Original Research Article

**LIFELONG LEARNING ATTITUDES AND TEACHER**

**EFFECTIVENESS OF PUBLIC ELEMENTARY**

**SCHOOLS**

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ABSTRACT

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| This study aimed to determine the significant relationship between lifelong learning attitudes and teacher effectiveness among public elementary school teachers in Buhangin West District, Division of Davao City. A descriptive-correlational research design was utilized, involving a sample of 183 teachers from public elementary schools in Buhangin West District, Division of Davao City. Standardized questionnaires were administered through face-to-face surveys to gather the data. The mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses were used to analyze the data collected. The findings revealed that lifelong learning attitudes and teacher effectiveness were very extensive levels among teachers. Correlation analysis indicated a significant relationship between lifelong learning attitudes and teacher effectiveness.. Moreover, the study identified that the domains of lifelong learning attitudes significantly influenced teacher effectiveness. Teachers who exhibited a strong willingness to learn, recognized the benefits of learning activities, and maintained an awareness of their personal learning skills were more effective in their teaching practices. It is recommended that school administrators foster lifelong learning attitudes among teachers through professional development programs that encourage continuous learning, self-reflection, and personal growth. By nurturing these attitudes, teachers will be better equipped to enhance their instructional planning, effectively assess student progress, and create a positive and productive learning environment. This approach can ultimately improve teacher performance and student outcomes. |

*Keywords*: Lifelong Learning Attitudes, Teacher Effectiveness, Public Elementary School, Teachers, Descriptive-Correlational, Education

1. INTRODUCTION

Teacher effectiveness plays a crucial role in shaping the quality of education and student performance. However, numerous studies have highlighted issues related to low effectiveness among teachers, which can be attributed to factors such as inadequate professional development, poor working conditions, and lack of motivation. When teachers are not fully equipped with the necessary skills and resources, it negatively impacts student learning outcomes, leading to lower academic achievement and decreased engagement in the classroom.

On a global scale, particularly in China, low teacher effectiveness remains a significant challenge in many countries, particularly in developing nations where resources for teacher training and support are often limited. Studies have shown that high student-to-teacher ratios, lack of instructional materials, and limited access to continuous professional development contribute to poor teaching performance . Additionally, in the United States of America, issues such as low salaries and heavy workloads lead to teacher burnout, further affecting their ability to deliver quality instruction (García et al., 2022).

Moreover, research studies indicate that teachers with strong lifelong learning attitudes are more likely to engage in professional development activities, such as workshops, advanced degrees, and collaborative learning communities, which ultimately enhance their teaching skills and effectiveness.

These teachers often demonstrate higher levels of engagement and motivation in the classroom, fostering an environment where students are more likely to excel academically and develop essential skills for the future (Hassan, 2024).

Furthermore, studies have shown that teachers who prioritize lifelong learning are more adaptable to new teaching technologies and educational methodologies, which enhances their ability to meet the evolving needs of students and the curriculum. This adaptability is especially important in today’s rapidly changing educational landscape, where teachers are required to integrate new tools and approaches to support student learning (Rane et al., 2023).

In the Philippines, teacher effectiveness is a persistent concern, particularly in public schools where large class sizes and inadequate instructional materials hinder the delivery of quality education. The implementation of the K to 12 curriculum introduced additional challenges, as some educators struggled with the new competencies and teaching methodologies required.

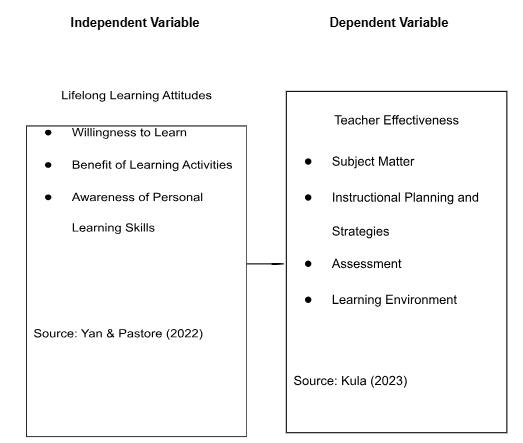
Furthermore, the low salary scale of teachers, despite recent adjustments, remains a factor affecting their motivation and job performance (Valdez & Dominado, 2020).

A lifelong learning attitude plays a crucial role in enhancing teacher effectiveness by fostering continuous professional growth and adaptability. Teachers who embrace lifelong learning actively seek opportunities to expand their knowledge, refine their teaching strategies, and stay updated with emerging educational trends and technologies. This mindset allows them to respond effectively to the evolving needs of students, implement innovative teaching methodologies, and improve classroom engagement. Moreover, lifelong learners are more likely to participate in professional development programs, collaborate with peers, and engage in reflective teaching practices, all of which contribute to higher teaching effectiveness (Xie et al., 2022).

Furthermore, teachers who maintain a lifelong learning mindset are often more reflective, regularly assessing and refining their teaching practices to improve student engagement and achievement. This continuous improvement process leads to greater student success, as teachers are more attuned to the individual needs of their students and can provide personalized support when necessary (Mellow et al., 2023).

In Buhangin, District, Division of Davao City, the issue of low teacher effectiveness is evident in various educational institutions, particularly in underfunded schools where teachers face challenges such as overcrowded classrooms and lack of access to modern teaching tools. Reports have also indicated that some educators struggle with adapting to new teaching strategies and integrating technology into their lessons, affecting their ability to engage students effectively. Moreover, administrative workloads and additional responsibilities further burden teachers, limiting the time they can dedicate to lesson planning and student engagement.

To sustain a healthy and productive learning environment, this study aims to determine the relationship between lifelong learning attitudes and teacher effectiveness in public elementary schools in Buhangin, District, Division of Davao City. Given the crucial role of teachers in shaping student learning outcomes, it is urgent to address factors that contribute to their effectiveness, especially in the face of evolving educational demands and challenges. Understanding how a lifelong learning attitude influences teaching performance can provide valuable insights for policymakers, school administrators, and educators in developing targeted professional development programs. The findings of this study will be significant in promoting a culture of continuous learning among teachers, enhancing instructional quality, and ultimately improving the overall education system in public elementary schools in Buhangin, District, Division of Davao City.

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**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship between lifelong learning attitudes and teacher effectiveness of public elementary school teachers in Buhangin West District, Division of Davao City . Specifically, it sought to answer the following questions:

1. What is the extent of lifelong learning attitudes of teachers in terms of:

1.1. willingness to learn;

1.2. benefit of learning activities; and

1.3. awareness of personal learning skills?

2. What is the extent of teacher effectiveness of teachers in terms of:

2.1. subject matter;

2.2. instructional planning and strategies;

2.3. assessment; and

2.4. learning environment?

3. Is there a significant relationship between lifelong learning attitudes and the teacher

effectiveness?

4. Which domains of lifelong learning attitudes significantly influence the teacher effectiveness?

**1.2 Hypotheses**

Ho1: There is no significant relationship between lifelong learning attitudes and teacher effectiveness among public school teachers.

Ho2: None of the domains of lifelong learning attitudes significantly influence the teacher effectiveness among public school teachers.

2. methodology

**2.1 Research Design**

The study employed a quantitative research design, specifically utilizing a descriptive correlational approach. Quantitative research involves the systematic collection of numerical data, with statistical, mathematical, or computational techniques applied to ensure objective, accurate, and measurable results (Mohajan, 2020). To achieve reliable findings, the study used standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Rassel et al., 2020).

Additionally, the research followed a non-experimental framework, which focused on observing and analyzing naturally occurring relationships between variables (Roberts et al., 2023). Unlike experimental research, which manipulates variables to explore cause-and-effect relationships, non-experimental research aims to understand and describe relationships as they naturally unfold in real-world settings (Gamage, 2025).

Furthermore, a descriptive correlational research approach was applied to explore and describe the connections between two or more variables without altering them. The primary goal of this approach wa to identify and understand patterns, relationships, or associations between variables (Mertler, 2024). Unlike experimental research, which seeks to establish causality by manipulating conditions, descriptive correlational research focuses on measuring the strength and direction of relationships as they naturally occur (Seeram, 2022).

In the context of this study, the descriptive-correlational research design was considered suitable as it aimed to describe the extent of lifelong learning attitudes and teacher effectiveness among public elementary school teachers. It also sought to identify the significant relationship between teachers' attitudes towards lifelong learning and their overall effectiveness.

**2.2 Research Respondents**

This study was conducted in Buhangin West District, Division of Davao City. It included nine public elementary schools within the district. A total of 183 teachers participated as respondents out of a population of 337, determined using Slovin’s Formula with a 0.05 margin of error. These teachers rated the Lifelong Learning Attitudes and Teacher Effectiveness of public elementary school teachers. The study was conducted during the school year 2024–2025. In selecting the respondents, the researcher employed simple random sampling using the lottery or fishbowl technique. Numbers were assigned to each teacher in the population and placed in a container large enough to allow the rolled pieces of paper to move freely in all directions when shaken. The researcher then randomly picked the desired number of participants for the study.

The inclusion criteria were as follows: First, the teacher must have been currently employed at a public elementary school within Buhangin West District, Division of Davao City during the 2024–2025 school year. Second, the teacher must have had at least one year of teaching experience in any subject. Teachers who did not meet these criteria were excluded. Specifically, those not employed within the specified district during the given school year, those with less than one year of teaching experience, and teachers on temporary leave or under administrative action were excluded, as they might not have accurately represented regular teaching experiences. Additionally, school administrators and guidance counselors who did not directly teach elementary subjects were also excluded.

**2.3 Research Instrument**

The first part of the questionnaire was based on the Lifelong Learning Attitudes Scale by Hursen (2021), as cited in Kula (2023). The Lifelong Learning Attitudes Scale included items that measured teachers' willingness to learn, the perceived benefits of learning activities, and their awareness of personal learning skills. Its overall Cronbach’s alpha coefficient was 0.820, which supported the reliability of the questionnaire for measuring the variable of lifelong learning attitudes. In this study, the Lifelong Learning Attitudes Scale also demonstrated excellent reliability, with a Cronbach’s alpha value of 0.925.

The second part of the questionnaire was developed by Sullanmaa et al. (2024) to assess teacher effectiveness. The Teacher Effectiveness Scale assessed different aspects of teaching effectiveness, such as subject matter expertise, instructional planning and strategies, assessment methods, and the learning environment. The overall Cronbach’s alpha coefficient for the scale was 0.710, indicating that the questionnaire was reliable for measuring the variable of teacher effectiveness. Additionally, the Teacher Effectiveness Questionnaire demonstrated excellent reliability in this study, with a Cronbach’s alpha value of 0.911.

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# The data collection procedure for this study was carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the Schools Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines were followed.

# The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and the responses were systematically recorded for statistical evaluation using tools such as the mean, standard deviation, and correlation analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, several statistical tools were utilized to determine the aim of the study.

Mean was used to assess the extent of lifelong learning attitudes and teacher effectiveness among public elementary school teachers.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between lifelong learning attitudes and teacher effectiveness.

Regression analysis was employed to identify which domains of lifelong learning attitudes would influence the teacher effectiveness of public elementary school teachers.

3. results and discussion

**3.1 Extent of Lifelong Learning Attitudes among Public Elementary School Teachers**

Table 1. Extent of Lifelong Learning Attitudes among Public Elementary School Teachers

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Willingness to Learn | 0.35 | 4.31 | Very Extensive |
| Benefit of Learning Activities | 0.40 | 4.30 | Very Extensive |
| Awareness of Personal Learning Skills | 0.42 | 4.33 | Very Extensive |
| **Overall** | **0.28** | **4.31** | **Very Extensive** |

Presented in Table 1 is the summary of the indicators in the extent of lifelong learning attitudes of teachers, including willingness to learn, benefit of learning activities, and awareness of personal learning skills, based on the mean scores and standard deviations. The indicator of awareness of personal learning skills has the highest mean of 4.33, which is described as "very extensive," followed by willingness to learn with a mean of 4.31, categorized as "very extensive." The indicator of benefit of learning activities received a mean of 4.30, also categorized as "very extensive." The overall mean of 4.31 is described as "very extensive," indicating that teachers generally demonstrate a high degree of commitment to lifelong learning attitudes across these indicators.

This suggests that teachers show a strong commitment to their personal growth through learning, recognizing the value of both participating in learning activities and being aware of their own learning skills. The findings indicate that teachers not only possess a strong willingness to learn but also understand the importance of continuously enhancing their skills for both professional and personal growth.

The overall standard deviation of 0.28, being less than 1, indicates that the ratings were consistent and closely clustered around the mean.

This finding supports with the study of Mlambo et al. (2021), which highlights the crucial role of lifelong learning attitudes in improving teachers' professional development and their capacity to adapt to evolving educational demands. Similarly, Seevaratnam et al. (2023) emphasize that teachers who embrace lifelong learning are better equipped to respond to challenges in the classroom, fostering greater innovation and adaptability in their teaching methods. Furthermore, Darling-Hammond et al. (2020) underscores that maintaining an attitude of continuous learning enables teachers to stay current with educational trends and refine their teaching practices, which ultimately benefits student learning outcomes.

**3.2 Extent of Teacher Effectiveness among Public Elementary School Teachers**

Table 2. *Extent of Teacher Effectiveness among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Subject Matter | 0.55 | 4.40 | Very Extensive |
| Instructional Planning and Strategies | 0.50 | 4.39 | Very Extensive |
| Assessment | 0.60 | 4.44 | Very Extensive |
| Learning Environment | 0.62 | 4.26 | Very Extensive |
| **Overall** | **0.43** | **4.37** | **Very Extensive** |

Presented in Table 2 is the summary of the indicators in the extent of teacher effectiveness, including subject matter, instructional planning and strategies, assessment, and learning environment, based on the mean scores and standard deviations. The indicator of assessment has the highest mean of 4.44, which is described as "very extensive," followed by subject matter with a mean of 4.40, categorized as "very extensive." The indicator of instructional planning and strategies received a mean of 4.39, also categorized as "very extensive." The indicator of learning environment received the lowest mean of 4.26, categorized as "very extensive." The overall mean of 4.37 is described as "very extensive," indicating that teachers generally exhibit a high degree of effectiveness across these indicators.

This suggests that teachers prioritize a comprehensive understanding of the subject matter, employ effective instructional strategies, and use various assessment methods to enhance student learning. Teachers also focus on creating a positive learning environment, although this aspect appears to have a slightly lower emphasis compared to the other indicators. Overall, teachers are committed to fostering a productive and effective educational experience for their students.

The overall standard deviation of 0.43, being less than 1, indicates that the ratings were consistent and closely clustered around the mean.

This finding supports with the study of Jacob et al. (2020), which suggests that teachers who demonstrate high effectiveness in their teaching practices significantly contribute to student achievement and overall school success. Similarly, Byrd and Alexander (2020) emphasized that effective teachers are able to adapt their instructional methods and assessment strategies to meet the diverse needs of their students, ensuring that all learners have the opportunity to succeed.

Furthermore, Robinson (2022) highlighted that teacher effectiveness is directly linked to the creation of an engaging learning environment, where students feel supported, motivated, and challenged to reach their full potential.

**3.3 Significant Relationship between Lifelong Learning Attitudes and Teacher Effectiveness of Public Elementary School Teachers**

Table 3. *Significant Relationship between Lifelong Learning Attitudes and Teacher Effectiveness of Public Elementary School Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Lifelong Learning Attitudes | 4.31 | 0.28 |  |  |  |  |  |
|  |  |  | 0.72 | 0.51 | High | 0.000 | Reject Ho1 |
| Teacher Effectiveness | 4.37 | 0.43 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between lifelong learning attitudes and teacher effectiveness among public elementary school teachers. The relationship between lifelong learning attitudes and teacher effectiveness has a correlation coefficient of 0.72 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between lifelong learning attitudes and teacher effectiveness. The R² value of 0.51 suggests that approximately 51% of the variation in teacher effectiveness can be explained by lifelong learning attitudes. Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that lifelong learning attitudes significantly influence teacher effectiveness.

This suggests that teachers who exhibit strong lifelong learning attitudes are more likely to demonstrate high levels of teacher effectiveness in their classrooms. Teachers who are committed to continuous learning and development may be better equipped to adapt their teaching methods and strategies, resulting in improved educational outcomes for their students. By fostering positive lifelong learning attitudes, teachers can enhance their ability to meet diverse student needs and create more dynamic and engaging learning environments. Therefore, promoting lifelong learning attitudes among teachers can positively impact their effectiveness, leading to enhanced teaching practices and greater success for their students.

This finding is consistent with the work of Taranto and Buchanan (2020), which emphasized the importance of lifelong learning attitudes in shaping teachers' ability to be effective in the classroom. Their research suggested that teachers who prioritize ongoing professional development are more likely to improve their instructional strategies and foster better student outcomes. Additionally, the study by Sangiuliano Intra et al (2023) showed that teachers with a strong commitment to lifelong learning are more adaptable to new teaching methods and are better at meeting the changing demands of the classroom. Furthermore, Amerstorfer et al. (2023) found that teachers who engage in continuous learning activities can build a stronger rapport with their students and improve overall classroom performance.

**3.4. Domains of Lifelong Learning Attitudes that Significantly Influence the Teacher Effectiveness of Public Elementary School Teachers**

**Table 4.** *Domains of Lifelong Learning Attitudes that Significantly Influence the Teacher Effectiveness of Public Elementary School Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.40 | 0.80 |  | 7.25 | 0.000 | Significant |
| Willingness to Learn | 0.80 | 0.60 | 0.56 | 4.40 | 0.000 | Significant |
| Benefit of Learning Activities | 0.74 | 0.50 | 0.45 | 4.28 | 0.000 | Significant |
| Awareness of Personal Learning Skill | 0.76 | 0.55 | 0.48 | 4.36 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** | | | | | | |
| Teacher Effectiveness =3.40 + 0.80 (Willingness to Learn) + 0.74 (Benefit of Learning Activities) + 0.76 (Awareness of Personal Learning Skill) | | | | | | |
| R=0.720; R²=0.518; F=38.65; p-value=0.000 | | | | | | |

Presented in Table 4 is the regression analysis of how different domains of lifelong learning attitudes willingness to learn, benefit of learning activities, and awareness of personal learning skills significantly influence the teacher effectiveness of public elementary school teachers. The regression model shows that all three domains positively contribute to teacher effectiveness. Specifically, willingness to learn (with a Beta of 0.56) has the strongest relationship with teacher effectiveness, followed by awareness of personal learning skills (Beta of 0.48), and benefit of learning activities (Beta of 0.45). The t-statistics for each domain (4.40 for willingness to learn, 4.36 for awareness of personal learning skills, and 4.28 for benefit of learning activities) and the p-values (all 0.000) confirm that these relationships are statistically significant.

The regression equation, Teacher Effectiveness = 3.40 + 0.80(Willingness to Learn) + 0.74(Benefit of Learning Activities) + 0.76(Awareness of Personal Learning Skill), reveals that the overall model explains 51.8% of the variance in teacher effectiveness (R² = 0.518). Additionally, the model's F-value of 38.65 and its p-value of 0.000 indicate that the model is statistically significant. In conclusion, these results highlight that lifelong learning attitudes—particularly willingness to learn, benefit of learning activities, and awareness of personal learning skills play a crucial role in enhancing teacher effectiveness within public elementary schools.

This suggests that teachers who exhibit a strong willingness to learn, value the benefits of learning activities, and maintain awareness of their own learning skills are more likely to demonstrate high levels of teacher effectiveness. Teachers who engage in continuous learning and actively reflect on their professional growth are better equipped to meet the diverse needs of their students and adapt their teaching strategies accordingly. Therefore, these lifelong learning domains significantly contribute to the development of teacher effectiveness, ultimately benefiting the educational experiences and outcomes for all students.

This finding supports the research of Taranto et al. (2020), who emphasized the importance of lifelong learning attitudes in shaping teachers' ability to be effective in the classroom. Their study found that teachers who are committed to ongoing learning are more likely to improve their instructional strategies and foster better student outcomes. Additionally, the work of Nugroho (2024) suggested that teachers with high awareness of their personal learning skills are better able to adapt and innovate in response to student needs, thus enhancing overall teacher effectiveness. Furthermore, the study by Setyaningsih and Suchyadi (2021) highlighted that teachers who actively engage in learning activities tend to improve their classroom management and teaching practices, contributing to a more effective and productive learning environment.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the extent of lifelong learning attitudes among teachers is always manifested, with teachers consistently demonstrating a strong commitment to willingness to learn, benefiting from learning activities, and maintaining awareness of their personal learning skills. This suggests that lifelong learning is a fundamental aspect of their professional development, allowing them to continually improve their teaching practices, stay updated with new educational trends, and actively engage in self-improvement.

Secondly, the extent of teacher effectiveness among teachers is always manifested, indicating that teachers consistently apply effective strategies in their teaching. This includes demonstrating mastery of subject matter, employing diverse instructional planning and strategies, conducting comprehensive assessments, and maintaining a positive learning environment. The findings highlight the crucial role of teacher effectiveness in promoting student achievement and creating a dynamic and engaging learning environment.

Thirdly, a significant relationship between lifelong learning attitudes and teacher effectiveness was observed. This indicates that teachers who embrace lifelong learning attitudes are more likely to exhibit higher levels of effectiveness in their teaching. The findings demonstrate that lifelong learning attitudes directly contribute to the enhancement of teaching quality, with teachers who engage in continuous learning being better equipped to meet the diverse needs of their students and foster a positive learning environment.

Fourthly, the domains of lifelong learning attitudes significantly influence teacher effectiveness. This finding underscores the importance of developing specific lifelong learning skills, such as the willingness to learn, benefiting from learning activities, and maintaining awareness of personal learning skills. Teachers who actively engage in these domains are more likely to enhance their teaching effectiveness, leading to improved educational outcomes for students.

The finding of significant influence of lifelong learning attitudes on teacher effectiveness validates the theories of Transformative Learning, Self-Determination, and Reflective Practice.

Firstly, Transformative Learning Theory, proposed by Mezirow (1991), as cited by Kurnia (2021), emphasizes the importance of deep, fundamental changes in perspective through critical reflection and the re-evaluation of existing assumptions. The study supports this theory, indicating that teachers who adopt lifelong learning attitudes are more likely to undergo transformative shifts in their teaching practices. These shifts enable them to adapt to new educational trends, methods, and technologies, ultimately improving their effectiveness. By embracing continuous learning, teachers engage in critical reflection, which helps them refine their pedagogical approaches and create more inclusive and student-centered learning environments.

Secondly, Self-Determination Theory (SDT), introduced by Ryan and Deci (2020), highlights the role of intrinsic motivation in human behavior. The study aligns with this theory, showing that teachers who exhibit strong lifelong learning attitudes are intrinsically motivated to improve their practices. Teachers who are self-motivated and perceive their professional growth as meaningful are more likely to engage in continuous learning, leading to improved competence and a higher level of autonomy in their teaching. This intrinsic motivation enhances their ability to create supportive learning environments, ultimately benefiting student outcomes.

Lastly, the Reflective Practice Model, developed by Schön (1983), as cited by Newman (2020), underscores the importance of ongoing reflection in professional development. The study’s findings reinforce this model, demonstrating that teachers who engage in reflective practice as part of their lifelong learning attitudes are more likely to improve their teaching effectiveness. Reflective teachers are able to assess and adjust their methods based on past experiences and feedback, leading to better alignment with student needs and greater instructional adaptability. This continuous reflection ensures that teachers remain responsive to evolving educational contexts, improving their ability to foster engaging and effective learning experiences for students.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations were proposed:

Firstly, given that lifelong learning attitudes among teachers are very extensive, it may be essential for school administrators to continue fostering and enhancing teachers' lifelong learning attitudes. Administrators may organize professional development programs that focus on strengthening teachers' motivation to learn, awareness of their learning needs, and their engagement in continuous development. Teachers may also actively engage in such programs to improve their growth mindset and continuously adapt their practices to the changing educational landscape.

Secondly, considering a very extensive of teacher effectiveness observed in the study, school administrators may invest in resources, training, and support to refine instructional planning and assessment methods. Administrators may also create collaborative platforms for teachers to share best practices. Teachers may reflect on their teaching methods, collaborate with peers, and stay open to feedback to further enhance their instructional effectiveness.

Thirdly, in light of the significant relationship between lifelong learning attitudes and teacher effectiveness, school administrators and teachers may work together to integrate lifelong learning into daily teaching practices. Administrators may encourage teachers to set personal learning goals and provide the necessary support. Teachers may take ownership of their professional growth by reflecting on their development and incorporating lifelong learning into lesson planning and classroom management.

Finally, recognizing the significant influence of lifelong learning attitudes on teacher effectiveness, school administrators may prioritize creating a school culture that values continuous improvement. By providing mentorship programs, peer feedback sessions, and ongoing professional development opportunities, administrators can encourage teachers to enhance their effectiveness. Teachers, in turn, may take advantage of these opportunities, continuously refining their strategies to foster a dynamic and student-centered learning environment. Future researchers may explore the long-term impact of lifelong learning attitudes on teacher effectiveness, examining different teaching contexts and exploring how these attitudes influence student outcomes over time.

Consent (where ever applicable)

This study was conducted in strict adherence to ethical standards to ensure the protection and dignity of all participants. Necessary approvals were obtained, including endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and clearance from the Ethics Review Committee. Following Pregoner et al. (2025), the study complied with current research protocols for human participants. Participation was voluntary, with informed consent obtained after explaining the study’s purpose, scope, and participants’ right to withdraw at any time. No personally identifiable information was collected, and all responses were kept strictly confidential. Data were used solely for academic purposes, ensuring transparency and professional integrity throughout the research.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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