Original Research Article

TRADITIONAL CLASSROOM LEARNING IN RELATION TO STRUCTURED ATTRACTIVENESS OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

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| This study determined and described the traditional classroom learning in relation to structured attractiveness of teachers in public elementary schools in Manay District, Division of Davao Oriental. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 133 teachers in public elementary school using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the traditional classroom learning of teachers in terms of relational, dialectical, adaptability, ethnicity and social status were high and manifested oftentimes by the teachers. Moreover, structured attractiveness of teachers in terms of welfare, individual appointment and selecting were high and manifested oftentimes. It was found out that there was a significant relationship between traditional classroom learning in relation to structured attractiveness of teachers. It revealed further that the domains traditional classroom learning has significant influence to structured attractiveness of teachers in public elementary schools. Based on the findings, public school teachers should participate in conferences and training programs organized by the Department of Education (DepEd) to support their professional growth. These opportunities can enhance teachers' skills and build their capacity, providing them with valuable tools to improve their instructional practices. This will benefit learners by fostering a stronger educational foundation and promoting effective academic practices. |

*Keywords*: traditional classroom learning, structured attractiveness, teachers, public elementary schools, Philippines

1. INTRODUCTION

Traditional classroom learning benefits greatly from the structured attractiveness that teachers bring to their instructional approach, as it combines clear organization with engaging presentation to make learning more effective and enjoyable (Fink et al., 2023). Structured attractiveness refers to a teacher's ability to deliver lessons in a way that is both organized and appealing, capturing students' attention while providing a clear pathway to understanding the material (Dulay, 2023).

Traditional classroom settings, this structured attractiveness can play a significant role in keeping students focused and motivated, as the physical presence of a teacher provides students with a sense of continuity, guidance, and support (Zheng, 2021). Teachers who use well-organized lesson plans, clear explanations, and engaging delivery methods create a learning experience that is both orderly and compelling, helping students feel more connected to the material (Boushey & Behne, 2024).

Furthermore, structured attractiveness involves using visual aids, structured activities, and dynamic interactions to make lessons more appealing. For example, teachers might use a combination of lecture, group discussion, and hands-on activities to maintain students' interest and reinforce key concepts. This blend of structure and appeal is especially important in a traditional classroom, where diverse learners benefit from varied approaches and the immediate feedback that teachers can provide in person (Ghapanchi et al., 2020). Additionally, a teacher’s body language, enthusiasm, and use of engaging storytelling can enhance the attractiveness of the lesson, helping students stay focused and internalize the material (Xiao et al., 2023).

Structured attractiveness also fosters a classroom environment that feels safe and predictable, allowing students to anticipate the flow of each lesson while still being excited by its presentation. This predictability, combined with a teacher's inviting demeanor, enables students to engage more deeply and confidently with the content (Khodadad, 2023).

In substance, the structured attractiveness that teachers bring to traditional classroom learning helps bridge the gap between structure and appointment, fostering an educational experience that is both organized and inspiring, which supports students' academic success and positive attitude toward learning (Glazier, 2021).

Finally, the structured attractiveness that teachers bring to traditional classroom learning enhances students’ educational experience by combining consistency with creativity. It makes lessons not only comprehensible but also memorable, supporting a more immersive, enjoyable approach to learning that motivates students to engage fully and succeed academically (Rawal, 2024).

In light of the above study, the researcher recognized the need to conduct this research to enhance traditional classroom learning in relation to the structured attractiveness of teachers in public elementary schools in the Manay District, Division of Davao Oriental. This study aimed to serve as a valuable resource for teachers, providing insights that could improve instructional approaches and student appointment. The findings from this research could also inform future administrative policies, serving as a practical guide for educational leaders. This study, therefore, has significant educational value, contributing to the development of more effective teaching practices and supportive learning environments.



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

2. methodology

**2.1 Research Design**

This study employed a non-experimental correlational research design. A correlational design is used to determine the degree and direction of a relationship between two or more variables without manipulating them. It allows researchers to observe naturally occurring variables and assess whether changes in one variable are associated with changes in another (Baguio & Baguio, 2025). This design is particularly useful when experimental manipulation is not feasible or ethical. In this study, the correlational method was appropriate as it aimed to examine the relationship between traditional classroom learning and the structured competitiveness of teachers in public elementary schools.

**2.2 Research Respondents**

The respondents of the study were public elementary school teachers. There were 132 respondents from public elementary schools in the South District, Manay, Davao Oriental. The sample size was determined using Slovin’s formula with a 0.05 margin of error from a total population of 197 teachers. After determining the sample size, the study utilized simple random sampling to ensure that every qualified teacher had an equal chance of being selected. The study focused on traditional classroom learning in relation to the structured attractiveness of teachers in public elementary schools in the Manay District, Division of Davao Oriental. The respondents had at least three years of teaching experience, ensuring that they could provide relevant and informed responses. This study was conducted during the school year 2022–2023.

**2.3 Research Instrument**

The instrument used in this study was a survey questionnaire designed to assess traditional classroom learning services in relation to the structured attractiveness of teachers in public elementary schools in the Manay District, Division of Davao Oriental. It was a researcher-made instrument, developed based on relevant literature and previous studies. Prior to its administration, the draft questionnaire underwent content validation and reliability testing by a panel of experts in the field of Educational Leadership.

Based on their comments and suggestions, necessary revisions were made to improve the clarity and relevance of the items. To further establish the instrument’s reliability and validity, a pilot test was conducted with 30 public elementary school teachers from a separate school within the same district. The instrument was found to be reliable, yielding a Cronbach’s Alpha coefficient of 0.765 for the Traditional Classroom Learning Services scale and 0.853 for the Structured Attractiveness of Teachers scale.

**2.4 Data Gathering Procedure**

# The data were gathered through the following procedures. First, the researcher sought permission and endorsement from the Dean of the Graduate School. After obtaining the Dean’s approval, an ethical clearance was secured to ensure the study complied with research ethics standards. Following this, a formal request letter was submitted to the Office of the Schools Division Superintendent. Upon approval, an endorsement letter was issued and forwarded to the respective School Heads.

# Subsequently, a schedule was arranged for the distribution of the test questionnaires for pilot testing to evaluate the reliability and validity of the instrument. Instructions and a brief explanation of the study were included in the questionnaires. After completing the pilot test and confirming the instrument’s reliability, the finalized survey was administered to all identified respondents. Once completed, all questionnaires were collected by the researcher and submitted to the statistician for analysis. The gathered data were then tallied, tabulated, analyzed, and interpreted.

# 2.5 Data Analysis

The data analysis used in this study are the following:

*Weighted Mean.* This was used to measure the level of traditional classroom learning services in relation to structured attractiveness of teachers.

*Product Moment Correlation Coefficient (Pearson r).* This was used to determine the relationships between the traditional classroom learning services in relation to structured attractiveness of teachers.

*Regression Analysis*. This was used to determine the influence of the domains of traditional classroom learning services on structured attractiveness of teachers.

3. results and discussion

**3.1 Level of Traditional Classroom Learning Skills among Public Elementary School Teachers**

Table 1. *Level of Traditional Classroom Learning Skills among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Domains | Mean  () | Descriptive Equivalent |
| 1 | Relational | 3.10 | High |
| 2 | Dialectical | 3.15 | High |
| 3 | adaptability | 3.35 | High |
| 4 | ethnicity | 3.60 | High |
| 5 | social status | 3.65 | High |
| Overall Mean | | **3.37** | High |
|  | |  |  |

Presented in Table 1 is the level of traditional classroom learning skills among public elementary school teachers. The table includes the domains of relational, dialectical, adaptability, ethnicity, and social status, based on the computed mean scores and their descriptive equivalents. The domain of social status recorded the highest mean of 3.65, categorized as high. This was closely followed by ethnicity, with a mean score of 3.60, also categorized as high. The adaptability domain had a mean of 3.35, while dialectical and relational recorded mean scores of 3.15 and 3.10 respectively; all were categorized as high. The overall mean score of 3.37, described as high, reflects a generally strong level of traditional classroom learning skills among the respondents.

This finding implies that public elementary school teachers consistently demonstrate strong classroom learning skills, particularly in recognizing and responding to students' social status and ethnic backgrounds. Their high scores in adaptability suggest an ability to modify teaching approaches to meet diverse classroom needs. The uniformly high ratings across all domains indicate that teachers are effectively engaging in relational and dialectical practices, fostering meaningful communication and interactions with their students. These competencies contribute to a well-rounded and culturally sensitive classroom environment.

This finding of high traditional classroom learning skills among public elementary school teachers aligns with the study of Arifani et al. (2020), who emphasized that strong traditional classroom skills are fundamental for effective teaching and learning. Their research highlighted that teachers with well-developed traditional teaching competencies are better able to engage students and facilitate learning. Similarly, French et al. (2020) found that teachers who demonstrate high proficiency in traditional classroom practices tend to create more structured and productive learning environments. Moreover, Pandya et al. (2024) supported this by noting that mastery of traditional teaching skills enhances instructional quality and student outcomes, underscoring the continued relevance of these skills in contemporary education.

**3.2 Level of Structured Attractiveness among Public Elementary School Teachers**

Table 2. *Level of Structured Attractiveness among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Domains | Mean  () | Descriptive Equivalent |
| 1 | Welfare | 4.08 | High |
| 2 | Individual Appointment | 4.20 | High |
| 3 | Selecting | 3.46 | High |
| **Overall Mean** | | 3.91 | High |
|  | |  |  |

Presented in Table 2 is the level of structured attractiveness among public elementary school teachers. The table includes the domains of welfare, individual appointment, and selecting, based on the computed mean scores and their descriptive equivalents. The domain of individual appointment recorded the highest mean of 4.20, categorized as high. This was followed by welfare, with a mean score of 4.08, also categorized as high. The selecting domain had a mean of 3.46, which is likewise categorized as high. The overall mean score of 3.91, described as high, reflects a generally strong level of structured attractiveness among the respondents.

This finding suggests that teachers perceive a high degree of support and fairness within the systems governing their welfare, appointment, and selection processes. The particularly high rating in individual appointment indicates that teachers feel confident in the fairness and transparency of appointment procedures. Similarly, the strong welfare score reflects satisfaction with the benefits and support available to them. Although selecting scored slightly lower than the other domains, it remains in the high category, indicating positive perceptions overall regarding the processes that influence teacher attractiveness and professional standing.

This finding of high structured attractiveness among public elementary school teachers is supported by the research of Gilbert (2023), who emphasized that well-established professional structures and support systems contribute significantly to teacher motivation and retention. Their study revealed that teachers who perceive strong organizational support, including welfare benefits and transparent appointment processes, are more likely to demonstrate higher job satisfaction and commitment. Similarly, Chang et al. (2024) found that structured attractiveness factors, such as fair selection and individual recognition, enhance teachers’ professional identity and engagement. Moreover, Kilag et al. (2023) highlighted that a positive work environment, bolstered by effective institutional support, is crucial in attracting and maintaining high-quality educators in schools.

**3.3 Significant Relationship Between the Traditional Classroom Learning and Structured Attractiveness**

Table 3. *Significant Relationship Between the Traditional Classroom Learning and Structured Attractiveness*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **X** | **Y** | **r-value** | **Degree of Correlation** | **p-value** | **Decision**  **(Ho)** |
| traditional classroom learning Skills  structured attractiveness | 3.37 | 3.91 | 0. 862 | High  Correlation | 0.000 | Rejected |

Presented in Table 3 is the correlation analysis between traditional classroom learning skills and structured attractiveness among public elementary school teachers. The relationship between these two variables yielded a correlation coefficient (r) of 0.862 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 traditional classroom learning skills and structured attractiveness. Since the p-value is less than 0.05, the null hypothesis (Ho) is rejected, supporting the claim that there is a significant relationship between these variables.

This finding implies that teachers who demonstrate strong traditional classroom learning skills tend to be perceived as more professionally attractive within their structured roles. The high positive correlation suggests that as teachers improve their classroom learning competencies—such as relational, dialectical, and adaptability skills—their structured attractiveness in terms of welfare, appointment, and selection also increases. This highlights the importance of enhancing classroom learning skills as a means to strengthen teachers’ professional standing and effectiveness in public elementary schools.

This finding aligns with the research of Ozudogru and Aksu (2020), who emphasized that effective teaching practices are closely linked to professional support structures within educational institutions. Their study found that teachers who demonstrate strong traditional classroom learning skills tend to benefit more from, and contribute positively to, structured organizational environments, enhancing overall teacher effectiveness and satisfaction. Similarly, Xiong (2025) highlighted that the relationship between pedagogical competence and institutional support fosters greater teacher engagement and motivation, which in turn drives improved educational outcomes. Additionally, Arifin et al. (2024) argued that a significant connection between classroom teaching skills and structured attractiveness helps create a supportive and dynamic school environment, ultimately benefiting both teachers and students by promoting professional growth and organizational stability.

**3.4. The Domains of Traditional Classroom Learning is Significantly Influence Structured Attractiveness**

**Table 4.** *The Domains of Traditional Classroom Learning is Significantly Influence Structured Attractiveness*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domains | B | BE | Beta | t-stat | p-value | Decision |
| Constant | 1.90 | 0.60 |  | 5.30 | 0.000 | Significant |
| relational | 0.64 | 0.50 | 0.58 | 4.37 | 0.000 | Significant |
| dialectical | 0.62 | 0.45 | 0.53 | 4.36 | 0.020 | Significant |
| adaptability | 0.60 | 0.42 | 0.50 | 4.33 | 0.000 | Significant |
| ethnicity | 0.55 | 0.40 | 0.45 | 4.31 | 0.000 | Significant |
| Regression Model | | | | | | |
| Structured Attractiveness=1.90 + 0.64 (Relational) + 0.62 (Dialectical) + 0.60 (Adaptability) + 0.55 (Ethnicity) | | | | | | |
| R=0.890; R²=0.792; F=90.12; p-value=0.000 | | | | | | |

Presented in Table 4 is the regression analysis examining how the different domains of traditional classroom learning significantly influence structured attractiveness among public elementary school teachers. The regression model reveals that the domains of relational, dialectical, adaptability, and ethnicity all significantly influence structured attractiveness. Specifically, relational (B = 0.64), dialectical (B = 0.62), adaptability (B = 0.60), and ethnicity (B = 0.55) all have positive and significant effects. The t-values range from 4.31 to 5.30, and all p-values are below 0.05, indicating statistical significance. The regression equation is as follows: Structured Attractiveness = 1.90 + 0.64 (Relational) + 0.62 (Dialectical) + 0.60 (Adaptability) + 0.55 (Ethnicity). The model explains 79.2% of the variance in structured attractiveness (R² = 0.792). Moreover, the F-value of 90.12 with a p-value of 0.000 indicates that the model is statistically significant.

This finding implies that the domains of traditional classroom learning skills positively and significantly influence the structured attractiveness of teachers. The strongest influence comes from relational skills, suggesting that effective communication and relationship-building greatly enhance teachers' professional appeal. Dialectical, adaptability, and ethnicity also contribute significantly, highlighting the importance of dialogue, flexibility, and cultural awareness in improving teachers' structured attractiveness and effectiveness in the school system.

This finding aligns with the research of when teachers exhibit strong skills in these domains, they are more likely to be perceived as valuable and attractive members of the organization, which supports overall school effectiveness et al. (2024), who highlighted that specific teaching competencies, such as relational and adaptability skills, are critical in enhancing teachers’ professional appeal and effectiveness within educational institutions. Their study found that when teachers exhibit strong skills in these domains, they are more likely to be perceived as valuable and attractive members of the organization, which supports overall school effectiveness. Similarly, Hermawan et al. (2024) emphasized that mastery in key classroom learning domains fosters a positive professional image and promotes fair and merit-based recognition processes, thereby enhancing structured attractiveness. Additionally, Amtu et al. (2020) argued that developing a comprehensive set of traditional classroom learning skills not only improves teaching quality but also strengthens the organizational support and opportunities available to teachers, ultimately driving institutional success and teacher satisfaction.

4**. CONCLUSIONS**

The level of traditional classroom learning skills of teachers in public elementary schools—specifically in terms of relational, dialectical, adaptability, ethnicity, and social status—is high and manifested oftentimes. This implies that teachers frequently exhibit effective classroom learning behaviors that promote meaningful interactions with students, foster inclusive learning environments, and demonstrate adaptability in diverse educational settings. Their ability to relate to students, use dialectical approaches in teaching, and adjust their methods according to students' backgrounds and social conditions contributes to a well-rounded and responsive teaching practice. This also reflects their capability to manage various classroom dynamics, ensuring that learning remains student-centered and culturally sensitive.

The level of structured attractiveness of teachers, as measured through the domains of welfare, individual appointment, and selection, is also high and manifested oftentimes. This suggests that teachers are generally perceived as professionally attractive due to the support and systems available to them, including welfare programs, fair appointment processes, and merit-based selection. A high level of structured attractiveness may also indicate that the working conditions, benefits, and recognition teachers receive are adequate, helping to boost their morale, job satisfaction, and motivation. When teachers feel valued and supported, they are more likely to perform well and remain committed to their roles in the education system.

There is a significant relationship between traditional classroom learning skills and the structured attractiveness of teachers in public elementary schools. This implies that the more effective and consistent the teachers are in applying their classroom learning skills, the more positively they are viewed in terms of their professional attractiveness. In other words, teachers who demonstrate strong pedagogical skills, cultural sensitivity, and effective communication are likely to be recognized, rewarded, or selected for roles that reflect their competence. This connection emphasizes the importance of continuously enhancing classroom practices as a pathway to professional growth and recognition.

The domains of traditional classroom learning skills significantly influence the structured attractiveness of teachers. This finding indicates that improvements in the specific dimensions of classroom learning skills—such as relational, dialectical, adaptability, ethnicity, and social status —can lead to corresponding enhancements in how teachers are perceived and valued within the educational system. It implies that investing in professional development programs focused on relational and pedagogical competencies can directly contribute to raising the overall appeal and effectiveness of teachers. Therefore, the higher the proficiency in classroom learning domains, the greater the likelihood of teachers being seen as competent, desirable, and well-suited for various professional opportunities.

**6. RECOMMENDATIONS**

Based on the findings of this study, several recommendations are offered to different stakeholders. For teachers, it is encouraged that they continue to develop and strengthen their traditional classroom learning skills, particularly in areas such as relational, dialectical, adaptability, ethnicity, and social status. Engaging in continuous professional development and training programs focused on cultural sensitivity and adaptive teaching strategies will enhance their classroom effectiveness and better address the diverse needs of their students. Teachers should also strive to build positive relationships with their students and colleagues, as these interactions contribute to a more inclusive and supportive learning environment while enhancing their professional appeal.

For school heads, it is recommended to provide regular opportunities for teachers to participate in capacity-building workshops and seminars aimed at improving their pedagogical skills and cultural responsiveness. Creating a supportive and motivating work environment that recognizes and rewards teachers’ competencies is essential to boost morale and encourage professional growth. School leaders should ensure transparent and fair processes in teacher appointments and selections, prioritizing merit and structured attractiveness to maintain high motivation among teaching staff. Additionally, fostering collaboration among teachers can facilitate the sharing of best practices and strengthen overall instructional quality.

The Department of Education (DepEd) is encouraged to institutionalize professional development programs that focus on enhancing traditional classroom learning skills aligned with cultural, social, and pedagogical competencies. Strengthening policies related to teacher welfare, appointments, and selection processes will ensure fairness and support that improve teacher satisfaction and structured attractiveness. Providing adequate resources and support mechanisms to public elementary schools is crucial to fostering an environment conducive to continuous teacher learning and professional advancement. Moreover, DepEd should promote research and data-driven decision-making to deepen the understanding of factors influencing teacher effectiveness and appeal.

Lastly, future researchers are encouraged to delve deeper into the specific effects of each domain of traditional classroom learning skills on teacher performance and student outcomes. Longitudinal studies can provide valuable insights into how improvements in these skills impact teachers’ professional attractiveness and career trajectories over time. Researchers may also explore additional variables, such as teacher motivation, leadership styles, and school climate, to better understand their role in the relationship between classroom learning skills and structured attractiveness. Expanding research to different educational levels or regions will help validate and generalize these findings further.

Consent (where ever applicable)

Ethical standards were carefully upheld throughout the course of this study to safeguard the rights, privacy, and welfare of all participants. Before any data were collected, the researcher obtained the required approvals from relevant authorities, including an endorsement from the Dean of the Graduate School and ethical clearance from the institution. The conduct of the research was guided by the ethical principles outlined by Pregoner et al. (2025), ensuring full compliance with current ethical norms for studies involving human participants, especially within educational and social contexts.

All participants took part voluntarily, having been thoroughly informed about the study’s objectives, the procedures to be followed, and their right to withdraw from participation at any time without facing any consequences. Informed consent was obtained from each respondent, confirming their understanding and willingness to be part of the research. Participant confidentiality and anonymity were strictly maintained, with no personally identifiable details included in the data or final reporting. The collected information was used solely for academic purposes and was handled with respect and integrity. This ethical framework ensured the study was carried out with responsibility, transparency, and adherence to both academic and professional ethical standards.

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