**Self-recognition learning in relation to the instructive development of teachers in public elementary schools**

ABSTRACT

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| --- |
| This study aimed to determine the significant relationship between self-recognition learning and instructive development among teachers in public elementary schools in Malalag District, Division of Davao del Sur. A descriptive-correlational research design was employed, with a sample of 181 public elementary school teachers in Malalag District, Division of Davao del Sur. Data were gathered through standardized questionnaires administered via face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings indicated that both self-recognition learning and instructive development were rated as very high. Correlation analysis revealed a significant positive relationship between these variables. Additionally, the study found that various domains of self-recognition learning, such as recognition and management of emotions, care for others, establishment of positive goals, responsible decision-making, and handling personal situations, significantly influenced teachers’ intellectual, self-recognition, social, ethical, and spiritual development. It is recommended that schools may implement programs that enhance both self-recognition learning and instructive development by integrating social-emotional learning (SEL), student mentorship programs, and reflective learning practices into the curriculum. Strengthening these aspects will support students' academic success, emotional well-being, and overall character formation. |

*Keywords*: Self-Recognition Learning, Instructive Development, Public Elementary School Students, Descriptive-Correlational, Education

1. INTRODUCTION

The instructive development of teachers in public elementary schools remains a pressing concern in today’s evolving educational landscape. Despite numerous reforms and training initiatives, many educators still encounter challenges in adapting to modern instructional methodologies, integrating technology into pedagogy, and responding to diverse learner needs (Rahimi & Oh, 2024). Limited access to quality professional development programs, time constraints, and inadequate institutional support contribute to stagnant teaching practices. This stagnation affects not only instructional delivery but also student engagement and achievement, highlighting the urgent need for strategies that foster continuous and reflective teacher growth (Iqbal & Ali, 2024).

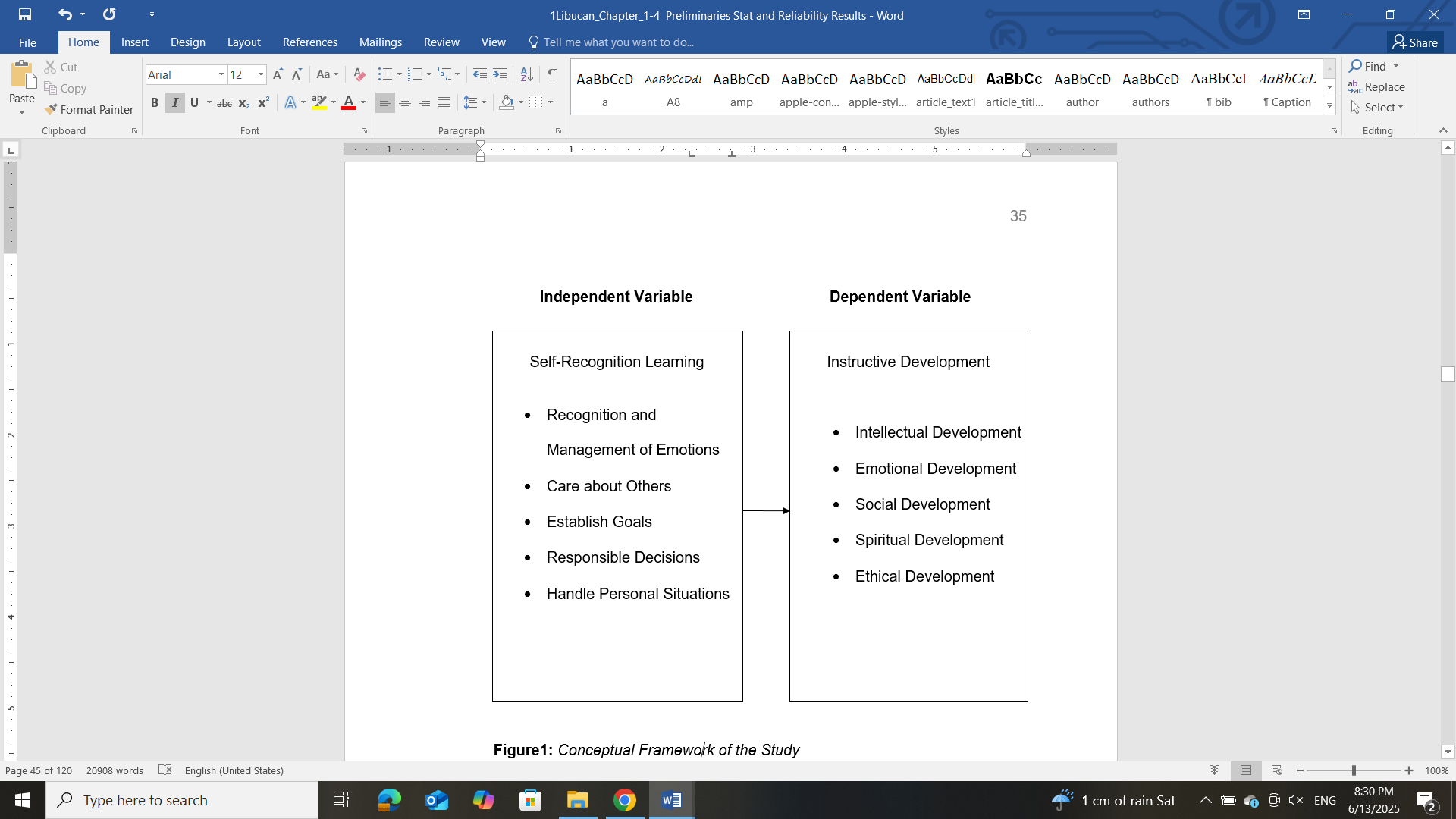
In Finland, teacher education is highly research-based and focuses on deep pedagogical content knowledge and reflective practice. Singapore invests heavily in continuous professional development through structured mentoring and competency-based frameworks that encourage innovation (Adularee, 2025). Moreover, in Canada, on the other hand, promotes collaborative professional learning communities that support teachers’ instructional improvement through inquiry-based practices. These international models illustrate how systematic, well-supported professional growth can significantly enhance instructional quality and learner outcomes (Yang et al., 2022).

In the Philippines, instructive development among public elementary school teachers faces persistent challenges, including insufficient training opportunities, overloaded teaching schedules, and resource limitations. Although the Department of Education has launched programs such as the Learning Action Cell (LAC) and professional development trainings through NEAP (National Educators Academy of the Philippines), these initiatives often fall short in addressing teachers' individual instructional gaps and contextual challenges (Cayabas Jr. & Sumeg-ang, 2023). As a result, many educators struggle to shift from traditional methods to more learner-centered, competency-based instruction, impeding overall teaching effectiveness and student learning progress (Owuondo, 2023).

Self-recognition learning—an individual's ability to understand their strengths, limitations, and teaching identity, plays a critical role in the instructive development of teachers. When educators engage in reflective practices and recognize their instructional needs and achievements, they are more likely to pursue targeted improvements and adopt innovative pedagogical approaches. This self-awareness promotes accountability, professional agency, and a growth mindset, which are essential for meaningful instructional transformation (Alidu, 2024). Hence, integrating self-recognition learning into professional development frameworks can empower teachers to become proactive agents of their own instructional advancement (Dhungana, 2022).

While previous studies have explored various facets of professional development and instructional effectiveness, limited research has focused on the role of self-recognition learning as a driving factor in the instructive development of teachers, particularly within the Philippine public elementary school context. There is a lack of empirical data examining how teachers' awareness of their teaching practices and personal growth trajectories influence their instructional competencies. This gap underscores the need for focused inquiry that connects internal reflective processes with external teaching development outcomes.

This study aimed to determine the significant relationship between self-recognition learning and the instructive development of teachers in public elementary schools in Malalag District, Division of Davao del Sur. Specifically, it seeks to investigate how teachers’ self-awareness and reflective learning practices influence their instructional growth, with the goal of informing strategies for more effective and sustainable professional development.



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

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship of self-recognition learning in relation to instructive development of teachers in public elementary schools in Malalag District, Division of Davao del Sur. Specifically, this study sought answers to the following questions:

1. What is the level of self-recognition learning of teachers in public elementary schools in terms:

1.1 Recognition and management of emotions;

1.2 Care about others;

1.3 Establish goals;

1.4 Responsible decisions; and

1.5 Handle personal situations?

2. What is the level of the instructive development of teachers in public elementary schools in terms of:

2.1 Intellectual Development;

2.2 Emotional Development;

2.3 Social Development;

2.4 Ethical Development ; and

2.5 Spiritual Development?

3. Is there a significant relationship between the self-recognition learning and instructive development of teachers in public elementary schools?

4. What domains of self-recognition learning significantly influence the instructive development of teachers in public elementary schools?

**1.2 Hypotheses**

The null hypotheses were tested at 0.05 level of significance:

Ho1. There is no significant relationship between self-recognition learning and instructive development of teachers in public elementary schools.

Ho2. The domains of self-recognition learning do not significantly influence the instructive development 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 considered appropriate for examining the degree of association between self-recognition learning and the instructive development of teachers in public elementary schools. As Baguio and Baguio (2025) emphasized, variables may be related either through shared patterns of variation or as a result of a common influencing factor. In this context, the correlational method enabled the researcher to determine whether levels of self-recognition learning among teachers are linked to their instructive development. By exploring the relationship between these two dimensions, the study aimed to uncover meaningful patterns that can inform professional development programs, instructional improvement strategies, and teacher capacity-building initiatives within the Malalag District, Division of Davao del Sur.

**2.2 Research Respondents**

The respondents of this study were 181 public elementary school teachers from the Malalag District, Division of Davao del Sur. All participating teachers were currently serving in various public elementary schools and represented a range of teaching experiences and instructional roles. The researcher employed census 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 self-recognition learning and instructive development of public elementary school teachers in the Malalag District, Division of Davao del Sur. These instruments were developed by the researcher based on insights gathered from relevant literature and previous studies on teacher self-awareness, reflective practice, and instructional growth. Prior to the actual data collection, the draft questionnaires underwent face and content validation by a panel of experts in the fields of Educational Management, Psychology, and Curriculum and Instruction. Based on the panel’s feedback and recommendations, necessary revisions were made to improve clarity, ensure content relevance, and align the instruments 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 part of the main study. The results of the pilot test showed high reliability, with a Cronbach’s Alpha of 0.910 for the Self-Recognition Learning subscale and 0.935 for the Instructive Development subscale.

**2.4 Data Gathering Procedure**

# The data for this study were gathered through a series of systematic and ethically guided procedures. The researcher first 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 the protection of participants' rights and compliance with research ethics. Following this, a formal request letter was submitted to the Office of the Schools Division Superintendent of Davao del Sur. Once approved, the Division Office issued an endorsement letter addressed to the School Heads of public elementary schools within Malalag District, authorizing the conduct of the study in their respective institutions.

# With all necessary permissions secured, the researcher conducted a pilot test of the survey instrument to assess its reliability and validity. During the pilot testing phase, participants were fully briefed on the purpose of the study and were provided with clear instructions on how to complete the questionnaire accurately. Based on their responses and feedback, the instrument was refined to enhance its clarity and alignment with the study’s objectives. The finalized questionnaires were then distributed to the 181 public elementary school teachers selected through the census sampling method. After completion, the researcher personally collected all the accomplished questionnaires. The gathered data were then turned over to a professional statistician for tallying, tabulation, and statistical analysis in line with the study’s research questions and 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:

Descriptive Statistics. This was used to determine the levels of self-recognition learning and instructive development among public elementary school teachers. It provided an overall summary of the respondents’ ratings across individual items and subscales, revealing general patterns in their self-reflective learning behaviors and instructional practices.

Pearson Product-Moment Correlation Coefficient (Pearson r). This tool was employed to examine the degree of relationship between self-recognition learning and instructive development. It allowed the researcher to assess whether a statistically significant linear correlation existed between the two variables.

Multiple Regression Analysis. This analysis was conducted to determine the extent to which specific dimensions of self-recognition learning significantly predicted instructive development. It helped identify which aspects of self-recognition most strongly contributed to teachers’ professional instructional growth in the classroom context.

3. results and discussion

**3.1 Level of Self-Recognition Learning among Teachers in Public Elementary Schools**

Table 1. *Level of Self-Recognition Learning among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Recognition and Management of Emotions | | 0.32 | 4.43 | | Very High |
| Care About Others | | 0.38 | 4.39 | | Very High |
| Establish Positive Goal | | 0.45 | 4.36 | | Very High |
| Responsible Decision | | 0.35 | 4.40 | | Very High |
| Handle Personal Situations | | 0.52 | 4.37 | | Very High |
| **Overall** | **0.30** | | **4.39** | **Very High** | | |

Presented in Table 1 is the summary of the domains in the level of self-recognition learning among teachers in public elementary schools, including recognition and management of emotions, caring about others, establishing positive goals, responsible decision-making, and handling personal situations, based on the mean scores and standard deviations. The domain recognition and management of emotions received the highest mean of 4.43, categorized as "very high," followed by responsible decision-making with a mean of 4.40. The domain care about others obtained a mean score of 4.39, while handle personal situations had a mean of 4.37, both categorized as "very high." The domain establishing positive goals received the lowest mean of 4.36, still categorized as "very high." The overall mean of 4.39 is described as "very high," indicating that teachers generally exhibit a strong level of self-recognition learning across these domains.

The overall standard deviation of 0.30 indicates that the responses were closely clustered around the mean. This finding suggests that teachers highly value self-awareness, emotional regulation, and social responsibility in their learning experiences. Furthermore, their strong decision-making skills and ability to handle personal situations effectively contribute to their overall instructive development. Strengthening these aspects may lead to improved emotional intelligence, resilience, and overall teachers’ success.

This finding corresponds with the research of Banks and Smyth (2021), who emphasized the importance of self-recognition learning among teachers in fostering personal and academic growth. Their study revealed that teachers who develop a strong understanding of their strengths, weaknesses, and learning styles are more likely to take ownership of their education and improve their academic performance. Similarly, Asiza et al. (2023) found that teachers who actively engage in self-recognition learning build greater self-awareness, which enhances their ability to set realistic goals and adapt their study strategies effectively. Additionally, the work of Kilroy (2021) highlighted that self-recognition learning encourages teachers to reflect on their progress, make necessary adjustments, and develop a growth mindset. When teachers recognize their own learning patterns and take responsibility for their development, they become more independent, motivated, and successful in their educational journey.

**3.2 Level of Instructive Development among Teachers in Public Elementary Schools**

Table 2. *Level of Instructive Development among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Intellectual Development | | 0.40 | 4.40 | | Very High |
| Self-Recognition Development | | 0.35 | 4.32 | | Very High |
| Social Development | | 0.45 | 4.41 | | Very High |
| Ethical Development | | 0.30 | 4.38 | | Very High |
| Spiritual Development | | 0.50 | 4.37 | | Very High |
| **Overall** | **0.32** | | **4.38** | **Very High** | | |

Presented in Table 2 is the domains in the level of instructive development among teachers in public elementary schools, including intellectual development, self-recognition development, social development, ethical development, and spiritual development, based on the mean scores and standard deviations. The domain social development received the highest mean of 4.41, categorized as "very high," followed by intellectual development with a mean of 4.40. The domain ethical development obtained a mean score of 4.38, while spiritual development had a mean of 4.37, both categorized as "very high." The domain self-recognition development received the lowest mean of 4.32, still categorized as "very high." The overall mean of 4.38 is described as "very high," indicating that teachers generally exhibit a strong level of instructive development across these domains.

The overall standard deviation of 0.32 indicates that the responses were closely clustered around the mean. This finding suggests that teachers highly value social interaction, intellectual growth, and ethical responsibility in their learning experiences. Furthermore, their self-recognition skills and spiritual awareness contribute to their overall instructive success. Strengthening these areas may lead to enhanced personal development and social responsibility.

This finding corresponds with the research of Yonjon (2023), who highlighted how strong instructive development enhances teachers’ ability to acquire, process, and apply knowledge effectively. The study revealed that teachers, who actively engage in instructive learning develop better comprehension skills, critical thinking, and adaptability in various academic settings. Similarly, Fülöp (2021) found that teachers with strong instructive development demonstrate improved problem-solving abilities, a deeper understanding of concepts, and a more structured approach to teaching. Additionally, the work of Ni’mah et al. (2024) highlighted that fostering instructive development helps teachers become more independent individuals, allowing them to take responsibility for their teaching progress and apply knowledge in real-world situations. When teachers strengthen their instructive development, they enhance their cognitive abilities, improve academic performance, and build a strong foundation for lifelong learning.

**3.3 Significant Relationship Self-Recognition Learning and Instructive Development among Teachers in Public Elementary Schools**

Table 3. *Significant Relationship Self-Recognition Learning and Instructive Development among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Self-Recognition Learning | 4.39 | 0.30 |  |  |  |  |  |
|  |  |  | 0.66 | 0.43 | High | 0.000 | Reject Ho1 |
| Instructive Development | 4.38 | 0.32 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between self-recognition learning and instructive development among teachers in public elementary schools. The relationship between these two variables has a correlation coefficient (R) of 0.66 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 self-recognition learning and instructive development. The R² value of 0.43 suggests that approximately 43% of the variation in teachers' instructive development can be explained by self-recognition learning. Since the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that self-recognition learning is significantly related to teachers' instructive development.

This finding suggests that teachers who exhibit higher self-recognition learning also tend to demonstrate greater instructive development. In essence, the ability of teachers to recognize and understand their own learning processes is strongly associated with their overall educational progress. This highlights the importance of fostering self-awareness and metacognitive skills in teachers. By encouraging teachers to reflect on their learning, identify their strengths and weaknesses, and develop effective learning strategies, educators can significantly enhance their instructive development. This emphasizes the need for instructional practices that promote self-reflection and critical thinking among teachers.

This finding is consistent with the study of Fomichov and Fomichova (2019), who underscored the significant relationship between self-recognition learning and instructive development among teachers. Their research revealed that teachers who develop strong self-recognition learning skills are more likely to enhance their instructive development, allowing them to process and apply knowledge more effectively. Similarly, Rajaram (2023) stressed that when teachers are aware of their own strengths and areas for improvement, they become more engaged and proactive in their educational journey, leading to better comprehension and academic performance. Furthermore, Herrera et al. (2022) noted that fostering self-recognition learning alongside instructive development enables teachers to take ownership of their learning process, build critical thinking skills, and develop a more structured approach to acquiring knowledge, ultimately preparing them for lifelong learning and success.

**3.4. Domains of Self-Recognition Learning that Significantly Influence Instructive Development among Teachers in Public Elementary Schools**

**Table 4.** *Domains of Self-Recognition Learning that Significantly Influence Instructive Development among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.10 | 0.82 |  | 7.62 | 0.000 | Significant |
| Recognition and Management of Emotions | 0.79 | 0.68 | 0.55 | 6.38 | 0.000 | Significant |
| Care about Others | 0.72 | 0.64 | 0.58 | 6.65 | 0.000 | Significant |
| Establish Positive Goal | 0.75 | 0.62 | 0.55 | 6.30 | 0.000 | Significant |
| Responsible Decision | 0.82 | 0.70 | 0.60 | 6.70 | 0.000 | Significant |
| Handle Personal Situations | 0.70 | 0.62 | 0.50 | 6.50 | 0.000 | Significant |
| **Regression Model** | | | | | | |
| Instructive Development=3.10 + 0.79 (Recognition and Management of Emotions) + 0.72 (Care about Others) + 0.75 (Establish Positive Goal) + 0.82 (Responsible Decision) + 0.70 (Handle Personal Situations) | | | | | | |
| R=0.68; R²=0.462; F=72.24; p-value=0.000 | | | | | | |

Presented in Table 4 is the regression analysis examining how different domains of self-recognition learning—recognition and management of emotions, caring about others, establishing positive goals, responsible decision-making, and handling personal situations- significantly influence instructive development among teachers in public elementary schools. The regression model, which predicts instructive development based on various domains of self-recognition learning, is represented by the equation: Instructive Development = 3.10 + 0.79 (Recognition and Management of Emotions) + 0.72 (Care about Others) + 0.75 (Establish Positive Goals) + 0.82 (Responsible Decision-Making) + 0.70 (Handle Personal Situations). This model effectively explains 46.2% of the variance observed in teachers' instructive development, as indicated by the R² value of 0.462. Furthermore, the model's overall statistical significance is confirmed by an F-value of 72.24 and a p-value of 0.000, demonstrating a robust relationship between the domains of self-recognition learning and instructive development.

These findings suggest that teachers' self-recognition learning plays a crucial role in shaping their instructive development. When teachers demonstrate strong abilities in recognizing and managing emotions, caring about others, setting positive goals, making responsible decisions, and handling personal situations effectively, they are more likely to achieve greater instructive development. This highlights the importance of fostering these self-recognition learning domains in educational settings. For instance, teachers who are adept at responsible decision-making, which involves considering the consequences of their actions and making sound choices, exhibit the highest level of instructive development. Similarly, the ability to care about others and manage emotions also significantly contributes to their learning progress. A teacher who can navigate their emotional landscape and empathize with their peers is more likely to thrive academically. This analysis emphasizes the need for educational strategies that not only focus on academic content but also nurture the emotional and social intelligence of teachers, leading to enhanced overall development.

This finding is consistent with the study of Nilson and Zimmerman (2023), who underscored the significant influence of various domains of self-recognition learning on instructive development among teachers in public elementary schools. Their research revealed that teachers who develop self-awareness in areas such as learning preferences, cognitive strengths, and personal growth strategies tend to enhance their ability to process and apply knowledge effectively. Similarly, McGuire et al. (2023) stressed that when teachers understand their own learning styles, metacognitive abilities, and teaching progress, they become more engaged in their work, leading to improved retention in the workplace. Furthermore, Geary and Xu (2022) noted that fostering multiple domains of self-recognition learning enables teachers to take a more active role in their education, develop problem-solving skills, and refine their approach to learning, ultimately enhancing their instructive development and long-term teaching success.

**5. CONCLUSIONS**

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

Firstly, the level of self-recognition learning among public elementary school teachers is always observed, with teachers demonstrating a strong ability to recognize and manage emotions, care about others, establish positive goals, make responsible decisions, and handle personal situations. This indicates that teachers are highly aware of their emotions, social interactions, and personal growth, allowing them to develop essential life skills. A strong foundation in self-recognition learning helps teachers navigate challenges, build resilience, and foster meaningful relationships with their peers. When teachers actively engage in self-awareness and self-regulation, they become more confident, responsible, and prepared for academic and personal success.

Secondly, the level of instructive development among teachers is always observed, particularly in the areas of intellectual development, self-recognition development, social development, ethical development, and spiritual development. This finding suggests that teachers actively develop their cognitive abilities, moral reasoning, social skills, and self-awareness, contributing to a well-rounded and holistic education. Strong instructive development enables teachers to think critically, apply knowledge effectively, and make ethical and informed decisions in both academic and real-life situations. When teachers continuously improve in these areas, they become more independent learners who are prepared for future academic and professional challenges.

Thirdly, a significant relationship between self-recognition learning and instructive development was observed. This indicates that teachers who excel in self-recognition learning are more likely to develop their instructive abilities effectively. Self-awareness and emotional regulation play a crucial role in enhancing a teachers’ ability to process information, engage in meaningful learning experiences, and collaborate with others. When teachers understand their strengths and areas for growth, they are better equipped to take responsibility for their learning, demonstrate perseverance, and achieve success.

Finally, the domains of self-recognition learning significantly influence instructive development. Among these, responsible decision-making emerged as the strongest factor, followed by recognition and management of emotions, establishment of positive goals, care about others, and handling personal situations. This highlights the importance of fostering teachers’ ability to make sound decisions, regulate their emotions, and set meaningful goals, as these factors directly impact their intellectual and personal growth. Schools that prioritize the development of these skills create an environment where teachers can thrive academically, socially, and emotionally. By integrating self-recognition learning into the educational system, teachers can become more engaged, self-directed learners who are well-prepared for lifelong success.

**6. RECOMMENDATIONS**

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

For DepEd officials, it is recommended to provide sustained support for integrating social-emotional learning (SEL) frameworks within the curriculum, promote interdisciplinary approaches to professional development, and encourage the establishment of policies that embed emotional intelligence, ethical practice, and self-awareness as part of teacher evaluation and advancement systems. These systemic initiatives may support the long-term professional and personal growth of educators across schools.

School administrators are advised to enhance existing initiatives and develop structured programs that promote self-recognition learning, such as reflective practices, SEL-based workshops, and mentorship activities. They are also encouraged to implement teaching and training strategies that support instructive development, including lesson study groups, coaching focused on ethical and inclusive pedagogy, and professional spirituality. Moreover, administrators should design professional learning programs that combine self-awareness with instructional effectiveness through tools like self-assessments, goal-setting activities, and peer collaboration. Cultivating a positive, empathetic school culture where teachers feel heard and supported will further enable these goals.

For teachers, the study recommends actively participating in opportunities for personal and professional growth. This includes engaging in mentorship, emotional regulation activities, peer collaboration, and community engagement projects. Teachers are encouraged to use reflective journaling, goal-setting, and team-based problem-solving to align their personal awareness with effective classroom strategies. By modeling empathy, self-awareness, and ethical behavior, teachers not only improve their own instructional development but also contribute to a learner-centered environment that benefits students.

Lastly, for future researchers, it is recommended to explore the long-term effects of self-recognition learning on various aspects of teaching, including classroom management, job satisfaction, and professional progression. Future studies could investigate the success of different intervention strategies and training models in improving teacher self-awareness and performance. Expanding research across educational levels, cultural contexts, and using digital platforms may offer deeper insights into optimizing the integration of self-recognition learning for educators in diverse environments.

Ethical approval and Consent

The conduct of this study strictly adhered to established ethical standards to safeguard the rights, dignity, and well-being of all participants. Prior to data collection, the researcher secured all necessary authorizations from the appropriate institutional bodies, including an endorsement from the Dean of the Graduate School and ethical clearance from the designated Ethics Review Committee. The procedures followed the ethical framework outlined by Pregoner et al. (2025), ensuring alignment with contemporary protocols for research involving human subjects in educational settings. Participation in the study was entirely voluntary, and all participants were thoroughly informed about the study’s objectives, procedures, and their right to decline or withdraw at any stage without any consequences. Informed consent was obtained to confirm their understanding and agreement to take part in the research. To ensure anonymity and confidentiality, no identifying personal information was collected, and all responses were treated with strict privacy. The data gathered were used exclusively for scholarly purposes. These measures ensured that the research was carried out with ethical responsibility, transparency, and professional respect for all involved.

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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