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Dimension of Knowledge and Teacher Behavior: Basis for Intervention Program

Lorna T. Genrral, Jeneva G. Mendoza

University of Mindanao

ABSTRACT

This study determined the dimension of knowledge and teacher behavior: basis for intervention program. The quantitative approach using the correlational technique and analysis was utilized in this study with a sample of 300 teachers coming from the Division of Davao Oriental. Sets of adapted survey questionnaires were used to obtain data from the respondents, which were subjected to content validity and reliability analysis. The data were analyzed using the Mean, Pearson-r, and Multiple Regression Analysis. The results reveal that the levels of dimension of knowledge rated high, and teachers' behavior was also rated as high. Moreover, a significant relationship existed between these variables. A significant relationship between dimension of knowledge and teachers' behavior was significant. The results of the study that knowledge of educational goal, aims, values and philosophy in dimension of knowledge best predicts teachers' behavior

Keywords: *educational management, teachers' behavior dimension of knowledge, teachers, Philippines*

SDG Indicator: #4 (Quality Education)

INTRODUCTION

The most pressing issue that currently hounds the school organization is teachers' workload, hierarchical culture, and challenges specific to the country's educational system. teachers displaying unprofessional conduct, such as favoritism, neglecting students' needs, and failing to maintain a conducive learning environment (Kyriakides, Anthimou, & Panayiotou, 2020). In additions, these behaviors are often exacerbated by systemic problems such as high teacher-student ratios, inadequate training, and the pressures of a rigid curriculum. Addressing these behaviors requires comprehensive support from both educational institutions and policymakers, including improved professional development programs, mental health support for teachers, and a more supportive school environment that fosters accountability and growth. Without these interventions, the long-term effects on students' academic success and emotional well-being can be detrimental (Geier, 2022; Stevenson, VanLone, & Barber, 2020).

Current researches also indicated that dialogue, reflection, and feedback about teaching are of utmost importance to the growth and development of teachers. The professional responsibility of school heads are intended to be a framework for such reflection and dialogue. Moreover, it is designed to help every teacher become more adept in the art and science of teaching while recognizing that all teachers, from novice to veteran, are in a continuous process of becoming embedded in the characteristics of professional practice (Evertson, Anderson Anderson& Ryan, 2021).

It was mentioned by several authors (Misbah, Gulikers, Widhiarso, & Mulder, 2022) that the dimensions of teacher knowledge—whether related to content, pedagogy, classroom management, or student understanding—have a direct influence on how teachers behave in the classroom. Teachers who possess rich, integrated knowledge are able to adapt their practices to better suit the needs of their students and create environments that promote deeper learning. Concretized by a study conducted by Gerhard, Jager-Biela and Konig (2023) these authors expanded on Shulman's PCK and introduced the concept of Mathematical Knowledge for Teaching (MKT), which specifically looks at how teachers' deep understanding of mathematics influences their instructional practices.

Teachers' behaviors are considered to be among the most important environmental factors that can help learners to develop positive attitudes towards learning and promote students' effort or engagement in doing learning tasks. The researcher grew interested in finding the influence regarding dimension of knowledge and teacher behavior. There were very few if any, systematic investigations discovered in the Davao Region; as such, there is a dire need to contribute to further clarification of a research field 'teacher knowledge' containing many perspectives and levels and different kinds of issues. Discussions about knowledge and scientific theory have a very long and complicated history (Edvectus Ltd., 2024).

Overtly, pursued to find out determine which domains in the dimension of knowledge significantly influence teacher behaviors in Caraga District. Specifically, had the following objectives: To assess the level of dimension of knowledge in terms of factual knowledge,conceptual knowlegde, procedural knowledge and metacognitive knowlege. To know the level of interpersonal reactivity in terms of encourage high expectations, encourage cooperation among students, emphasize timeliness, give prompt feedback and encourage student-instructor contact and encourage student involvement. To determine

the significant relationship between dimension of knowledge and teachers' behavior. To indicate the significance of the influence of dimension of knowledge and teachers' behavior.

In addition, at the significance level of 0.05, the following null hypotheses were investigated. There was no significant link between dimension of knowledge and teachers' behavior and dimension of knowledge do not significantly influence teachers' behavior

This section provides discussions on the principles, concepts, ideas and viewpoints from various authors, who have provided valuable inputs on the dependent variable is dimension of knowledge based on this study (King, 2014) with the following indicator such as factual knowledge,conceptual knowlegde, procedural knowledge and metacognitive knowlege.

While the dependent variable is on teacher behavior which focuses on *encourage high expectations, encourage cooperation among students, emphasize timeliness, give prompt feedback, encourage student- instructor contact and encourage student involvement* (Marchese, 1995).This perspective on teacher knowledge is relevant because teacher education is an education of applied sciences. The knowledge that student teachers meet and develop is constantly framed by the perspective of current and future practice in the school arena (Polo, & Medina, 2020). Meeting knowledge is not only a question of using or transforming knowledge into practice. It addresses an ability not only to know something but also to do something integrating this knowledge—in other words, the synergy between declarative and functioning knowledge aspects (Lazareanu, & Apetracheoae, 2023).

In the same vein, the issue here is not whether the teacher also is a researcher, nor is it the question of quality in this knowledge construction. The point is to position the teacher as an agent in knowledge construction in combination with the other ways of handling and approaching knowledge (Copur-Gencturk, Tolar, Jacobson, & Fan, 2019). Peña-Troncoso, Toro-Arévalo, Vega-Ramírez, Gallardo-Fuentes, and Pazos-Couto, (2023) used the concept of teachers' re-search skills. He claimed that "teachers should have the capacity and skills to engage in research themselves if the context and conditions are appropriate and related this to his definition of professionality.

Further-more, professional education in general builds on a heterogenic group of knowledge-ba-ses (Mohammadkhah, Kiany, Tajeddin, & ShayesteFar, 2022). Various types of knowledge, skills and values are inevitably involved when acting professionally, and it is crucial to avoid a reductionist understanding of the knowledge base. Conditions for professional practice are however changing in the 21stcentury. New forms of public management challenge the professional judgment and autonomy historically associated with the teaching profes-sion (Lee, Alonzo, Beswick, Abril, Chew, & Oo, 2024).

Teachers' behaviors are considered to be among the most important environmental factors that can help learners to develop positive attitudes towards learning and promote students' effort or engagement in doing learning tasks. As a result, second language motivation research places a heavy emphasis on teachers' role in motivating language learners and minimizing the level of their demotivation (Donker, van Vemde, Hessen, van Gog, & Mainhard, 2021).

Teacher's smile, words of encouragement, praise, evaluations and silence are powerful allies in affecting how the students behave and change socially and academically. Because of this, teacher's encouraging behavior is perhaps, the most basic of all influences on students' behaviour, and the systematic use of attention should characterize every teacher's classroom repertoire (Sun, 2021).

In addition, behavior of an effective teacher is the most encouraging; the most basic of all influences on student's behavior, and the systematic use of attention should characterize every teacher's classroom repertoire. In addition hereto, teachers' actions could in fact have some lasting unconstructive effects on students. Although there are lot of positive researches on classroom behavior there are also negative ones that connote pessimism (Gang, WenjuanBiling, H., Jie, Hui, & Qing, 2021).

Similarly, the weaknesses of classroom observations and teacher reports point to student report as a possible mode of assessing teaching behaviour that maximizes observations of teaching behaviour with minimal time and expense. Beyond that, multiple models propose that the use of student-ratings to measure teaching behaviour is preferable because student perceptions and experiences are more critical for understanding and predicting student outcomes compared to other measures of teaching behaviour, even when they are more objective (Goldberg, Schwerter, Seidel, Müller, & Stürmer, 2021).

That is, teaching behaviour may be most meaningful when it is recorded as students perceive it. Indeed, students' perceptions of school and classroom processes (such as teacher support and school climate) are widely used in studies with adolescents, and frequently associated with academic and socio-emotional outcomes (Ho, Lu, & Bryant, 2021).

Furthermore, essential to a culture of high expectations is providing students with high levels of support. To merely increase expectations without helping students achieve success almost always leads to frustration and failure. Support includes scaffolding within lessons by using graphic organizers and chunking information, incorporating motivational elements in the lesson, identifying strategic knowledge in the lesson, and having a plan to provide students with additional help and support including especially during the school day (Huang, Richter, Kleickmann, Wiepke, & Richter, 2021).

To have a clear understanding on the nature of teacher's behavior, this research was anchored on the following credible authorities:

Behavioral theory can be applied to teachers who reward or punish student behaviors. For teachers Behaviorism effects teaching as it gives the learner immediate feedback. Skinner believed that positive reinforcement is more effective in changing behavior than punishment (Skinner 1972).

This study is anchored on the proposition of Evers (2005) who stated that leaders cannot be successful and responsible leaders without the right skills, tools and resources thus teachers' encouraging behavior demonstrates better classroom management behavior towards students.

This study is anchored on the proposition of Hipp & Huffman (2003) who mentioned that the definition of dimension of knowledge focuses on those actions that are directly related to social responsibility and learning – observable behaviors such as understanding teaching and understanding students where the latter also involves variables, such as professional responsibility, which may have important consequences for teacher behavior. As a result, dimension of knowledge of school heads focus on social responsibility and on the behavior of teachers in working with students.

This study is supported by Harris & Muijs (2002) who said that dimension of knowledge and teacher behaviors contribute directly to effective teaching such as classroom management and encourage student involvement. When teachers understand students and create classroom environment and that the teachers' understanding of their own behavior is, therefore, of paramount importance.

In like manner, the study is also anchored on the pronouncement of Crisp and Cruz (2009) that if leaders are not coping well and experiencing strong negative emotions such as anxiety or anger, then clearly that directly impacts on their capacity to lead effectively to their teachers. Through teaching their students, the social-emotional skills and understandings associated with behavior and resilience, teachers also develop a deeper understanding of how classroom interaction of teacher, in order to obtain information about the chain of events and especially their own acts, teachers' leads to a school that is effective which the main ingredient of a teaching-learning process.

Figure 1 shows the conceptual framework of this study. There are two variables considered in the study is dimension of knowledge with the following indicators, general pedagogical knowledge *describes the knowledge of principles and strategies of classroom management and organization that transcend subject matter*, knowledge of students and characteristics *has a good sense of balance , Knowledge of Students and Characteristics,* knowledge of educational goal, aims, values and philosophy the fostering of creativity; the production of knowledge and of knowledgeable students.

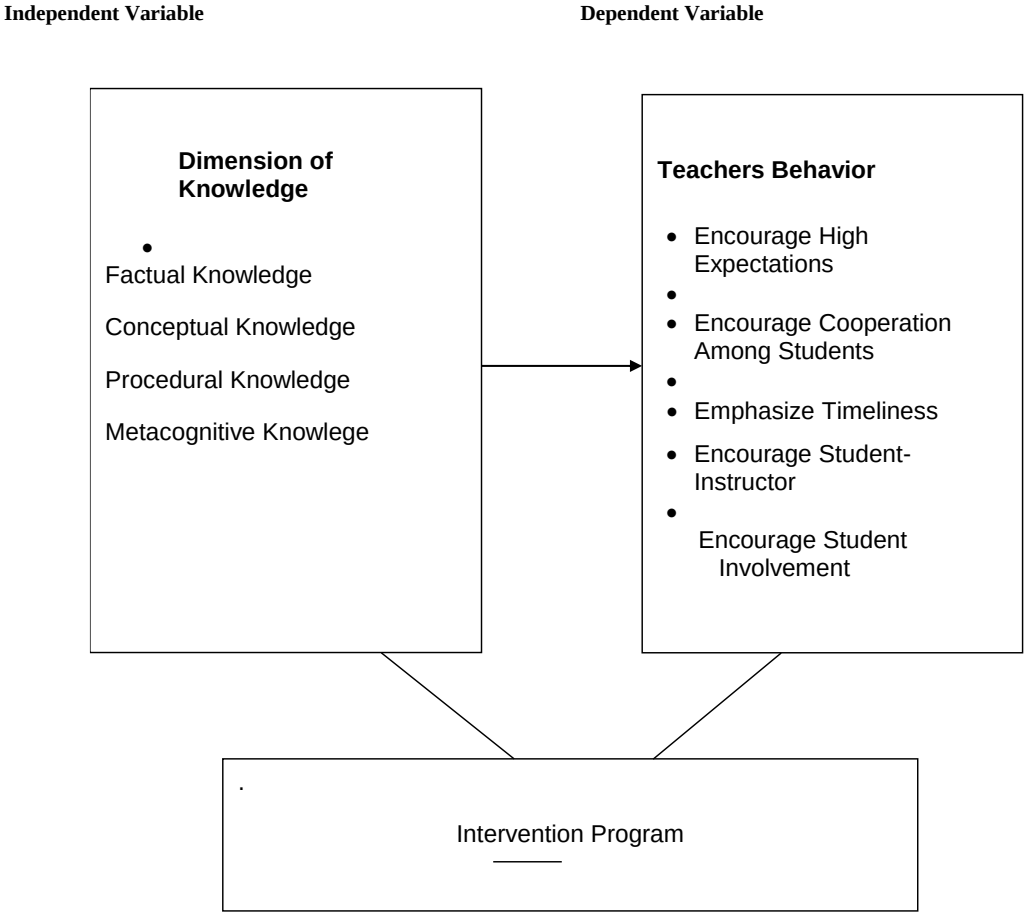

Figure 1. Conceptual Framework of the Study

The independent variable is the teacher's behavior with the following indicators; *encourage high expectations, encourage cooperation among students, emphasize timeliness, give prompt feedback, encourage student- instructor contact and encourage student involvement* (Marchese, 1995).

The **dimension of knowledge** and **teacher behavior** are universally significant in shaping the educational experiences and outcomes of students around the world. These factors contribute to the effectiveness of teaching, influence student achievement, and support the professional growth of educators. Their global relevance is integral not only in addressing local challenges but also in contributing to the achievement of global educational objectives, including the goal of providing high-quality education for all. By prioritizing the development of both teacher knowledge and behaviors, countries can ensure sustained progress in improving education systems worldwide.

The findings of the study will be used as valuable information that would give a new perspective in dimension of knowledge as determinant of teachers' behavior and learning situation. Hence, the study will be beneficial to the following groups: The DepEd officials and school heads may use the results of this study as basis in the formulation of policies, guidelines, and programs that would enhance teachers' behavior in producing a positive change in teachers' attitudes and a corresponding positive change in teachers' behavior. On the other hand, the same results may serve as additional source of information to explore the teachers' perspectives and understanding of teacher– student interaction and learning in the classroom.

Further, this will also help them in the formulation of learning objectives that are suited to students' learning needs. Similarly, findings of this study will benefit guidance counsellors in the formulation of a systematic record of students' learning behaviour anchored on teachers' behaviour. Likewise, given results would provide them with a new perspective in interpreting students' learning behaviour. Consequently, findings of this study will also help develop the students learn the life skill of behaving appropriately no matter the circumstance and that this approach could be considered as too lenient in most learning situations. Finally, this study will also serve future researchers as a valuable reference that will help them conduct their own related studies. The weaknesses and other limitations will challenge them to either replicate or conduct the study using other research methodologies.

METHOD

This section discusses the research method and procedure utilized by the researcher. It encompasses research respondents, materials, and instruments, as well as the design and procedure.

Research Respondents

The 170 teachers who were accredited by the Department of Education – Caraga District for the 2017–2018 school year made up the sample population for this study. These teachers were represented by different schools. Using the Cochran Formula on a sizable unknown population produced a 180 with a precision level of +/-5% (5 percentage points of the genuine population value), a confidence level of 95% (i.e., the result is within 5% of the real population value 95% of the time), and an estimated proportion of 0.5 (a measure of variability due to no prior knowledge) based on Social Science Statistics (2017).

In this case, the final sample was created by stratifying the population according to shared factors (such as gender, sex, race, educational attainment, and the like) and selecting respondents at random using the Stratified Random Sampling Technique philosophy (Simkus, 2022). Excluded groups are those teachers who were teaching with no permit, government teachers and students, parents, and non-teaching personnel. Since, the study focused on keeping quality teachers only. Here, they have the right to

The researcher suggested carrying out the inquiry in Caraga District educational establishments as the researcher resides in this region and investigates a broader scope of exemplary teacher characteristics, interpersonal reactivity, and organizational climate correlate in keeping quality teachers in Caraga District.

Materials and Instrument

The study utilized several standardized survey questionnaires from various sources which underwent modification to fit in the respective setting. Moreover, four varied questionnaires were used to come up with one emphatic questionnaire. Its draft was first shown to the research adviser for wisdom. It was advised to proceed with the validation process, obtaining an average mean of 4.50 from 5 known expert validators who looked intently at the questionnaire's validity.

Since Cronbach's Alpha spanned from 0 to 1, it was used for reliability testing to evaluate the internal consistency of the measures. The closer the alpha coefficient is to 1, the more internally consistent the items it evaluates. (Zaiontz, 2022).

The following outcomes were observed: dimension of knowledge (20 items) obtained a coefficient of 0.87. Likewise teachers' behavior a coefficient of 0.91 obtained (30 items), suggesting an acceptable internal consistency, such implication follows the principles observed by Glen (2023).

The scoring guide in the analysis of the responses was categorized into five levels. The 5-point Likert scale will be used with the following range of means and its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

Design and Procedure

This study utilized quantitative non-experimental design of research using correlational technique. This kind of design according to Creswell and Poth (2016) provides summary data specifically measures of central tendency including the mean, standard deviation and correlation between variables or employing methods of analyzing correlations multiple variables by using tests such as Pearson r and regression analysis. Generally, correlational studies use independent and dependent variables, but the effect of the independent variable is observed on the dependent variable without manipulating the independent variable (Patidar & Bajaj, 2013). This method of research was appropriate for this study because its objective is to determine the significant relationship of leadership practices of school heads and work task motivation as predictors of teacher's behavior.

The statistical tools used for data analysis and interpretations were the following: This statistical tool was used to determine the level of influence on dimension of knowledge and teacher behavior. **Pearson r**. Statistical tool was employed to determine the significance on the relationship between the

influences of dimension of knowledge on teacher behavior. This statistical tool was used to determine the influence of dimension of knowledge on teacher behavior.

This research study will follow a systematic procedure There will be a letter-request for permission to conduct study to be approved by the Dean, Professional Schools in which letter, once approved will be sent to the Schools Division Superintendent of the Department of Education Division of Davao Oriental. The School Heads will be furnished by said letter before the actual conduct of the data gathering Also, before the actual data collection. The method to be used in the survey will be the face-to-face method wherein the researcher made sure that the classes of the teachers will not be disturbed or cancelled.

All retrieved questionnaires will be encoded in the excel template after verification and checking as to completeness of the answers. After all the tallying and validating of results, the data were analyzed and interpreted by the designated statistician, in line with the objectives of the study. Based from the findings of the study, conclusions and recommendations were formulated.

On the hand, to guarantee that there would be 170 responses, the survey was kept open for at least one month. The study's collection of data started in the 1st week of January 2017 and was completed in February 2017. The participants are carefully selected based on the criteria provided in the research. The study does not involve in high risks of situations that the respondents has experienced and was conducted in accordance to due process. All the teachers are the primary beneficiaries of the study. They are able to gain understanding of dimension of knowledge and teachers' behavior. This study will be used as a practical reference for future research in the field of Education. Further, in the conduct of this research, the respondents were received tangible benefits such as a simple token (notebook or ballpen) from the researcher.

The study used the Grammarly or Turnitin software and/ or Plagiarism Detector to ensure that there were no plagiarism to happen in the whole duration of the study and that underwent the standard procedure of research established by the Professional Schools of the University of Mindanao. There was no evidence that the study is intentionally misrepresented to match a model or theoretical assumption. The study has no conflict of interest since the researcher has no relationship to the respondents of the study. In this study, there is no deceit. The researcher secured proper permission from the targeted agencies where the respondents are teaching/working. And a face-to-face mode of data gathering. No person is authorized to publish nor present this paper except the researcher or the adviser without the consent of the researcher. For purposes of publication of this study, the adviser becomes the co-author of the study.

RESULTS AND DISCUSSION

The presentation, analysis and interpretation of the acquired data are depicted in this part of the paper based on the research objectives of this study.

The flow of presentation on the stated topic is as follows: level of dimension of knowledge; level of teacher behavior, correlation between dimension of knowledge and teacher behavior; correlation between dimension of knowledge and teacher behavior,; significant influence of the two independent variables on the dependent variable.

Dimension of Knowledge

As seen in Table 1 is the level of dimension of knowledge of elementary school teachers through a survey questionnaire with the following indicators: *general pedagogical knowledge, knowledge of students and characteristics, knowledge of students and characteristic, and knowledge of educational goal, aims, values and philosophy*. Shown in Table 1 are the results for dimension of knowledge. The computations yielded an overall mean of 4.13 or *high* and a standard deviation of 0.28 and descriptive interpretation of high. This means that dimension of knowledge is oftentimes manifested by the respondents. The results revealed that general dimension of knowledge has the higher mean score with the value of 4.21 which is described as very high.

The lowest indicator which is the knowledge of students and characteristics has obtained a lower mean score of 4.05 which is also described also as high.

The findings indicate that the dimensions of knowledge are often reflected in the behaviors and actions of the respondents, illustrating how teachers' understanding and application of various types of knowledge (e.g., content knowledge, pedagogical knowledge, classroom management strategies) directly influence their teaching practices.

Table 1

Level of Dimension of Knowledge

Indicator	**SD**	**Mean**	**Descriptive Level**
Factual Knowledge	0.45	4.21	Very High
Conceptual Knowlegde	0.49	4.05	High
Procedural Knowledge	0.40	4.15	High
Metacognitive Knowlege	0.46	4.11	High
Overall	**0.28**	**4.13**	**High**

Specifically, the results revealed that the **general dimension of knowledge**, which encompasses both subject matter and pedagogical strategies, plays a crucial role in shaping effective teacher behavior.

The outcome for a very high descriptive level of exemplary teacher characteristics aligns with Mohammadkhah et al., (2021), that highlights the importance of continuous professional development that helps teachers expand and refine their knowledge across multiple dimensions. As teachers deepen their understanding of both content and pedagogy, their teaching behaviors naturally become more effective, promoting a positive and productive learning environment.

Teachers' Behavior

Shown in Table 2 are the mean scores for the indicators of teachers' behavior covering *encouraging high expectations, encouraging cooperation among students, emphasizing timeliness, giving prompt feedback, encouraging student- instructor contact; and encouraging student involvement* with an overall mean of 4.08 described as *high* with a standard deviation of 0.43. The *high*-level result indicated that teachers' behavior is oftentimes manifested. The cited overall mean score was the result gathered from the computed mean scores of its indicators. It could be gleaned from the data that the indicator with the highest mean rating of 4.19 or very high is – encourage cooperation among students. In contrast, indicator with the lowest mean rating of 3.99 or high is emphasize timeliness.

Table 2

Level of Teachers' Behavior

Indicator	**SD**	**Mean**	**Descriptive Level**
Encourage high expectations	0.44	4.10	High
Encourage cooperation among students	0.49	4.19	High
Emphasize timeliness	0.77	3.99	High
Give prompt feedback	0.64	4.12	High
Encourage student-instructor contact	0.57	4.01	High
Encourage student involvement	0.53	4.09	High
Overall	**0.43**	**4.08**	**High**

The results disclosed that teachers' behavior among respondents is very high, implying implying that the teachers consistently exhibit positive and effective behaviors in their classrooms. This high level of behavior suggests that teachers are not only knowledgeable but also proficient in applying their knowledge to enhance student learning. Such behaviors may include engaging students actively, using effective classroom management techniques, providing clear and constructive feedback, and adapting their teaching strategies based on student needs.

The high-level descriptive result on teachers' behavior is comparable to the insight of Goldberg et al., (2021) that teachers' behaviors are strongly aligned with their knowledge base, reinforcing the idea that effective teaching behaviors stem from a deep understanding of content, pedagogy, and student needs. This high level of teacher behavior is essential in fostering a positive classroom environment, ensuring that students receive the support and guidance they need to succeed academically.

Significance of the Relationship between the Dimension of Knowledge and Teachers' Behavior

Presented in Table 4 are the results of the test of the significance on the relationship between the variables involved in the study. The overall *r-value* of .413 with a p-value of p<0.01 which was less than a 0.05 signified the null hypothesis was rejected. since the r value is positive. It meant that there is significant relationship between dimension of knowledge and teachers' behavior, since the r value is positive. This showed that the overall dimension of knowledge is significantly related to teachers' behavior.When the variable dimension of knowledge was correlated with teachers' behavior, the indicators

Table 3

Significance of the Relationship between the Dimension of Knowledge and Teachers' Behavior

Dimension of Knowledge	**Teachers' Behavior**						
	Encourage high expectations	Encourage cooperation among students	Emphasize timeliness	Give prompt feedback	Encourage student-instructor contact	Encourage student involvement	**Overall**
Factual Knowledge	.177*	.059	.171*	.200*	.025	.193*	**.236****
	.030	.475	.036	.014	.763	.018	**.003**

Conceptual Knowlegde	.181*	.152	.188*	.249**	-.014	.127	**.254****
	.026	.063	.021	.002	.863	.119	**.002**
Procedural Knowledge	.089	.166*	.190*	.143	.022	.103	**.209***
	.278	.042	.019	.081	.789	.207	**.010**
Metacognitive Knowlege	.072	.219**	.182*	.187*	.138	.321**	**.317****
	.381	.007	.025	.022	.091	.000	**.000**
Overall	**.213****	**.240****	**.296****	**.319****	**.069**	**.304****	**.413****
	.009	**.003**	**.000**	**.000**	**.401**	**.000**	**.000**

– *general pedagogical knowledge, knowledge of students and characteristics, knowledge of students and characteristic, and knowledge of educational goal, aims, values and philosophy* showed a significant relationship to teachers' behavior as their indicated p-values are all less than 0.05 level of significance.

When general pedagogical knowledge is correlated to with the indicators of teachers' behavior as their indicated p-values are all less than 0.05 level of significance hence significant except encourage student-instructor contact.

When knowledge of students and characteristics is correlated to with the indicators of teachers' behavior as their indicated p-values are all less than 0.05 level of significance hence significant except encourage cooperation among students, encourage student-instructor contact and encourage student involvement hence significant.

This implies that by **enhancing teachers' knowledge** in various dimensions, such as strengthening their pedagogical content knowledge, improving their ability to manage diverse classrooms, and deepening their understanding of student psychology and learning needs, teachers are better equipped to engage students, maintain positive classroom environments, and respond effectively to challenges that arise in the classroom.

Since all indicators for every variable are connected in this way, a positive link is observed and in a study conducted by Hipp & Huffman (2003) that as teachers refine their knowledge, their behaviors become more intentional and adaptable, which can lead to more tailored and dynamic instruction. This relationship highlights the importance of **targeted professional development** programs that focus on enhancing teachers' knowledge across multiple domains. By investing in teachers' growth, schools can help ensure that teachers' behaviors consistently reflect the most effective practices, ultimately fostering an environment where students thrive academically, socially, and emotionally.

Significance on the Influence of Dimension of Knowledge and Teachers' Behavior

Data shown in Table 4 is the regression coefficients to test the significant influence of the overall dimension of knowledge on teachers' behavior. Using the regression analysis, the data revealed that the overall dimension of knowledge significantly influence teachers' behavior since the influence of teaching competence and teachers' behavior on their classroom management strategies has the $p < 0.01$. This means that the dimension of knowledge and teachers' behavior significantly influence classroom management strategies since the probability value is $p < 0.01$. The R2 value of .422 implies that 42.2

Table 4

Significance on the Influence of Dimension of Knowledge and Teachers' Behavior

Teachers' Behavior				
Dimension of Knowledge	*B*	B	*T*	*Sig.*
Constant	2.024		5.301	.000
Factual Knowledge	.115	.154	1.923	.056
Conceptual Knowlegde	.112	.162	2.071	.040
Procedural Knowledge	.089	.105	1.314	.191
Metacognitive Knowlege	.183	.248	3.182	.002
R	.422			
R^2	.178			
ΔR	.155			
F	7.904			
ρ	.000			

percent of the variance of dimension of knowledge and teachers' behavior can be attributed to the variance of teachers' behavior since of teacher while the remaining 57.8 percent were attributed to other factors not covered by the study. However, knowledge of educational goal, aims, values and philosophy emerged as a significant predictor of teachers' behavior with p values of $p < 0.01$ and beta-coefficients of .183.

This infers that the interplay of o dimension of knowledge and is indispensable in teachers' behavior – encouraging high expectations, encouraging cooperation among students, emphasizing timeliness, giving prompt feedback, encouraging student- instructor contact; and encouraging student involvement. the data aligns with the study conducted by harris and muijs (2002) which found that teachers who possess a deep understanding of the subject matter and effective teaching strategies are more likely to exhibit these positive behaviors. the study emphasized that teachers who integrate both content knowledge and pedagogical expertise tend to set high expectations for their students, foster collaborative learning environments, and provide timely support and feedback—all behaviors that lead to improved student engagement and achievement.

Moreover, these findings underscore the importance of **professional development programs** that focus on expanding teachers' knowledge in multiple dimensions, as these programs not only enhance teacher effectiveness but also contribute to creating a dynamic classroom culture where students feel supported and encouraged to participate fully in their learning.

CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the following conclusions with recommendations were drawn.

The **dimension of knowledge** features considerable input on teachers in a particular area. The results proclaimed that all its domains significantly gained a high descriptive level, with **conceptual knowledge** identified as the lowest. This suggests that while teachers exhibit strong proficiency in various aspects of knowledge, such as procedural or declarative knowledge, there may be areas of conceptual understanding that require further development. Conceptual knowledge, which involves understanding the deeper principles, theories, and interconnections within a subject, plays a critical role in effective teaching.

The lower score in **conceptual knowledge** indicates that teachers may need additional support in linking abstract concepts to practical teaching strategies or in developing a more thorough understanding of the underlying principles that inform their practice. This could affect their ability to foster higher-order thinking in students or to make connections between different areas of content.

Teacher behaviors also highlight a significant response from the locale. The results are known to have a high descriptive level, with **timeliness** being identified as the lowest. This indicates that while teachers demonstrate many positive behaviors in areas such as providing feedback, encouraging student participation, and fostering a cooperative learning environment, there may be challenges in consistently adhering to timely practices. Timeliness, in this context, could refer to aspects such as delivering lessons on schedule, providing prompt feedback to students, or addressing issues in a timely manner.

The lower score for **timeliness** suggests that teachers may struggle with managing time effectively, which can impact the flow of lessons and students' learning experiences. It may also indicate that teachers face difficulties in balancing their workload, resulting in delays in providing feedback or engaging with students promptly.

This finding suggests that by improving **time management skills**—through professional development that focuses on effective planning, prioritization, and streamlining instructional practices—teachers could better meet the demands of timely responses. This would contribute to a more efficient learning environment, ensuring that students receive the necessary feedback and support when they need it, thereby improving overall student engagement and achievement and school administrators should avoid scheduling mandatory meetings/events/activities outside of regular hours when possible.

Subsequently, dimension of knowledge and teacher behaviors were found significant. This highlights the critical role that a teacher's understanding of their subject matter, pedagogical strategies, and student needs plays in shaping their classroom practices. The results reveal that teachers who possess a broad and deep knowledge base—across both content and pedagogy—are more likely to engage in behaviors that foster a positive, dynamic, and supportive learning environment.

These findings suggest that **knowledge** directly influences **behavioral aspects** such as creating an engaging classroom atmosphere, maintaining effective classroom management, providing timely and constructive feedback, and responding flexibly to students' needs. Teachers with a strong grasp of both **conceptual and procedural knowledge** are better equipped to handle diverse teaching challenges and implement practices that enhance student learning outcomes.

PROPOSED INTERVENTION

Rationale

One of the stakeholders that should not be underestimated in education is the teacher. A teacher serves as social agent that disseminate and model the norms of the society to the students. Practically, what a teacher does in the classroom situations with his or her students in terms of verbal and non - verbal behaviour is quite important for making the students achieve the desired learning experiences. Moreover, non – verbal behaviour such as gestures, demonstration, body movement and so on aid in realizing instructional objectives. Consequently, this non -verbal behaviour present the essentiality of teacher's behaviour. Teacher Behaviour is defined as "the behaviour or activities of persons as they go about doing whatever is required of teachers,

particularly those activities which are concerned with guidance or direction of the learning of others. By focusing on improving key aspects of teacher behavior—such as instructional strategies, classroom management, and responsiveness to student needs—the program aims to support teachers in developing more effective, adaptive, and inclusive teaching practices. In turn, this will lead to a positive school culture, increased student engagement, and improved academic outcomes for students. Thus, those who use the collaborating style may prefer to assert their views while also inviting other views. They welcome differences, identify all main concerns, generate options, and typically search for a solution which meets as many concerns as possible.

General Objective

The general objective of this intervention program is to have techniques such as relaxation, meditation, cognitive behavioral therapy, mindfulness training, and exercise programs, as well as other techniques such as education and interpersonal skill development.

1. Improve teachers' **instructional practices** (e.g., lesson planning, content delivery, use of student engagement techniques).
2. Enhance teachers' **classroom management strategies** (e.g., positive reinforcement, behavior management).
3. Foster **responsiveness to student needs** (e.g., differentiation, use of formative assessments).
4. Encourage **reflective teaching practices** for continuous professional growth.
5. Promote **collaboration** among teachers for sharing best practices and strategies.

Persons Involved and Their Responsibilities

Implementing the enhancement program would not be possible without the help of the following individuals. These are the school principal, School Heads, Secondary School Teachers Remediation Program are the Elementary Teachers, in Caraga District.

The table below shows the timetable of the intervention program that, includes the general objectives, specific objectives, activities, and expected outcomes.

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