**Strategies for emerging instructional materials and relational domains of teachers in Public elementary schools**

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ABSTRACT

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| This study was conducted to determine the strategies for emerging instructional materials and the relational domains of teachers in public elementary schools in the Braulio E. Dujali District, Division of Davao del Norte, Philippines. Utilizing a non-experimental quantitative research design with a correlational method, the study involved 131 teachers selected through universal sampling. Statistical tools employed included the Mean, Pearson Product-Moment Correlation Coefficient (Pearson r), and Regression Analysis. Findings revealed that the level of strategies for emerging instructional materials was high (M = 3.19), as was the level of relational domains of teachers (M = 3.85). A significant relationship was found between strategies for emerging instructional materials and the relational domains of teachers (p = 0.000). Furthermore, regression analysis confirmed that domains of strategies for emerging instructional materials significantly influenced the relational domains of teachers (p = 0.000). In light of these findings, the study recommends that improvements be made in specific gray areas, particularly in developing stronger interpersonal relationships, enhancing collaborative practices, and fostering empathy and effective communication, which are crucial to teachers’ success in the workplace. |

*Keywords*: Strategies, Emerging Instructional Materials, Teachers, Public elementary schools

1. INTRODUCTION

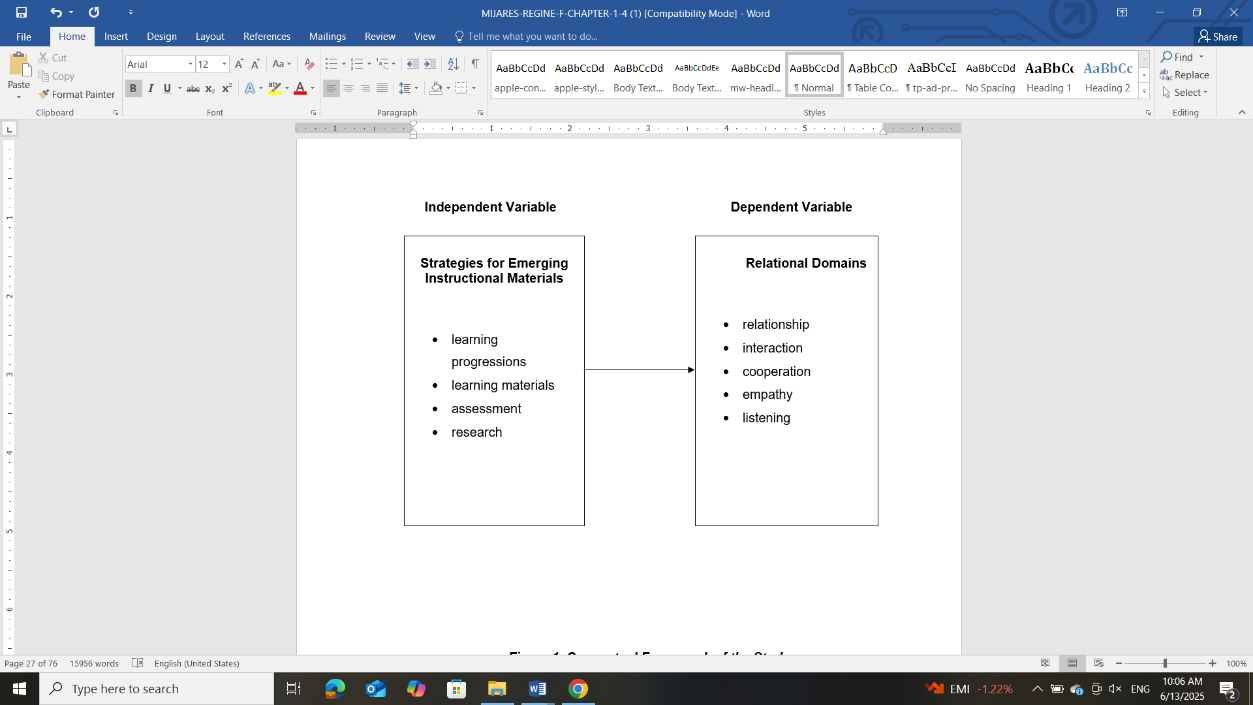
In today’s evolving educational landscape, the effective use of instructional materials and the ability to foster strong interpersonal connections are essential for enhancing classroom learning. This research aims to examine the strategies teachers employ in developing and utilizing instructional resources, as well as the relational dynamics that influence their professional interactions within the school setting. Among the most pressing issues identified were the non-availability of instructional materials, lack of motivation among some teachers, limited skills and strategies in utilizing materials, financial constraints, absence of appropriate content in textbooks, time limitations, insufficient support from school authorities, and the lack of dedicated geography resource rooms, among others. These obstacles significantly hinder effective teaching and learning (Ntawigaya & Kinwiko , 2024). Moreover, the findings of Babayev (2021), who emphasized the crucial role of instructional materials in enhancing language learning and noted that inadequacies in material provision and utilization can lead to reduced student engagement and academic performance.To address these issues, several remedies were proposed: organizing training and workshops for teachers on how to effectively use instructional materials, provision of funds by government and school authorities, regular supervision and monitoring, improvisation using locally available materials, and ensuring the adequate supply of instructional materials needed for teaching (Cayabas Jr. & Sumeg-ang, 2023).

Another critical concern is the scarcity of both printed and audio-visual teaching aids in many schools. The lack of sufficient and high-quality instructional materials adversely affects classroom instruction. In the absence of available resources, teachers often find themselves creating their own instructional materials, reusing pre-existing ones, or making difficult decisions about what materials to select (Wang et al., 2021). As emphasized by O'Toole (2024), selecting or developing instructional materials, especially those aimed at teaching interpersonal or relational skills—requires careful planning and thoughtful consideration.

When developing instructional materials targeting the interpersonal domain, several factors must be considered. Gardner et al. (2023) stresses that teachers should begin by identifying the learning outcomes and determining how the learning will be demonstrated. Instructional strategy, cost of development and maintenance, skill levels of both teachers and learners, and available resources should also be taken into account. Since these materials aim to enhance interpersonal skills, they should allow for collaboration, peer interaction, and group-based learning activities. According to Petre (2021), such materials must promote communication, leadership, and cooperative learning.

Media selection is another important component. Different media afford different learning experiences. For example, Sayahi et al. (2025) highlights that role-playing encourages teamwork and allows learners to give and receive feedback—key aspects of interpersonal learning. However, as Warden et al. (2022) caution, role-playing can be difficult to implement in large class settings. Their instructional design chart offers guidance in selecting media that best fits the instructional goals and classroom context.

This study aimed to determine the strategies used by teachers in public elementary schools in the Braulio E. Dujali District, Division of Davao del Norte, in developing and utilizing emerging instructional materials and fostering relational or interpersonal domains. Specifically, the research soguht to uncover the challenges teachers face, the strategies they employ to address material shortages, and how they adapt their instructional methods to support interpersonal skill development among learners.



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

**1.1 Statement of the Problem**

This study was conducted to determine the strategies for emerging instructional materials and relational domains of teachers in public elementary schools in Braulio E. Dujali District Division of Davao Del Norte . Specifically, it sought answers to the following sub-problems:

1. What is the degree of strategies for emerging instructional materials of teachers in public elementary schools in terms of:

1.1 learning progressions,

1.2 learning materials,

1.3 assessment and

1.4 research?

2. What is the level of relational domains of teachers in public elementary schools in terms of:

2.1 relationship,

2.2 interaction,

2.3 cooperation,

2.4 empathy and

2.5 listening?

3. Is there significant relationship in strategies for emerging instructional materials and relational domains of teachers in public elementary schools in Braulio E. Dujali District Division of Davao Del Norte ?

4. Which domains of strategies for emerging instructional materials significantly influence relational domains of teachers in public elementary schools in Braulio E. Dujali District Division of Davao Del Norte ?

**1.2 Hypotheses**

The null hypotheses were tested at 0.05 level of significance:

Ho1. There is no significant relationship between strategies for emerging instructional materials and relational domain of teachers in public elementary schools.

Ho2. The domains of strategies for emerging instructional materials do not significantly influence the relational domains of teachers in public elementary schools.

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative research design utilizing the correlational method. This approach was appropriate for examining the degree of association between selected variables related to instructional material strategies and the interpersonal or relational domain of teaching. As Baguio and Baguio (2025) noted, two variables may become related either through a shared pattern of variation or through influence by a common external factor. In this context, the correlational method allowed the researcher to explore whether the strategies employed by teachers in utilizing or creating instructional materials are related to their capacity to foster interpersonal relationships and skills in the classroom. By investigating the association between these two domains, the study aimed to identify patterns that may inform future instructional planning and teacher development programs in public elementary schools within the Braulio E. Dujali District, Division of Davao del Norte.

**2.2 Research Respondents**

The respondents of this study were 131 teachers from public elementary schools in the Braulio E. Dujali District, Division of Davao del Norte, Philippines. All participating teachers had at least three years of service in the public elementary school system. The researcher employed universal sampling in selecting the respondents, meaning the entire population of qualified teachers from the selected schools was included in the study. The participants were considered well-informed about the purpose of the study, and the data collected reflected their valid and informed responses. The study was conducted during the school year 2022–2023.

**2.3 Research Instrument**

The instruments used in this study were self-made survey questionnaires designed to assess the strategies for emerging instructional materials and the relational domain of public elementary school teachers in the Braulio E. Dujali District, Division of Davao del Norte. These instruments were developed by the researcher based on insights drawn from relevant literature and previous studies related to instructional material development and interpersonal teaching practices. Prior to the actual administration, the draft questionnaires underwent face and content validation by a panel of experts in the field of Educational Management and Curriculum Development. Based on the experts’ feedback and recommendations, necessary revisions were made to ensure clarity, relevance, and alignment with the study’s objectives.

To ensure the reliability and validity of the instruments, a pilot test was conducted with 30 public elementary school teachers from a neighboring district within the same division who were not included in the main sample. The results of the pilot test indicated high reliability, with a Cronbach’s Alpha of 0.907 for the Instructional Materials Strategies subscale and 0.918 for the Relational Domain subscale.

**2.4 Data Gathering Procedure**

# The data for this study were collected through a series of carefully planned procedures. Initially, the researcher obtained an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and secured ethical clearance from the institution’s Ethics Review Committee to ensure adherence to ethical standards and the protection of participants' rights. With these approvals in hand, a formal request letter was submitted to the Office of the Schools Division Superintendent of Davao del Norte. Upon approval, the Division Office issued an endorsement letter addressed to the School Heads of the public elementary schools in the Braulio E. Dujali District, together with a letter requesting permission to conduct the study in their respective schools.

# After receiving the necessary approvals, the researcher scheduled the pilot testing of the survey instrument to confirm its reliability and validity. During the pilot phase, the purpose of the study was clearly explained to the participants, along with instructions for accurately completing the questionnaire. Based on the results and feedback from the pilot test, the instrument was finalized. The validated questionnaires were then distributed to the respondents selected through the universal sampling method. Upon completion, the researcher personally retrieved all accomplished questionnaires. The collected data were then submitted to a statistician for tallying, tabulation, analysis, and interpretation in accordance with the research objectives.

# 2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was employed to determine the level of implementation of strategies for emerging instructional materials and the extent of the relational domain among public elementary school teachers. It provided an overall evaluation of the respondents' responses across each item and subscale, indicating the general tendencies in both instructional and relational practices.

Pearson Product Moment Correlation Coefficient (Pearson r). This statistical tool was used to assess the degree of relationship between the strategies for emerging instructional materials and the relational domain of teachers. It helped determine whether a significant linear correlation existed between the two variables.

Multiple Regression Analysis. This was applied to identify the extent to which the specific strategies for instructional material development significantly influenced the relational domain. It allowed the researcher to determine which particular strategies served as significant predictors of stronger interpersonal or collegial relationships among teachers.

3. results and discussion

**3.1 Level of Strategies for Emerging Instructional Materials of Teachers**

Table 1. *Level of Strategies for Emerging Instructional Materials of Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Domains** | **Mean**  **()** | **Descriptive Equivalent** |
| 1 | Learning Progressions | **3.18** | High |
| 2 | Learning Materials | **3.11** | High |
| 3 | Assessment | **3.25** | High |
| 4 | Research | **3.20** | High |
| Overall Mean | | **3.19** | High |
|  | |  |  |

Presented in Table 1 is the level of strategies for emerging instructional materials among teachers, categorized across four domains: learning progressions, learning materials, assessment, and research. The results are based on the computed mean scores and their corresponding descriptive equivalents. The domain with the highest mean score was assessment, with a mean of 3.25, interpreted as high. This was followed by research with a mean of 3.20, learning progressions with 3.18, and learning materials with a mean of 3.11. All domains were rated as high, resulting in an overall mean of 3.19, which indicates a high level of implementation of strategies for emerging instructional materials among the respondents.

These findings suggest that teachers in public elementary schools, actively engage in the strategic use and development of instructional materials, particularly in areas that support assessment and integration of research. The high scores in the domain of assessment imply that teachers are effectively utilizing materials to monitor and evaluate student learning. Similarly, the strong ratings in research and learning progressions reflect teachers’ awareness of the importance of aligning instructional materials with academic goals and evidence-based practices. Although learning materials recorded the lowest mean among the four, it still falls within the high category, indicating consistent efforts in resource development and utilization.

This finding supports the work of Meng (2023), who emphasized that teachers must thoughtfully design or select instructional materials that align with learning goals and foster deeper understanding. The effectiveness of instruction largely depends on the appropriateness and intentionality of the materials used in the teaching-learning process. When materials are carefully chosen or created to suit the needs of the learners, they help bridge the gap between content delivery and student comprehension, thus promoting better academic outcomes.

In line with Cheng and Lai (2020), the high rating across all domains demonstrates that teachers are mindful of their instructional strategies, the resources available to them, and the diverse needs of their students. Developing instructional materials is not merely a matter of availability but also involves considering factors such as the purpose of instruction, learner capabilities, and the sustainability of the materials being used. The results suggest that the teachers in this study are actively applying these considerations by integrating assessment tools, research-based content, and learning progressions in their instructional planning.

Furthermore, the findings echo the insights of Chisunum and Nwadiokwu (2024), who argued that strong material strategies, particularly those that promote feedback, evaluation, and innovation, enhance instructional effectiveness and learner engagement. They highlighted that instructional materials should encourage active student participation, collaboration, and critical thinking. The high level of strategy implementation in this study implies that teachers are not only using materials to deliver lessons but also to foster a more interactive and meaningful learning environment. These practices ultimately contribute to more dynamic classrooms where students are better supported and more engaged in the learning process.

**3.2 Level of Relational Domains of Teachers**

Table 2. *Level of Relational Domains of Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Domains | Mean  () | Descriptive Equivalent |
| 1 | Relationships | 4.08 | High |
| 2 | Interaction | 4.20 | High |
| 3 | Cooperation | 3.46 | High |
| 4 | Empathy | 3.57 | High |
| 5 | Listening | 3.92 | High |
| Overall Mean | | 3.85 | High |
|  | |  |  |

Presented in Table 2 is the level of relational domains of teachers, categorized across five domains: relationships, interaction, cooperation, empathy, and listening, based on the computed mean scores and their corresponding descriptive equivalents. The domain with the highest mean score was interaction, with a mean of 4.20, interpreted as high. This was followed by relationships with a mean of 4.08, and listening with a mean of 3.92—both also rated high. The domain empathy had a mean of 3.57, while cooperation recorded the lowest mean score at 3.46; however, both were still categorized as high. The overall mean of 3.85 indicates a high level of relational competencies among the respondents.

These findings suggest that public elementary school teachers consistently demonstrate strong relational skills, particularly in engaging in positive interactions and forming meaningful professional relationships. The high score in interaction implies that teachers frequently collaborate and communicate effectively with colleagues and students. Likewise, the high ratings in relationships and listening indicate that teachers are capable of building trust, showing attentiveness, and fostering open communication—key components of a collegial and supportive school environment. Although cooperation and empathy scored slightly lower, they still fall within the high category, which shows that teachers continue to uphold values of collaboration and emotional understanding in their work relationships.

This finding supports the work of Fajinmi and Oloyede (2025), who emphasized that a high level of relational skill among teachers fosters effective collaboration, reduces professional conflict, and strengthens teamwork within schools. They pointed out that teachers with strong interpersonal abilities are more likely to engage in cooperative planning, share teaching responsibilities, and resolve disagreements constructively, leading to a more unified school environment. Their research further notes that these relational skills not only improve peer-to-peer dynamics but also enhance collaboration between teachers and school leaders.

Similarly, Paramole et al. (2024) highlighted the role of empathy and active listening in promoting trust, mutual respect, and shared responsibility among educators. When teachers are able to genuinely listen to one another and show sensitivity to the emotions and perspectives of their colleagues, they create an atmosphere of psychological safety and openness. This cultivates a work culture in which teachers feel supported, understood, and valued—conditions necessary for sustained professional growth and morale.

Furthermore, Abdulahi (2020) reported that teachers who exhibit strong interpersonal and communication skills tend to experience greater job satisfaction and contribute positively to overall school morale. These skills empower teachers to build lasting collegial relationships, engage in productive discussions, and model positive behavior for their students. Schools that nurture such relational capacities often see improvements in collaboration, innovation, and collective efficacy among staff. The high levels across all relational domains in this study reflect that the teachers are well-equipped to cultivate productive and harmonious working relationships, which are essential for promoting a positive and collaborative learning environment.

**3.3 Significant Relationship Between Strategies for Emerging Instructional Materials and Relational Domains**

Table 3. *Significant Relationship Between Between Strategies for Emerging Instructional Materials and Relational Domains*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables | X | Y | r-value | Degree of Correlation | p-value | Decision  (Ho) |
| *Strategies for Emerging Instructional Materials*  *Relational Domains* | 3.19 | 3.85 | 0.822 | High  Correlation | 0.000 | Rejected |

Presented in Table 3 is the correlation analysis between the strategies for emerging instructional materials and the relational domains of teachers in public elementary schools. The results reveal a correlation coefficient (r) of 0.822 with a p-value of 0.000, which is less than the 0.05 level of significance. This indicates a high and statistically significant positive correlation between the two variables. Given that the p-value falls below the 0.05 threshold, the null hypothesis (Ho) is rejected, confirming that there is a significant relationship between the strategies teachers use for instructional materials and their relational domains.

These findings suggest that teachers who effectively implement strategies for developing and utilizing instructional materials are also more likely to demonstrate strong relational competencies such as empathy, cooperation, and positive interpersonal interactions. The high correlation implies that the capacity to innovate and apply thoughtful instructional strategies is not isolated from, but rather linked to, the ability to build and sustain productive professional relationships. Teachers who are resourceful in planning and applying materials tend to be more collaborative, communicative, and supportive of their peers.

This result aligns with the findings of Zamiri and Esmaeili (2024), who noted that teachers who are strategic and intentional in material development often exhibit heightened collaboration skills and stronger interpersonal connections within school communities. Similarly, Cañabate et al. (2021) similarly emphasized that the application of innovative instructional strategies encourages cooperative planning, reflective dialogue, and shared ownership of instructional goals—core aspects of relational domains. Furthermore, Wade (2024) underscored that instructional competence, particularly in designing learner-centered materials, correlates strongly with positive relational behaviors such as empathy, cooperation, and trust-building, all of which are essential for fostering a collaborative and effective teaching environment.

**3.4. Domains of Strategies for Emerging Instructional Materials that Significantly Influenced Relational Domains of Teachers**

**Table 4.** *Domains of Strategies for Emerging Instructional Materials that Significantly Influenced Relational Domains of Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 1.802 | 0.056 | 0.503 | 2.054 | 0.000 | Significant |
| learning progressions | 0.345 | 0.205 | 0.807 | 2.550 | 0.000 | Significant |
| learning materials | 0.070 | 0.057 | 0.502 | 3.080 | 0.000 | Significant |
| assessment | 0.024 | 0.202 | 0.514 | 2.340 | 0.000 | Significant |
| research | 0.290 | 0.189 | 0.202 | 3.022 | 0.000 | Significant |
| **Regression Model** | | | | | | |
| Relational Domains=1.802+ 0.345 (learning progressions) + 0.070 (learning materials) + 0.024 (assessment) + 0.290 (research) | | | | | | |
| R=0.830; R²=0.688; F=92.215; p-value=0.000 | | | | | | |

Presented in Table 4 is the regression analysis examining the significant influence of the domains of strategies for emerging instructional materials—learning progressions, learning materials, assessment, and research—on the relational domains of public elementary school teachers. The regression results show that all four domains have statistically significant contributions to the relational domains, as evidenced by their respective coefficients, standardized beta values, t-statistics, and p-values.

Among the domains, learning progressions exert the strongest influence on teachers’ relational domains, with a coefficient of B = 0.345 and Beta = 0.807. This suggests that when teachers effectively sequence and scaffold learning through carefully planned instructional strategies, it significantly enhances their capacity to engage with others professionally. Following this is the research domain (B = 0.290, Beta = 0.202), indicating that when teachers incorporate research-based approaches into their instructional practices, it strengthens collaboration, reflective dialogue, and mutual understanding.

The learning materials domain (B = 0.070, Beta = 0.502) and the assessment domain (B = 0.024, Beta = 0.514) also significantly contribute to relational development. These findings highlight that the quality and relevance of teaching resources, alongside formative and summative assessment practices, are closely associated with the development of trust, cooperation, and meaningful interaction among teachers.

All domains recorded statistically significant t-values (ranging from 2.340 to 3.080) and p-values of 0.000, indicating that the contribution of each domain is meaningful and not due to chance. The regression model explains 68.8% of the variance in the relational domains (R² = 0.688), suggesting strong explanatory power. The F-value of 92.215 and the corresponding p-value of 0.000 further confirm that the overall regression model is statistically significant.

These findings carry valuable implications for instructional leadership and teacher development. The dominant influence of learning progressions highlights the importance of structured instructional design in shaping not only academic outcomes but also relational dynamics among teachers. The significant contributions of research and learning materials demonstrate that teachers who engage in thoughtful planning and evidence-based practices also cultivate stronger collegial relationships. Moreover, the role of assessment underlines the relational value of providing clear, constructive feedback and maintaining academic transparency, which supports mutual respect and collaborative culture within the school setting.

This finding supports the research of Nguyen and Ng (2022), who emphasized the significant influence of instructional planning and strategy on professional relationships in schools. Their study found that when teachers are strategic in their approach to materials and instruction, it promotes greater collaboration and reduces professional friction. Similarly, Esqueda (2024) concluded that integrating structured progressions, quality resources, and data-driven instruction creates stronger relational bonds among educators by fostering shared purpose and reflective practice. Furthermore, Patrick (2024) highlighted that research-informed instruction and collaborative assessment strategies cultivate empathy, cooperation, and sustained collegial engagement. These results affirm that strengthening instructional strategies across key domains can positively influence the relational quality among teachers, thereby enhancing overall school performance and teacher satisfaction.

**5. CONCLUSIONS**

On the basis of the foregoing findings, the following conclusions were drawn:

It is concluded in this study that the strategies for emerging instructional materials among public elementary school teachers in the Braulio E. Dujali District are at a high level and are consistently applied across the domains of learning progressions, learning materials, assessment, and research. This suggests that teachers in the district actively utilize and develop instructional strategies that are responsive to student needs and aligned with educational goals. Such high-level implementation reflects their commitment to using innovative, well-structured, and research-informed approaches that support meaningful learning experiences and instructional effectiveness.

It is determined in this study that the relational domains of public elementary school teachers—namely relationships, interaction, cooperation, empathy, and listening, are also at a high level and are prominently observed in their professional interactions. This indicates that teachers in the district foster positive and collegial working relationships characterized by mutual respect, open communication, and collaborative effort. These relational qualities contribute to a harmonious and supportive school environment that enhances teamwork, promotes teacher well-being, and strengthens the delivery of quality education.

It is clinched in this study that there is a significant positive relationship between strategies for emerging instructional materials and the relational domains of teachers. This finding highlights the interconnectedness between instructional planning and interpersonal dynamics. Teachers who demonstrate strong instructional strategies are more likely to engage effectively with colleagues, share best practices, and collaborate in addressing instructional challenges. The alignment between teaching strategies and relational competence suggests that instructional effectiveness contributes not only to academic outcomes but also to the quality of professional relationships within schools.

It is concluded in this study that the specific domains of strategies for emerging instructional materials—particularly learning progressions, learning materials, assessment, and research—significantly influence the relational domains of public elementary school teachers. This implies that these instructional components play a critical role in shaping the way teachers connect, cooperate, and communicate with one another. By continually improving and integrating these strategic domains, teachers can strengthen their professional relationships, cultivate a culture of trust and shared responsibility, and ultimately enhance the overall educational experience for both teachers and students.

**6. RECOMMENDATIONS**

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

Teachers are encouraged to strengthen their strategies for emerging instructional materials, with particular attention to the domains of learning progressions, learning materials, assessment, and research. By continuing to innovate and align their instructional practices with learner needs and academic goals, teachers can improve both their teaching effectiveness and professional relationships. Engaging in curriculum development training, collaborative material design, and reflective practice may help reinforce both instructional and relational competencies, contributing to more cohesive and productive learning communities.

School leaders may consider institutionalizing support systems that enhance both instructional strategy development and relational dynamics among teachers. This can be done by organizing regular professional development activities, collaborative lesson planning sessions, and mentoring programs that focus on effective instructional strategies and team-building. Principals and school heads may also establish feedback mechanisms and peer observation opportunities to encourage a culture of continuous improvement and mutual support within the school.

The Department of Education (DepEd) may implement targeted programs that integrate instructional strategy development with relational skill enhancement. These programs could include workshops that focus on evidence-based instructional planning, material innovation, and the development of interpersonal competencies such as collaboration, empathy, and active listening. Additionally, DepEd may develop policies that encourage inter-school collaboration and resource sharing, particularly in rural districts like Braulio E. Dujali, to foster broader professional networks and sustained teaching excellence.

Future researchers are encouraged to conduct further studies that explore the long-term impact of instructional strategies on teacher relational domains. Mixed methods research may provide a deeper understanding of how specific strategies influence professional dynamics and contribute to school effectiveness. Comparative studies between different districts, grade levels, or school types may also yield insights that inform more targeted interventions. Moreover, longitudinal research may be valuable in examining how improvements in instructional strategy use affect relational culture and educational outcomes over time.

Ethical Approval and Consent

Throughout the conduct of this study, high ethical standards were strictly observed to safeguard the rights and well-being of all participants. Prior to data collection, the researcher secured all required approvals from institutional authorities, including an endorsement from the Dean of the Graduate School and ethical clearance from the appropriate review board. The ethical protocols adhered to the guidelines outlined by Pregoner et al. (2025), ensuring that the study aligned with current ethical norms for research involving human subjects in educational and social settings. Participation in the study was entirely voluntary, and all respondents were thoroughly informed about the research objectives, procedures, and their right to withdraw at any point without facing any negative consequences. Informed consent was obtained from each participant, affirming their understanding and agreement to take part in the study. To preserve confidentiality and anonymity, no personally identifiable information was collected or disclosed in any part of the research. All data were treated as strictly confidential and used solely for academic purposes, with utmost respect for participants’ privacy and dignity. These measures ensured that the study was conducted in a responsible, ethical, and professionally sound manner.

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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