

**The influence of Elementary teachers' attitudes toward their teaching performance:  
Basis for an action plan**

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**ABSTRACT**

The quality of education is significantly shaped by the attitudes, competence, and commitment of teachers. This study assessed the influence of elementary teachers' attitudes toward teaching on their teaching performance at Ilihan Integrated School, Ilihan, Tabogon, Cebu for the School Year 2024–2025. A descriptive-correlational research design was employed, utilizing an adapted questionnaire as the primary data collection tool. The study involved 23 elementary teacher-respondents. The descriptive measure was used to describe the computation of the percentage of the profile, mean of the level of agreement to their attitudes toward teaching; classroom performance ratings based on the standard classroom observation tool and competence indicators; and the Pearson product-moment correlation  $r$  was used to test the significant relationship between the respondents' profiles and their attitudes towards teaching; and significant relationship between the respondents' profiles and their teaching performance. The results revealed no significant relationship between teachers' demographic profiles and their attitudes toward teaching, nor between their profiles and teaching performance. These findings suggest that factors beyond demographics such as motivation, instructional strategies, classroom management, and the overall school environment may play a more substantial role in shaping teaching effectiveness. This is supported by existing literature that emphasizes the importance of non-cognitive traits like adaptability, empathy, and communication over formal qualifications (Rahwati & Susanti, 2023). Therefore, it is recommended that the proposed action plan be adopted to further empower elementary teachers in enhancing their attitudes and performance in teaching.

**Keywords:** Administration and supervision, teachers' attitudes and performance, descriptive method, Tabogon, Cebu, Philippines

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## INTRODUCTION

The quality, competency, and commitment of the teachers are the most significant factors that influence the quality of education. The study's findings will be extremely useful for elementary teachers as they focus on interventions that address the impact of their attitudes, perceptions, and competence in teaching elementary grades. Similarly, the school has taken another step to make education more effective, efficient, and affordable for everybody. Florian and Beaton (2022) conducted a study across multiple teacher preparation programs and found that early exposure to inclusive pedagogies positively influenced future teachers' confidence and commitment to equitable education. Similarly, Sharma et al. (2022) examined teacher trainees in different cultural contexts and noted that early training interventions significantly shaped more positive attitudes toward diversity and inclusion in classrooms. These findings suggest that proactive integration of values and skills at the beginning of teacher education plays a crucial role in preparing teachers for complex, diverse learning environments.

Likewise, as education advances with the help of technology, paradigm shifts to educational trends occur. Teachers today have become facilitators of learning who focus on developing learners of higher order thinking skills, effective communication, collaboration, and relevant skills needed in the 21st century, and who also must exhibit these relevant skills themselves. Teachers also develop new teaching strategies that are radically different and which intensify students' engagement in learning and provide instruction through varied technological methods and pedagogical approaches, proving the act as the most vital factor in learners' development (Padillo et al., 2021). The study of Kunter et al., (2011) found that for these two dimensions, only teachers' enthusiasm for teaching was related to students' ratings of teachers' enthusiasm and students' enjoyment of mathematics. Indeed, teaching enthusiasm is one of the strongest predictors of students' interest development. This connection was mediated by teachers' enthusiastic behavior and individual support in the classroom. Taken together, the intrinsic value of teaching that enthusiastic teachers experience seems to particularly contribute to a supportive and warm atmosphere in the classroom. It might be easier for teachers who have more fun while teaching to create a respectful atmosphere and also to put effort into supporting each student individually (Roth et al., 2007). While studies like those by Florian and Beaton (2022) and Sharma et al. (2022) highlight the importance of early teacher training on attitudes, few have specifically examined how teacher attitudes in elementary education influence teaching performance in the context of a local school such as Ilihan Integrated School, Cebu.

Although previous studies have shown a connection between teachers' attitudes and teaching performance, there is limited research exploring this relationship specifically within elementary schools in rural or less-studied areas of the Philippines, such as Ilihan Integrated School in Cebu. While existing literature touches on the general role of teacher attitudes in influencing teaching performance, few studies have comprehensively examined how different dimensions of attitude specifically relate to teaching performance in elementary school settings. For instance, Kim et al. (2022) found that teachers with resistant or deficit-based attitudes toward inclusive practices exhibited lower levels of adaptability and engagement in professional development activities. This resistance often resulted in less effective instructional strategies and weaker relationships with students. Similarly, Ainscow and Sandill (2022) demonstrated that teachers holding negative beliefs about diverse learners were less likely to adopt student-centered approaches, thereby limiting both student and teacher growth. These studies underscore how

attitude is not just a personal trait but a critical factor influencing teaching performance and openness to change.

Existing studies often focus on broader or urban settings, but the unique challenges and dynamics of rural schools like Ilihan Integrated School are underexplored. This gap presents an opportunity to understand how localized factors, such as community resources, school culture, and teacher attitudes, specifically influence teaching performance in the context of Cebu. Thus, it is only appropriate to explore and further investigate the impact of these contributory elements on the teaching-learning performance of teachers, specifically at Ilihan Integrated School, Ilihan, Tabogon, Cebu, for the school year 2024–2025.

### Statement of the problem

This study assessed the influence of elementary teachers' attitudes toward teaching and their impact on teaching performance at Ilihan Integrated School, Ilihan, Tabogon, Cebu, for the school year 2024–2025, as basis for an action plan to improve teachers' attitude towards teaching. Specifically, it sought answers to the following research questions:

1. What is the profile of the respondents in terms of age, sex, highest educational attainment, relevant training and seminars attended, designation or position, and length of teaching experience?
2. As perceived by the respondents, what is their level of agreement regarding their attitudes toward teaching in terms of self-efficacy and perceived relevance, gender stereotypical beliefs and anxiety, and difficulty, dependency on context, and enjoyment?
3. What are the respondents' classroom performance ratings based on the standard classroom observation tool and competence indicators?
4. Is there a significant relationship between the respondents' profile variables and their attitudes toward teaching and between the respondents' profile variables and their teaching performance?
5. Based on the findings of the study, what action plan can be developed to improve teachers' attitudes toward teaching and teaching performance?

### METHODOLOGY

This study employed a descriptive correlational research design to examine the influence of elementary teachers' attitudes toward teaching and their teaching performance at Ilihan Integrated School in Ilihan, Tabogon, Cebu during the school year 2024 to 2025. The design was deemed appropriate as it allowed the researcher to describe existing conditions and determine the relationships among teachers' profile variables, attitudes toward teaching, and teaching performance without manipulating any variables. The study focused on the respondents' demographic and professional characteristics, including age, sex, designation, highest educational attainment, relevant training and seminars attended, and length of teaching experience, as well as their attitudes toward teaching in terms of self-efficacy and perceived relevance, gender stereotypical beliefs and anxiety, and difficulty, dependency on context, and enjoyment. Teaching performance was examined using competence indicators derived from classroom observation results, and the relationships among these variables were analyzed to serve as the basis for the development of an action plan.

The research was conducted at Ilihan Integrated School located in Barangay Ilihan, Tabogon, Cebu, a municipality situated in the northern part of the province of Cebu in the Philippines. The locale was selected due to its accessibility and suitability for data collection. The school promotes a child friendly learning environment that supports teaching and learning through a safe, inclusive, and conducive atmosphere. The respondents of the study consisted of all elementary teachers assigned to the school during the specified academic year. A purposive sampling technique was utilized to select the participants, as the respondents were directly involved in the instructional process and were therefore capable of providing relevant and accurate data related to the objectives of the study. The total number of respondents included classroom teachers and master teachers who participated in both the survey and classroom observation components of the research.

The primary research instrument used in the study was a research-based questionnaire adapted from the work of Suprpto and Mursid and from the standard classroom teaching demonstration observation tool officially used by the Department of Education. The instrument was designed to gather comprehensive data aligned with the variables of the study. It included items that elicited information on the respondents' profiles and their attitudes toward teaching across the identified dimensions. Teaching performance data were obtained using competence indicators from the official classroom observation tool, which assessed instructional practices and professional competence. The use of adapted and standardized instruments helped ensure the relevance, validity, and reliability of the data collected.

Prior to data collection, the researcher secured the necessary approvals from the school division superintendent, the public schools district supervisor of Tabogon District, and the appropriate academic authorities of Cebu Technological University. Upon receiving permission, the researcher personally administered the research questionnaires to the identified respondents and facilitated the collection of classroom observation data. Ethical considerations were strictly observed throughout the research process. Participation in the study was voluntary, informed consent was obtained, and confidentiality of all responses was ensured. The data gathered were used solely for academic purposes, and the identities of the respondents were protected to uphold ethical research standards.

The data collected were subjected to appropriate statistical treatments to address the research objectives. Descriptive statistics were used to summarize the respondents' profile variables and to determine the levels of attitudes toward teaching and teaching competence. Simple percentage was employed to describe selected demographic and professional characteristics, while weighted mean was used to assess the extent of agreement on attitude statements and the level of teaching competence based on observation results. To determine the existence of significant relationships between the respondents' profile variables and their attitudes toward teaching and teaching performance, the Pearson moment product correlation coefficient was applied. The interpretation of responses followed established rating scales that corresponded to levels of agreement for attitude measures and levels of competence for teaching performance, ensuring consistency and clarity in data analysis and interpretation.

## RESULTS AND DISCUSSION

This section presents and discusses the results of the study based on data gathered from twenty-three elementary teachers of Ilihan Integrated School during the school year 2024 to 2025. Using a descriptive correlational research design and purposive sampling technique, data were

collected through an adapted questionnaire and the Department of Education standard classroom observation tool. Statistical analyses included the use of frequency counts, percentages, weighted means, standard deviations, and Pearson moment product correlation to describe variables and determine significant relationships. The discussion that follows is grounded in the empirical data and is aligned with the objectives of the study, particularly in examining teachers' profiles, attitudes toward teaching, classroom performance, and the relationships among these variables.

### Profile of the respondents

The demographic and professional characteristics of the respondents provide important context for understanding their attitudes toward teaching and teaching performance. In terms of age, the largest proportion of teachers belonged to the forty-one to fifty age group, accounting for 47.82 percent of the respondents, followed by those aged thirty-one to forty at 39.13 percent. Teachers aged fifty-one to sixty comprised 8.70 percent, while those aged twenty-one to thirty represented only 4.35 percent. These figures indicate that the majority of the teaching workforce is in the mid-career stage, suggesting a substantial accumulation of professional experience and classroom exposure. With regard to sex, female teachers dominated the sample, with nineteen respondents or 82.60 percent, while male teachers numbered four or 17.39 percent. The predominance of female teachers reflects a common trend in elementary education and may have implications for classroom dynamics, role modeling, and perceptions of teaching as a profession.

The distribution of age and sex suggests a relatively stable and experienced teaching population. Teachers in mid-career are often more confident in classroom management and instructional delivery, which may positively influence both teaching attitudes and performance. However, the limited number of younger teachers may pose challenges for long term workforce sustainability as older teachers approach retirement. Studies have shown that experience contributes to professional confidence and resilience, while age diversity can enrich pedagogical perspectives and institutional continuity. The gender imbalance likewise highlights the need for initiatives that encourage broader participation in elementary teaching to provide diverse role models for learners.

In terms of educational attainment, the results indicate a highly qualified teaching force. Seventeen teachers or 73.91 percent had already earned a master's degree, while five teachers or 21.74 percent were pursuing master's level units. Only one teacher or 4.35 percent held a bachelor's degree as the highest qualification. This pattern demonstrates a strong culture of advanced academic preparation and professional growth within the school. Higher educational attainment has been consistently associated in the literature with stronger professional commitment, greater instructional confidence, and more positive attitudes toward teaching, particularly in adapting to curricular and pedagogical demands.

With respect to professional development, twelve teachers or 52.17 percent had attended training programs related to assessment and evaluation, technology integration, professional growth, ethics, and learner support and engagement, while eleven teachers or 47.83 percent participated in training focused on instructional competence and classroom management. Although participation in training was relatively balanced, the data suggest variability in the type and scope of professional development experiences. Continuous and comprehensive training is essential in sustaining teaching effectiveness, as limited exposure may restrict teachers' ability to respond to evolving instructional demands.

Regarding designation, twenty-two teachers or 95.65 percent held positions ranging from Teacher I to Teacher III, while only one teacher or 4.35 percent occupied the position of Master Teacher I or II. This distribution indicates that most teachers were in regular teaching positions with limited representation in senior instructional roles. While this structure reflects a typical school hierarchy, it also underscores the importance of providing leadership pathways and mentoring opportunities to sustain motivation and professional advancement.

In terms of length of teaching experience, eleven teachers or 47.83 percent had been teaching for eleven to twenty years, followed by seven teachers or 30.43 percent with six to ten years of experience. Four teachers or 17.39 percent had more than twenty-one years of experience, while only one teacher or 4.35 percent had one to five years of experience. This distribution further confirms that the teaching staff is largely composed of experienced educators. Research suggests that teachers with longer service tend to demonstrate stronger instructional competence and more stable professional attitudes, although a balanced mix of novice and experienced teachers is desirable for institutional renewal and innovation.

#### Level of agreement to attitudes toward teaching

The respondents' attitudes toward teaching were examined across three dimensions, namely self-efficacy and perceived relevance, gender stereotypical beliefs and anxiety, and difficulty, dependency on context, and enjoyment. In the domain of self-efficacy and perceived relevance, the overall weighted mean was 4.53, indicating a strong level of agreement. Teachers expressed high confidence in their content knowledge, ability to respond to learners' questions, and capacity to support student progress. The highest mean score of 4.83 corresponded to the belief that proper education is essential for primary school children's development. This finding highlights a deeply held professional conviction that reinforces teachers' sense of purpose and commitment. High self-efficacy has been widely linked to effective teaching practices, persistence in the face of challenges, and positive student outcomes.

The consistently high ratings across this dimension suggest that teachers not only feel competent but also recognize the broader societal and developmental importance of their work. Such beliefs strengthen professional identity and motivate teachers to engage in continuous improvement. The strong endorsement of early integration of subjects and the importance of quality primary education further reflects an awareness of the foundational role of elementary schooling in shaping learners' future academic and life choices.

In contrast, the dimension of gender stereotypical beliefs and anxiety yielded an overall weighted mean of 2.41, interpreted as fairly satisfactory. Teachers generally disagreed with statements suggesting male superiority in conducting investigations or technical tasks, as well as with notions that boys are more inclined toward experimentation or subject based activities than girls. The highest mean within this dimension was 3.04, reflecting an undecided stance on the belief that male teachers can more easily conduct investigations than female teachers. This suggests residual uncertainty rather than strong endorsement of gender stereotypes.

Teachers also reported low levels of anxiety related to teaching multiple subjects, with mean scores ranging from 2.09 to 2.17 for stress and nervousness indicators. These findings indicate that gender related biases and teaching anxiety do not strongly characterize the respondents' attitudes. The relatively low endorsement of stereotypes aligns with contemporary efforts to promote gender equity in education and suggests a generally inclusive and emotionally stable teaching environment.

The dimension of difficulty, dependency on context, and enjoyment produced an overall weighted mean of 3.59, indicating agreement. Teachers disagreed with statements suggesting that major subjects are difficult to teach, with mean scores between 2.30 and 2.35, reflecting confidence in subject matter handling. At the same time, teachers reported high levels of enjoyment and emotional engagement, as evidenced by mean scores of 4.26 for feeling happy while teaching and for finding instruction cheerful. The highest mean score of 4.78 was recorded for the statement emphasizing the importance of ready to use instructional materials, including technology-based resources.

These results underscore the role of contextual support in shaping positive teaching attitudes. While teachers feel capable and enthusiastic, their motivation and effectiveness are closely linked to access to instructional resources and institutional support. Availability of teaching materials reduces workload related stress and allows teachers to focus on learner engagement and instructional quality, reinforcing positive professional attitudes.

#### Classroom performance ratings based on the standard classroom observation tool

Classroom performance ratings revealed a high level of teaching competence, with an overall weighted mean of 4.31 interpreted as outstanding. Teachers rated themselves highly across all competence indicators, including application of content knowledge, use of varied teaching strategies, development of higher order thinking skills, multilingual proficiency, and creation of safe, respectful, and learner centered environments. The highest mean score of 4.39 was associated with establishing a learner centered culture responsive to students' linguistic, cultural, socio economic, and religious backgrounds.

These findings indicate that teachers demonstrate strong alignment with learner centered and inclusive pedagogical practices. High performance ratings contribute to teachers' sense of professional efficacy and reinforce positive attitudes toward teaching. Recognition of competence through standardized observation tools has been shown to enhance motivation, reduce professional anxiety, and promote sustained engagement in teaching improvement.

#### Relationship between respondents' profiles and attitudes toward teaching

Correlation analysis revealed a significant relationship between respondents' profiles and their attitudes toward teaching, with a Pearson  $r$  value of negative 0.750, indicating a high negative correlation. The computed  $t$  value of negative 5.196 exceeded the critical  $t$  value of 2.080 at the 0.05 significance level with twenty-one degrees of freedom, and the  $p$  value of 0.0000378 confirmed statistical significance. The null hypothesis was therefore rejected.

This result suggests that demographic variables, particularly sex, are significantly associated with variations in teaching attitudes. The negative direction of the relationship indicates differing attitude patterns between groups, which may reflect gender-based experiences, expectations, or professional socialization. These findings highlight the importance of gender sensitive professional development and support mechanisms to ensure equitable motivation and confidence among teachers.

#### Relationship between respondents' profiles and teaching performance

A significant relationship was also found between respondents' profiles and teaching performance, with a Pearson  $r$  value of negative 0.695, indicating a marked inverse relationship. The computed  $t$  value of negative 4.430 exceeded the critical value of 2.080, and the  $p$  value of 0.00023 confirmed significance at the 0.05 level. The null hypothesis was rejected, indicating that profile variables significantly influence teaching performance.

This finding aligns with existing research showing that demographic and professional characteristics such as experience, educational attainment, and gender are associated with differences in instructional effectiveness. Teachers with greater experience and higher qualifications often demonstrate stronger classroom management and pedagogical skills, while contextual factors may shape how different groups perform and are evaluated in instructional settings.

### Synthesis of findings

Overall, the findings of the study demonstrate that elementary teachers at Ilihan Integrated School possess strong professional qualifications, positive attitudes toward teaching, and high levels of instructional competence. Teachers exhibit high self-efficacy, low teaching related anxiety, and strong enjoyment of their professional roles, particularly when supported by adequate resources and collegial environments. Significant relationships between teachers' profiles, attitudes, and performance underscore the importance of considering demographic and contextual factors in teacher development initiatives.

The results provide empirical support for the development of an action plan aimed at sustaining positive teaching attitudes and enhancing instructional performance. By addressing contextual support, professional growth opportunities, and gender sensitive practices, schools can further strengthen teacher effectiveness and well-being. These findings contribute to the broader discourse on teacher attitudes and performance and provide a solid foundation for the subsequent chapter on summary, conclusions, and recommendations.

### CONCLUSION

The conclusion of this study synthesizes the major findings derived from the analysis of elementary teachers' profiles, attitudes toward teaching, classroom performance, and the relationships among these variables at Ilihan Integrated School in Ilihan, Tabogon, Cebu during the school year 2024 to 2025. The investigation involved twenty-three teacher respondents and employed an adapted questionnaire and the standard classroom observation tool within a descriptive correlational research design. Descriptive statistics were used to examine respondents' profiles, levels of agreement regarding attitudes toward teaching, and classroom performance ratings, while the Pearson product moment correlation was applied to determine the significance of relationships between teachers' profiles, attitudes, and teaching performance. The conclusions presented are firmly grounded in the empirical findings discussed in the preceding section and are aligned with the objectives of the study.

The results revealed that elementary teachers demonstrated a strong and outstanding level of agreement in terms of self-efficacy and perceived relevance of teaching, indicating that they possessed high confidence in their instructional knowledge, skills, and the importance of their role in learners' development. In contrast, attitudes related to gender stereotypical beliefs and anxiety were rated as fairly satisfactory, suggesting that teachers generally did not strongly endorse

gender-based biases and experienced relatively low levels of anxiety in teaching multiple subjects. Moreover, teachers expressed agreement in terms of difficulty, dependency on context, and enjoyment, reflecting a generally positive teaching experience characterized by confidence, enthusiasm, and satisfaction, particularly when adequate resources and institutional support were available. These findings indicate that teachers' attitudes toward teaching are largely constructive and professionally grounded, with contextual factors playing a meaningful role in sustaining motivation and enjoyment.

Classroom performance ratings based on the standard classroom observation tool and competence indicators further reinforced these positive outcomes. The overall weighted mean for teaching performance was interpreted as outstanding, demonstrating that teachers perceived themselves as highly competent in applying content knowledge, utilizing varied teaching strategies, fostering higher order thinking skills, and establishing safe, inclusive, and learner centered environments. The strong performance ratings suggest that teachers are able to translate positive attitudes and professional preparation into effective classroom practice, thereby supporting quality learning experiences for elementary pupils.

Correlation analysis provided critical insights into the relationships among teachers' profiles, attitudes, and performance. The findings confirmed a significant relationship between respondents' profiles and their attitudes toward teaching, as indicated by a high negative correlation with an  $r$  value of negative 0.750 and a computed  $t$  value of negative 5.196, which exceeded the critical value at the 0.05 level of significance. Similarly, a significant relationship was found between respondents' profiles and their teaching performance, with an  $r$  value of negative 0.695 and a computed  $t$  value of negative 4.430, likewise leading to the rejection of the null hypothesis. These results indicate that demographic characteristics, particularly sex, are meaningfully associated with differences in both teaching attitudes and performance. Such differences may be influenced by contextual, cultural, or professional factors that shape how teachers experience and enact their roles within the school environment.

Taken together, the findings lead to the conclusion that teachers' profiles are significantly related to both their attitudes toward teaching and their teaching performance. Positive attitudes, strong self-efficacy, and high levels of competence coexist within a teaching workforce that is largely experienced and academically prepared. However, the significant associations observed also point to the need for deliberate institutional responses to support teachers equitably and sustain positive professional dispositions across diverse demographic groups.

In light of these conclusions, the study underscores the importance of implementing comprehensive and sustained professional development initiatives that address both pedagogical competence and emotional well-being. Regular training and workshops should be conducted to strengthen instructional skills while also promoting resilience and positive teaching attitudes. Equally important is the cultivation of a supportive school environment characterized by collaboration, respect, and open communication among teachers and administrators. Recognition and incentive systems, both monetary and non-monetary, should be established to acknowledge exemplary teaching attitudes and performance, thereby reinforcing motivation and professional commitment. Attention to workload management is also essential to prevent burnout, which can undermine teachers' effectiveness and attitudes toward teaching. Encouraging reflective practice and action research can further help teachers examine their beliefs and instructional approaches, fostering continuous improvement. In addition, the provision of mental health and wellness programs can support teachers' psychological well-being and sustain positive professional

outlooks. At a broader level, the findings support the advocacy for policies at the district and national levels that prioritize teacher well-being, job satisfaction, and professional development as integral indicators of school effectiveness.

In conclusion, this study contributes to a deeper understanding of how elementary teachers' profiles, attitudes, and performance are interconnected. The proposed action plan entitled "Empowering Elementary Teachers: Enhancing Teaching Attitudes and Performance" is a direct response to the findings and serves as a practical framework for strengthening teacher effectiveness and well-being. By addressing both individual and institutional factors, the study offers meaningful implications for school leadership, educational policy, and future research aimed at sustaining quality elementary education.

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