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The Influence of School Culture on Pedagogical Competence of Teachers in Public Elementary Schools: The Mediating Role of Professional Development

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ABSTRACT

The purpose of this study was to determine the mediating effect professional development on the relationship between school culture on pedagogical competence of teachers.Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 315 respondents of the study who are teachers among public secondary schools mati South District, Mati City Division. The researcher utilized total population sampling technique and a face-to-face survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and Medgraph using Sobel z-text. From the results of the study, it was found that there is a high level of school culture and high-level pedagogical competence. Moreover, there is a high level of work values. Also, results revealed that there is a significant relationship between school culture and pedagogical competence of teachers professional development and pedagogical competence of teachers. Further, professional developmenhas a partial mediating effect on the relationship between school culture on pedagogical competence of public school teachers.

Keywords: *education, school culture, pedagogical competence, professional development, teachers, mediation, Philippines SDG Indicator: #4, Quality Education*

INTRODUCTION

The investigation of students' attitudes towards studying science has been a substantive feature of the work of the science education research community for the past 30–40 years. Its current importance is emphasized by the now mounting evidence of a decline in the interest of young people in pursuing scientific careers. Combined with research indicating widespread scientific ignorance in the general populace and an increasing recognition of the importance and economic utility of scientific knowledge and its cultural significance, the falling numbers choosing to pursue the study of science has become a matter of considerable societal concern and debate (Bailey, 2020; & et al., 2021).

The major cause for the gap in pedagogical practices is due to lack of pedagogical competencies in school teachers. Hence, it is common felt need to assess the necessary pedagogical competencies of teachers for implementing child centered teaching and learning. Most of the lower secondary school teachers have to take class's whole day. They had no sufficient time for correcting copies of the students and preparation for effective teaching (Shrestha, 2019).

The more teachers enjoyed the teaching, the more enthusiastic they taught and the more students enjoyed the lesson. Similar effects pedagogy is the art of teaching that brings effectiveness in teaching leaning towards a specific subject influenced student attitudes. Moreover, Students of public schools lacked interest, motivation and positive feeling towards study, which made them difficulty in classroom teaching. Students' enjoyment in learning about science and technology can very well and positively stimulated by teachers' enthusiasm about the subjects they teach (Sadler, 2021).

The researcher has not come across of any study that deals on professional development and school culture on pedagogical competence of teachers. in the local setting. Though, there was a study on pedagogical competence of teachers.. This study therefore fills the gap of the literature on the variables involved. Moreover, the result of the study could be a point of reference for schools to professional development and school culture on making this study a document with social relevance. Concurrently, this study may spur further research of those accessing the contained information, hence the conduct of the study.

The purpose of this study was to look into the mediating effect of on professional development on the relationship between school culture on pedagogical competence of teachers. Specifically, the study has the following objectives. To ascertain level of school culture in terms of collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, learning partnership; and efficacy factor. To describe the level of professional development in terms of thematic knowledge, learning environment, cooperation, educational technology, research

base, evaluation and to describe the level pedagogical competence of teachers in terms of an attitude that furthers student learning a scientific approach, broad and appropriate subject knowledge,knowledge about teaching,knowledge about how students learn,knowledge about educational goals and the organization,a holistic view,striving for continuous improvement,applied teaching skills, and leadership and organizational ability. To determine the significant relationship between: school culture and pedagogical competence of teachers professional development and pedagogical competence of teachers. To determine if the mediating effect of professional development on the relationship between school culture and pedagogical competence of teachers

The following null hypotheses are treated at 0.05 level of significance. There is no significant relationship between school culture and professional development on pedagogical competence of teachersand school culture and professional development does not significantly mediate the relationship pedagogical competence of teachers.

It is shown in Figure 1 the conceptual framework of the study. The dependent variable is pedagogical competence of teachers .

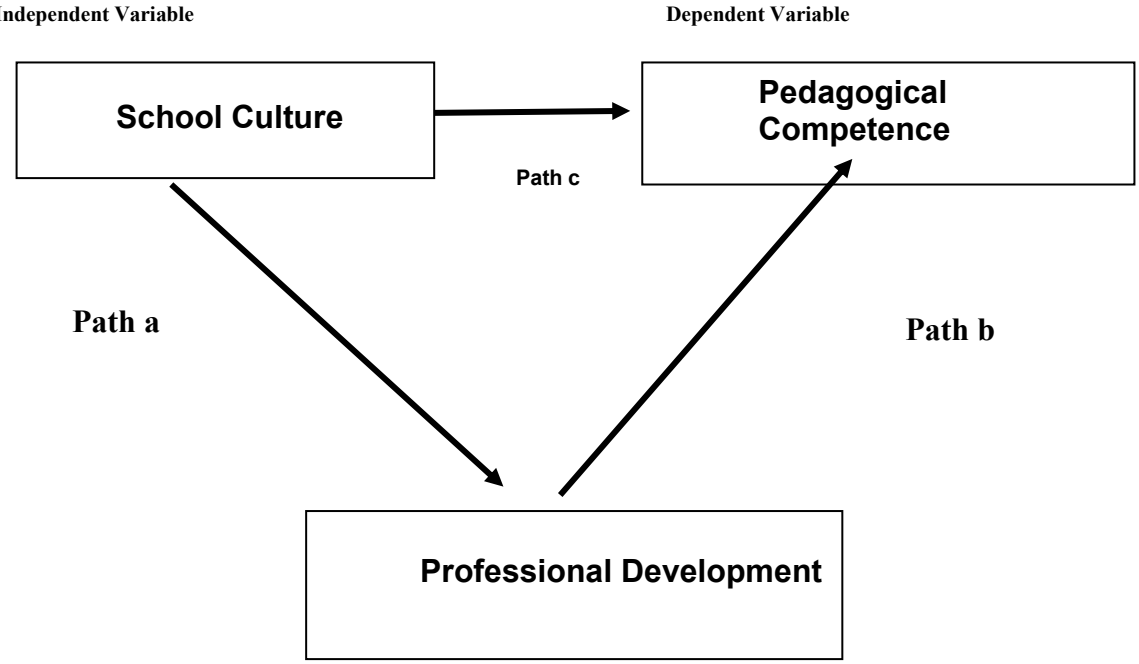

*Figure1.*The Conceptual Framework Showing the Variables of the Study

development and school-wide improvement; unity of purpose refer to the degree to which teachers work toward a common mission for the school; *collegial support* refer to the degree to which teachers work together effectively; and *learning partnership* refer to the degree to which teachers, parents, and students work together for the common good of the student (Brinton, 2007).

Theoretical Framework

The researcher attempted to explain pedagogical competence of teachers in the workplace. To have a clear understanding on the nature of teacher's behavior, this research was anchored on the following credible authorities:

According to Priansa (2011) pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. The teacher's pedagogic competence needs to be accompanied by the teacher's ability to understand the characteristics of students based on moral, emotional, and intellectual aspects. This implies that a teacher must be able to master learning theory and principles of learning, because students have different characters, traits, and interests. Teachers must understand that students are unique.

This study is anchored on the proposition of Muslich, 2012) who said that school culture is a whole set of values and school activities that can improve the quality of education in schools. The positive school culture applied does not only have an impact on students but will also affect the activities and quality of teachers. Professional teachers must meet at least four basic competencies, namely pedagogical competencies or abilities related to teaching abilities, personal competencies related to self-quality, social competencies related to the ability of teachers to socialize with the surrounding environment, and professional competencies, namely the ability of a teachers to be able to put themselves in proportion.

METHODS

Research Respondents

Out of 369 people, 285 responded to the research. With the desire to give everyone the chance to become respondents, a universal sampling technique was utilized. According to Laerd (2012), universal sampling is a design in which the complete population with a given set of characteristics—such as particular experiences, knowledge, abilities, or proximity to an event—is examined. Nevertheless, only 285 teachers actively engaged in the survey, even after numerous warnings and follow-ups were conducted during the data collection period. For this reason, the study's final sampling population of285 respondents was determined. This is explained by the notion that some respondents declined to participate in the survey because they had an urgent or critical project to do, and that some respondents were unavailable when the researcher visited them on the subsequent and final occasions.

Materials/ Instruments

The first questionnaire on School Culture Scale (SCS). School Culture Scale was developed by Brinton (2007). This SCS instrument consists of 35 items divided into six (6) subscale: collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership.

It was modified to fit to the study and was subjected to the validation by four internal validators and one external expert. The consolidated results from the validation of the experts obtained an average weighted mean of 3.77 which has a verbal description of very good.

The following methodologies and descriptions were used to evaluate public school teachers' school culture and pedagogical competence and professional development on a 5-point Likert scale. 4.20–5.00 or Very High denotes qualities are always displayed; 3.40–4.19 or High, frequently displayed; 2.60–3.39 or Moderate, occasionally manifested; 1.80–2.59 or Low, rarely displayed; and 1.00–1.79 or Very Low, never showed up. The reliability of the scales will be determined through pilot testing and the use of Cronbach's alpha coefficient. The outcomes showed that the school culture scored 0.931, the pedagogical competence score was 0.913, and the professional development score was 0.904. The study's time frame was from May 2020–March 2021.

Design and Procedure

The study used correlation in a quantitative, descriptive, non-experimental design. This made it easier to assess the school culture and pedagogical competence and professional development. According to Trefry (2017), quantitative research is limited to statistical analysis of data obtained from survey questionnaires using computing methods.

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 school culture; level of pedagogical competence, and level of professional development; correlation between school culture and pedagogical competence; correlation between school culture and professional development and correlation between professional development and school culture

Level of School Culture

The first objective was to determine the level of school culture which was measured through a survey questionnaire with the following indicators: collaborative leadership, teacher collaboration, and professional development, unity of purpose, collegial support, learning partnership, and efficacy factor. Shown in Table 1 are the data on the level of school culture. Computations yield a grand mean of 4.07or *high* with a standard deviation of 0.35 and this indicates that the school culture is sometimes manifested. It could be gleaned from the data that the indicator with the highest mean rating of 4.27 or very high is *professional development.* In contrast, indicator with the lowest mean rating of 3.92 or still *high* is *collegial support*. The two highest items were *professional development* and *Teacher Collaboration,* with a mean rating of 4.27 or very high and 4.09 or high.

Table 2

Level of School Culture

Indicators	**SD**	**Mean**	**Descriptive Level**
Collaborative Leadership	0.39	4.08	High
Teacher Collaboration	0.44	4.09	High
Professional Development	0.49	4.27	Very High
Unity of Purpose	0.35	4.16	High
Collegial Support	0.39	3.92	High
Learning Partnership	0.44	3.95	High
Efficacy Factor	0.37	4.01	High

Overall	**0.35**	**4.07**	**High**

The descriptive analysis showed that the school culture is at very high level which is a result on the very high rating on all the indicators.This means that the teacher's duty is not only to convey knowledge but to educate or cultivate emotional and spiritual socio-cultural values in the educational process

Level of Pedagogical Competence

Shown in Table 3 are the mean scores for the indicators of pedagogical competence that teachers perceived of their school heads . It could be gleaned

Table 2

Level of Pedagogical Competence of Teachers

Indicator	SD	Mean	Descriptive Level
Attitude that further Student Learning	0.30	4.11	High
A Scientific Approach	0.29	4.16	High
Broad and Appropriate Subject Knowledge	0.28	4.05	High
Knowledge about Teaching	0.34	4.02	High
Knowledge about How Students Learn	0.39	4.00	High
Knowledge about Educational Goals and the Organization	0.45	4.06	High
A Holistic View	0.40	4.13	High
Striving for Continuous Improvement	0.38	4.01	High
Applied Teaching Skills	0.34	4.05	High
Leadership and Organizationability	0.43	4.11	High
Overall	**0.21**	**4.07**	**High**

showed the mean of 4.07, or *high, with the standard deviation of 0.21. The highest item* was on attitude that furthers student learning. In contrast, indicator with the lowest mean rating of 3.92 or still high is knowledge about how students learn.

Level of Professional Development

Shown in Table 2 are the mean scores for the indicators of professional development with an overall mean of 3.94 described as high with a standard deviation of 0.28. The high level result indicated that professional development 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 two highest mean rating of 4.48 or very high is – knowing the role of family, the teacher are making continual relation with parents and Introducing applied knowledge to student by dominating and understanding the subject, 4.20. In contrast, indicator with the lowest mean rating of 3.32 or high is encouraging students to cooperate with each other.

Table 3

Level of Professional Development

Items	**SD**	**Mean**	**Descriptive Level**
Introducing applied knowledge to student by dominating and understanding the subject.	0.54	4.20	Very High
Creating enthusiasm in learners about the subjects that teaches them and relates them to everyday life of students.	0.58	4.17	High
Increasing students' skills such as critical and creative thinking in the teaching process	0.37	4.16	High
Introducing specialized knowledge to students to enable students for answering ambiguities	0.77	3.56	High

and solving problems.			
Making discussions more applicable, the teacher tries to evaluate teaching material continually	0.57	3.59	High
Designing educational knowledge and information is in a way that makes meaningful for students.	0.23	4.05	High
Relating learning with primary knowledge, and families' experiences.	0.49	4.14	High
Providing patterns for student to teach skills, concepts and thinking process	0.57	4.14	High
Using learning and educational strategies that are suitable for student learning.	0.90	3.49	High
Knowing that creating a suitable class environment is effective with students learning	0.93	3.43	Very High
Managing the class, the teacher uses principles and strategies that encourage positive cooperation and goal oriented education	0.63	4.15	High
Are being obliged to benefit them in teaching students effectively	0.60	3.76	High
Encouraging students to cooperate with each other	0.53	3.32	Moderate
Creating a positive and healthy atmosphere in the classroom.	0.63	3.52	High
Updating the student skills and attitude by awareness about knowledge, skills and attitude.	0.49	4.18	High
Updating student learning, schools cooperate with teachers.	0.66	4.53	Very High
Knowing the role of family, the teacher are making continual relation with parents.	0.77	4.48	Very High
Knowing the role of family, the teacher are making continual relation with parents.	0.43	4.02	High
Enriching student learning and enforcing learning environment, the teacher uses parents and family experience.	0.48	3.86	High
Consulting with his or her colleague about issues related to school.	0.64	3.90	High
Teaching better, the teachers are using appropriate teaching aids.	0.82	3.81	Very High
Using the views and opinions of other partners in order to integrate the different disciplines of knowledge stems	0.55	4.04	High
(Interdisciplinary learning).			
Connecting with parent and colleagues, the teachers are using electronic tolls such as email, weblog and …	0.34	4.10	High
Increasing teaching effectiveness and to increase his or her professional development, the teacher is using different educational technologies.	0.69	3.91	High
Facilitating learning by using educational technology	1.013	3.94	High
Teacher is applying educational programs that need computer and other educational technologies	0.65	3.64	High
Spending lots of times for investigation and research	0.54	3.93	High
Following the organization call for projects, especially projects that are related to education	0.80	3.86	High
Interacting with the professors and researchers who are specializing in teaching discipline.	0.95	3.71	High
Publishing the result of his or her research to inform others about what he or she has done.	0.96	3.61	High
Being interested in action research projects related to work environment. He or she is also being interested in workshops related to project subjects.	0.78	3.86	High
Being aware of student learning out of school and trying to use their experiences in classroom learning	0.48	3.91	High
Designing the lesson plans based on the needs and issues of student.	0.61	4.14	High

Having teaching experiences that apply them to improve students' appropriate learning.	0.76	4.12	High
Integrating knowledge, skills and content to provide intra-discipline learning opportunity for students.	0.64	3.84	High
Using different lesson plan according to curriculum subjects to upgrade student learning level	0.66	4.08	High
Planning according to knowledge and information of students	0.68	4.20	Very High
Evaluating his or her scientific performance during school year	0.73	3.97	High
Improving learning process, the teacher is using the result of his evaluation as a factor to enforce changes	0.53	4.24	Very High
Using different evaluation approaches to improve student educational advancements.	0.41	4.13	High
Coordinating with school's principals, the teacher is posing the result of his evaluation to parents.	0.63	3.83	High
Using the result of achievement test to reform his or her teaching method and learning process	0.47	4.00	High
Having high expectation for learning.	0.85	4.03	High
Considering individual differences when he or she is teaching.	0.88	3.70	High
Is being aware of students' cognitive, social, emotional differences in learning	0.81	3.49	High
Using different views in teaching to consider students' differences.	0.67	3.96	High
Trying to relate students' learning experiences in different courses (intra subject and integrated approach)	0.37	4.07	High
Overall	0.28	3.94	High

The high level of professional development is due to high the ratings given by the respondents on the thematic knowledge; learning environment; cooperation; educational technology; research base, evaluation and, development of human resources, they display a high professional development. These practices, therefore, emphasized teaching effectiveness and student learning observed that teachers who are exposed to a teaching development program changed their teaching strategies and in effect increased the engagement rate of the students to the lesson.

Significance on the Relationship between *School Culture and Pedagogical Competence*

Depicted in Table 4 is the result of the test of relationship between school culture is significantly related with their level of pedagogical competence. This relationship was tested at 0.05 level of significance. In particular, it revealed a positive and significant relationship between all indicators of school culture and pedagogical competence as revealed in the p-value of less than 0.05.

Table 4.1

Significance of the Relationship between the School Culture and Pedagogical Competence

School Culture	**Pedagogical Competence Overall**
Collaborative Leadership	**.814***
	(0.000)
Teacher Collaboration	**.720***
	(0.000)
Professional Development	**.715***
	(0.000)
Unity of Purpose	**.625***

	(0.000)
Collegial Support	**.643***
	(0.000)
Leadership Partnership	**.605***
	(0.000)
Efficacy Factor	**.692***
	(0.000)
Overall	**.810***
	(0.000)

*Significant at 0.05 significance level.

When all indicators school culture is correlated with the indicators of pedagogical competence with the all of the R values .810 where greater than p<0.05 significant level hence, significant. When *collaborative leadership correlated* with overall indicators of pedagogical competence with the r value of .814 and a place value of p<0.05, which is less than the 0.05 level of significance set in this study, hence significant except affective commitment.

Significance of the Relationship between the School Culture and Professional Development

Illustrated in Table 4.2 is the result of the test of relationship between school culture and professional development. The result shows that the overall values reveal a positive and significant relationship between school culture and professional development. The overall result reflects that school culture is positively correlated professional development since the overall r- value is .373 with a p- value p < 0.01, hence rejecting the null hypothesis. Hence, there is a positive association of the two variables.

When overall school culture is correlated with *collaborative leadership* correlated with overall professional commitment with the r value of .373 and a place value of p=.154, which is greater than the 0.05 level of significance set in this study, hence not significant.

When *teacher collaboration* correlated with thematic knowledge with the r value of .462 and a place value of .000, which is less than the 0.05 level of significance set in this study, hence significant.

Table 4.2

Significance of the Relationship between the School Culture and Professional Development

School Culture	**Professional Development**								
	Thematic Knowledge	**Learning Environment**	**Cooperation**	**Educational Technology**	**Research Base**	**Educational Planning**	**Evaluation**	**Development of Human Resources**	**Overall**
Overall	.462*	.526*	-.274*	254*	.133*	.090	.286*	.147*	.373*
	(0.000)	(0.000)	(0.000)	(0.000)	(0.022)	(0.122)	(0.000)	(0.011)	(0.000)

Significant at 0.05 significance level.

Significance of the Relationship between the Professional Development and School Culture

Depicted in Table 5 is the result of the test of relationship between professional development is significantly related with their level of school culture. This relationship was tested at 0.05 level of significance. In particular, it revealed a positive and significant relationship between all indicators of professional development and school culture as revealed in the p-value of less than 0.05, and with an r value of .526 signified the null hypothesis was rejected. It meant that as the professional development increases there is also a corresponding increase on school culture. This showed that the overall professional development is significantly related to school culture.

In particular, when collaborative leadership is correlated with the overall school culture hence significant with an r-value of .266 and a p-value of p<01 hence significant except research base and development of human resources with an r-value of .081 and .084 and a p-value of p=161 and 466.

Table 4.3

Significance of the Relationship between the Professional Development and School Culture

	Professional Development								
School Culture	**Thematic Knowledge**	**Learning Environment**	**Cooperation**	**Educational Technology**	**Research Base**	**Educational Planning**	**Evaluation**	**Development of Human Resources**	**Overall**
Collaborative Leadership	.519* (0.000)	.504* (0.000)	-.432* (0.000)	.128* (0.027)	.081 (0.161)	.117* (0.043)	.235* (0.000)	.044 (0.446)	.266* (0.000)
Teacher Collaboration	.486* (0.000)	.512* (0.000)	-.113* (0.050)	.399* (0.000)	.370* (0.000)	.223* (0.000)	.151* (0.000)	.320* (0.000)	.548* (0.000)
Professional Development	.543* (0.000)	.460* (0.000)	-.358* (0.000)	.130* (0.025)	.139* (0.016)	.187* (0.001)	.245* (0.000)	.052 (0.369)	.309* (0.000)
Unity of Purpose	.299* (0.000)	.372* (0.000)	-.141* (0.015)	.415* (0.000)	.258* (0.000)	.092 (0.113)	.091 (0.118)	.258* (0.000)	.396* (0.000)
Collegial Support	.558* (0.000)	.546* (0.000)	-.075 (0.198)	.245* (0.000)	.185* (0.001)	.068 (0.243)	.252* (0.000)	.128* (0.000)	.437* (0.000)
Leadership Partnership	.709* (0.000)	.593* (0.000)	-.007 (0.907)	.406* (0.000)	.254* (0.000)	.078 (0.176)	.312* (0.000)	.188* (0.001)	.578* (0.000)
Efficacy Factor	.740* (0.000)	.714* (0.000)	-.112 (0.054)	.411* (0.000)	.308* (0.000)	.256* (0.000)	.214* (0.000)	.285* (0.000)	.646* (0.000)
Overall	.648* (0.000)	.618* (0.000)	-.217* (0.000)	.348* (0.000)	.263* (0.000)	.172* (0.000)	.254* (0.000)	.207* (0.000)	.526* (0.000)

*Significant at 0.05 significance level.

The present study reveals a significant relationship between professional development and school culture. This implies that professional development significantly influences school culture which can be seen on the data. This confirms the study of Basli (2008) stressed that committed teachers are concerned with the development of their students and Instilling positive values in school culture will be able to increase willingness, loyalty, and pride and further create an effective performance for teachers. Therefore, school culture is very influential on teachers in carrying out their duties.

Shown in Table 7 is the regression analysis on the mediating effect of

professional development on the relationship between school culture and pedagogical competence. The data in this table were used as input to the medgraph in Figure 1.As evident in the study of Baron and Kenny (1986), there are three steps to be met for a third variable to be acting as mediator, in Table 10 these are categorized as steps 1 to 3, step 4 is the final step. In Step 1 (Path C) school culture as independent variable (IV) significantly predicts pedagogical competence, the dependent variable (DV). In Step 2 (Path A) school culture (IV) significantly predicts professional development, the mediator (MV). In Step 3, school culture, the mediator (MV) significantly predicts professional development The effect size measures how much of the effect of school culture and pedagogical competence can be attributed to the indirect path with a $p<0.01$ which significant.

Table 6

Mediating Effect : Path Analysis

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
SC → PG	.695	.810	.029	23.855	***
SC → PD	-.102	-.155	.055	-1.853	.064
PD → PC	.367	.651	.047	7.796	***

The mediation study also looks at the paths that school culture and pedagogical competence follow and the paths that professional development follow. The results showed that there was a strong link between school culture and pedagogical competence, which supported the ideas of many of the study's writers (Wibowo & Paramita, 2022; Wijayanti, L. M., Asbari, M., Santoso, P. B., & Purwanto, A., 2020) He advised stakeholders to develop procedures and initiatives that promote school administrators' school culture and pedagogical competence. Professional development mediates the connection between thoughtful or compassionate leadership and turnover resilience, making this emphasis critical.

Conclusions and recommendations

In light of the preceding discussion, the study's conclusions are presented in this section. It is clear that the present programs may be kept going because there are high levels of school culture, pedagogical competence and professional development. There is a strong link between self-school culture and pedagogical competence; correlation between school culture and professional development and correlation between professional development and school culture. In other words, school culture affects the ability to work as a team, and the ability to work as a team to regulate oneself. There is also some evidence that pedagogical competence can help explain the link between innovative leadership and professional development. Overall, this shows that professional development play a big role in the link between school culture and pedagogical competence.

An important theory that supports the conclusions is Bronfenbrenner's (1979) Ecological Systems Theory. This theory looks at how teachers help students learn to control themselves by combining distinct teachers' views and methods and concentrating on the forces happening inside and outside the structure. It was also backed up by the Leadership–Membership Exchange (LMX) Theory by Dansereau Jr, F., Graen, G., & Haga, W. J. (1975) and the Theory of Teams by Marschak (1955).

Based on what the study found, the researcher made some ideas. According to the researcher, all parties running the school should keep working to keep the current procedures, regulations, and environment at work. This is because transformational leadership has very positive effects. Everyone who works at the school should be able to take part in regular events like orientation and re-orientation on new school policies, one-on-one conversations or focus group discussions can be good places for teachers and staff to get help and talk about their problems, and everyone should be able to go on a trip or retreat once a year for collaboration or spiritual reflection.

On the very high level of school culture, educators everywhere should keep their public service motivation up by giving new employees chances to learn regarding the company's principles and how they should behave in ways that reflect those values. They should use performance reviews that aren't just focused on tasks but also on skills that are important for accessible work. They may also clarify how each employee's job fits into the organization's general goal and set up job structures that help personnel be more aware of the environment and give them more power.

This is a very high level of pedagogical competence. The examiner says that activities in school and in classes that helped each teacher and employee do their job properly should be brought up and checked regularly to make sure they are still working. One of these tasks could be to hold regular meetings once a month, either by department or by work project. When people can work together, they can keep up with every modification at school and help teachers with any concerns or problems they may be having. It might be a good idea to hold seminars or symposia at the end of each term to help teachers brush up on their skills in collaboration, stress management, and anger management.

Based on the partial mediation result, the researcher suggests that school administrators may constantly provide full attention to their staff, specifically the teachers there. This is the most effective approach for the school to keep running smoothly and give pupils the best education possible since teachers are dedicated to doing their best for their pupils. They should be able to completely accept the school's purpose, vision, and ideals as part of their system. This makes them a part of the institution's whole team.

It is also suggested that future researchers may conduct larger-scale studies to better grasp the elements impacting teachers' opinions of this issue. Designing a qualitative study would also provide useful information on this topic. This will finally help to fill the literature gap.

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