lairopuii (2014) explained that in order to improve students’ interpersonal skill, teachers need to provide students with varied activities that would motivate them to interact. On the other hand, Armstrong (2009) shares that for individuals with strongly developed intrapersonal intelligence and an introverted personality, teachers need to build in frequent opportunities for students to experience themselves as autonomous beings with unique life histories and a sense of deep individuality.

**Data Integration of Quantitative and Qualitative Results**

Since this study is a mixed method design utilizing a convergent approach, shown in table 4 is the joint display of the quantitative and the qualitative result based on the data and information gathered. Data integration was done by analyzing if the nature of integration for the quantitative and qualitative data is confirmation, discordance, or expansion.

**Table 4**

*Joint Display of Quantitative and Qualitative Results*

Research Area	Quantitative result	Qualitative Result	Nature of Integration
<b>1. Status of Work Attitude (WA), School Structure (SS), and Instructional Practices (IP)</b>	Overall means of the three variables are: WA (4.32), SS (4.27), IP (4.30). These ratings denote very high level, indicating that all these variables are evident at all times	Informants/Participants showed positive experiences on the three variables. Their notable experiences for each of the variables are as follows: For WA, most of them expressed their attachment to their organization. For SS, they expressed clear understanding of their role in the school via policies that promote collaboration among teachers, and For IP, most of them claimed of exerting effort in developing the cognitive, social and self-discovery of their students	Merging

		This explains the very high rating for these 3 variables in the Quantitative report	Confirmation
<p><b>2. Influence of WA &amp; SS on IP</b>                  2.1 Combined Influence of WA &amp; SS on IP</p>	<p>The combined influence of WA and SS on IP is significant with R square of .635 (<math>p &lt; 0.05</math>), meaning 64% of the variation in IP is due to the variation in WA and SS. The remaining 36% is due to other variables not covered in the study.</p>	<p>The participants/ informants were affirmative on the influence of their WA and SS experiences on IP. They verbalized the importance of the two variables in shaping IP. The most notable remark from the participants is about the importance of the teacher's commitment to the school for WA and the effective leadership of the school head via policies for SS in shaping the favorable IP of the teachers.</p> <p>Some of them also pointed out that aside from WA and SS there are also other variables that may influence IP basing on some of their readings.</p>	<p>Merging (Confirmation)</p>
<p>2.2 Best Predictor of IP</p>	<p>Each variable WA (<math>B = .169</math>, <math>p &lt; 0.05</math>) &amp; SS (<math>B = .645</math>, <math>p &lt; 0.05</math>) significantly predicts IP in their singular capacities. But between the two, SS came out as the best predictor of IP since it has higher B than WA.</p>	<p>Three divided groups emerged in choosing the best predictor of IP. Some chose WA, another chose SS, and some chose both WA and SS. Among the three, the majority selected WA who articulated that poor WA will result to the inadequacy of IP. The qualitative result, therefore, is not in total agreement with the quantitative result wherein SS is the best predictor. However, the fact that some agreed with SS as the best predictor implies that the qualitative result on this aspect is not a total deviation from the quantitative result, hence expansion and not discordance.</p>	<p>Merging (Expansion)</p>

**Status of Work Attitude (WA), School Structure (SS), and Instructional Practices (IP) of Elementary Teachers.** As shown in Table 4, results from the quantitative strand reveal that the mean scores for the three variables—WA, SS, and IP—fall within the *very high* level. This indicates that the respondents consistently demonstrate positive work attitudes, operate within well-structured school environments, and regularly apply effective instructional practices. Indeed, the actual experiences of teachers regarding these three variables align with the results of the quantitative survey. This finding substantiates the assertion of Harris and Brown (2010), who demonstrated that triangulation using distinctly different methods can lead to confirmation and help explain the conditions under which such convergence occurs.

**Influence of Work Attitude and School Structure on Instructional Practices of Elementary Teachers.** As reflected in the table, the combined influence of work attitude and school structure on instructional practices based on the quantitative result

is significant. This connects with the result in the qualitative phase since the informants/participants are affirmative on the influence of their work attitude and school structure experiences on instructional practices. They verbalized the importance of the two variables in shaping their instructional practices. Merging-confirmation is the nature of data integration in this area.

In terms of which independent variable is the best predictor of instructional practices, it is shown in the quantitative column that both variables work attitude and school structure significantly predict instructional practices in their singular capacities. But between the two, school structure comes out as the best predictor of instructional practices since it has higher  $B$  than work attitude. However, as can be gleaned in the qualitative column, three divided groups emerged in choosing the best predictor of instructional practices. One group is for work attitude, another group for school structure while another opts for work attitude and school structure. The qualitative result does not totally agree with the quantitative result as regards the best predictor wherein school structure is the best predictor. This shows that the data collected from the quantitative and qualitative phase are in the state of further exploration of insights as far as the best predictor is concerned, hence the nature of integration is merging expansion. Further analysis of data points to the fact that no matter how conducive is the school environment if the work attitude of teachers are not favorable, instructional practices is below par as contextualized in the study of Omolara and Adebukol (2015).

The overall findings of the study confirmed the social constructivism theory of Vygotsky stating that the selection of the different teaching instructional practices is based on key concept that knowledge construction is both a social and cognitive process. This implies that knowledge and meanings are actively and collaboratively constructed in a social context mediated by frequent social discourse and continuous interactions such that in a social constructivist learning environment, effective learning is affected by all the factors in the school specifically school structure. The theory stresses the relevance of school structure in improving knowledge, learning, motivation and instruction styles. Additionally, this study is in accord with the concept of Guskey (1998) who stated that teacher's work attitudes toward implementing instructional practices and innovations indicate a significant connection. He also believed that positive work attitude of teachers can bring about student learning that motivates them in implementing instructional practices and innovations.

### Implications for Educational Practice

This study provides important educational implications. Firstly, school heads may closely monitor the work attitude of their teachers since the results conveyed that it has significant influence on instructional practices which is very important in bringing about student learning in the school setting. This can be done by regular evaluation of teacher performance by the students and peer teachers. Secondly, our results showed that school structure came out as the best predictor of instructional practices in the survey. This implies that school heads and teachers alike have to exert extra effort in maintaining the overall physical structure of their schools. Importantly, teachers may inculcate the values of cleanliness and orderliness to their students to involve them in the sustenance of a desirable learning environment. Essentially, school heads have to espouse political rapport with proper government authorities for the maintenance of the school structure as its capital outlay rests on the hands of the appropriate government units. Finally, strategies may be framed and teacher training programs can be arranged to educate teachers in enhancing their instructional practices albeit the significant influence of the variables covered in this study.

### Conclusion

The findings provide empirical evidences that deliberately referred to work attitude and school structure as contributory factors to instructional practices. Thus, the respondents are amenable that their work attitude and school structure are the very reasons for having a very positive instructional practices as reflected on their responses.

Moreover, the teachers have underscored that they embody positive work attitude and are surrounded with positive school structure. In totality, the experiences of the participants on their work attitude and school structure shaped their instructional practices as teachers confirming their significant influence on instructional practices.

Personally, since I am also in the field of teaching. I could affirm that our work attitude and school structure truly affect our means of planning and crafting our instructional practices. If we are too negative to any circumstances, it would get us stressed to the point that our means of teaching gets affected. Hence, we should take things lightly and reflect our day-to-day experience considering also the welfare of the students. If we do this every day, it would be easy for us to develop a positive attitude leading to be innovative in our instructional practices.

In the same way, school structure helps us to realize or attain all our planned instructional activities. Furthermore, having all the resources, facilities and equipment in teaching would inspire us teachers to be creative in carrying out desirable instructional practices. This does not only motivate teachers but also the students. It is evidently comfortable when one is in a positive and convenient school structure. Therefore, having an improved, harmonious and upgraded school structure leads us to come up with a very innovative and interactive instructional practices.

### Recommendation

Crafting instructional practices is part of teachers' profession, hence, educational leaders and administrators have to pay special attention to this phenomenon. School administrator should continuously examine the level of instructional practices of teachers from time to time by providing them avenues and tasks wherein they could upgrade their teaching methodologies. Teachers need also to embrace change and be up-to-date to any teaching innovations relevant to the demands and needs of the students and the society.

Furthermore, to sustain and maintain their current status of instructional practices, teachers should reflect from time to time their work attitude and think of varied means that they may suggest for the betterment of the school structure. They should also look for more strategies that would help themselves to advance or achieve career growth relevant to teaching. Teachers should be exposed to trainings that will enhance their work attitude, helping them to be part of the improvement of the school culture for the sustenance of their instructional practices.

Finally, the researchers suggest to conduct further research considering other factors that would help teachers improve their instructional practices. Future researchers may also conduct further research regarding school structure as best predictor of instructional practices since it yields varied result in the data integration of the study.

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