

## TEACHING SUBSTITUTIONS PERFORMANCE AND CHALLENGES ENCOUNTERED IN ZONE 2 BASIS FOR INTERVENTION PROGRAM

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**ABSTRACT :** This study assessed the performance of substitute teachers as perceived by school heads, identified the challenges they encountered, and developed a school-based intervention program to enhance their teaching performance. The study was conducted in selected public secondary schools in Zone 3, Division of Zambales during the School Year 2025–2026. A descriptive research design utilizing a quantitative approach was employed in the study. Data were gathered through a structured questionnaire administered to 24 school heads and 135 teacher-respondents who had experience serving as substitute teachers. The instrument measured substitute teacher performance across seven domains: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development. It also determined the challenges encountered in terms of Preparation and Lesson Delivery, Classroom Management, Student Engagement and Motivation, Support and Resources, and Professional and Personal Concerns. Statistical tools such as frequency, percentage, weighted mean, and Analysis of Variance (ANOVA) were used to analyze the data. Findings revealed that the majority of the school head-respondents are female, belong to the middle-aged group, hold positions such as Principal I and Principal III, and have 7–15 years of teaching experience. Most of the teacher-respondents are female, early to middle adulthood stage, and have educational backgrounds primarily in secondary education majors. The majority have 7–15 years of teaching experience, have served as substitute teachers 2–5 times, and have experienced substitution for more than one month. Substitute teachers were generally competent across all performance domains, as perceived by school heads. However, they sometimes encountered challenges, particularly in preparation and lesson delivery, classroom management, and student engagement. The results of the ANOVA showed that most demographic variables did not significantly affect substitute teacher performance and challenges, except for a few cases such as position in curriculum and planning, years of teaching in classroom management and student engagement, and sex and years of teaching in support and resources.

Based on the findings, a school-based intervention program titled “Substitute Teacher Enhancement and Support Program (STESP)” was proposed. The program aimed to provide targeted support, training, and resources to improve the instructional competence and classroom effectiveness of substitute teachers.

**KEYWORDS :** *Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, Personal Growth and Professional Development, Preparation and Lesson Delivery, Classroom management, Student engagement and motivation, Support and Resources and Professional and Personal Concerns.*

### I. INTRODUCTION

In schools, teachers aren't always present sometimes they are away for personal reasons, professional development, or illness. When this happens, substitute teachers step in to ensure that learning continues. Their role is important because they help keep classes running smoothly, even if it's just temporary. As stated in the study of Smith and Johnson (2021) found that substitutes frequently struggle to adapt quickly to new classrooms, deal with unfamiliar students, and maintain student engagement, especially when the school environment is not well prepared to support them. Similarly, Ko and Hall (2024) in New Zealand reported that students notice differences in teaching quality when substitutes take over, particularly when lessons are not properly planned or adapted to the class. Torres et al. (2024) also emphasized that the success of substitute teachers depends largely on their ability to manage classrooms efficiently and motivate students despite having little prior information about the students' needs.

Studies reflect similar challenges, according to the study of Garcia (2020) found that substitute teachers often deliver lessons with limited preparation, which can affect both classroom management and student engagement. Reyes (2022) added that students perceive learning disruptions when regular teachers are absent, and that substitute performance can vary widely depending on the teacher's experience and familiarity with the school's routines. From the study, it is clear that substitutes face recurring challenges related to lesson preparation, classroom management, and student engagement. While previous research has highlighted these issues, there is still a need to explore how students themselves perceive the performance of substitute teachers and the challenges encountered by the substitute teachers.

This study aims to identify the performance of substitute teachers in the classroom, focusing on instruction quality, classroom management, and student engagement, while also identifying the challenges they face. Understanding these experiences can help schools develop better support systems for substitutes and ensure that learning remains uninterrupted, even in the absence of regular teachers.

## II. THE STATEMENT OF THE PROBLEM

The purpose of this study is to identify the performance of substitute teacher as described by the school heads, the challenges encountered by the substitute teachers and proposed intervention program to enhance the teaching performance of the substitute teacher.

It specifically aims to respond to the following queries:

1. What is the demographic profile of the school heads respondents in terms of:
  - 1.1 sex;
  - 1.2 Age;
  - 1.3 Position; and
  - 1.4 Number of years in teaching?
2. What are the demographic profile of the teachers-respondents in terms of:
  - 2.1 Age;
  - 2.2 Sex;
  - 2.3 Baccalaureate Degree;
  - 2.4 Years of Teaching;
  - 2.5 Times of teaching substitute;
  - 2.6 Length of substitution?
3. How is the substitute teacher performance be described by the school heads respondents in terms of:
  - 3.1 Content Knowledge and Pedagogy;
  - 3.2 Learning Environment;
  - 3.3 Diversity of Learners;
  - 3.4 Curriculum and Planning;
  - 3.5 Assessment and Reporting;
  - 3.6 Community Linkages and Professional Engagement; and
  - 3.7 Personal Growth and Professional Development?
4. What are the challenges encountered by the substitute teachers in terms of:
  - 4.1 Preparation and Lesson Delivery;
  - 4.2 Classroom management;
  - 4.3 Student engagement and motivation;
  - 4.4 Support and Resources; and
  - 4.5 Professional and Personal Concerns?
5. Is there a significant difference between substitute teacher performance to the demographic profile of the students- respondents?
6. Is there a significant difference between challenges encountered by the substitute teachers to the demographic profile of the teachers- respondents?
7. What will be the intervention program be proposed to enhance the teaching performance of the substitute teacher?

## III. METHODOLOGY

This study employed a descriptive research design using a quantitative approach. It described the demographic profiles of school heads and teacher-respondents, assessed substitute teacher performance, and identified the challenges encountered. It also determined whether significant differences exist between respondents' demographic profiles and substitute teacher performance, as well as the challenges encountered.

Data were collected through a structured survey questionnaire administered to school heads and teachers who had served as substitute teachers. School heads evaluated substitute teacher performance across key domains, while teacher-respondents reported the challenges they experienced.

The study was conducted in selected public secondary schools in Zone 3, Division of Zambales during the School Year 2025–2026. Appropriate descriptive and inferential statistical tools were used to analyze the data. Based on the findings, a proposed intervention program, the Substitute Teacher Enhancement and Support Program (STESP), was developed.

## II. RESULTS AND DISCUSSIONS

### 1. Profile of the school head-respondents.

**Sex.** Out of twenty-four (24) school head-respondents, the majority are female, with seventeen (17) or 70.80%, while seven (7) or 29.20% are male. This finding indicates that leadership positions in the sampled schools are predominantly occupied by female school heads. This pattern reflects the general trend in the education sector where women comprise a large proportion of the teaching workforce and gradually advance to administrative roles. According to the United Nations Educational, Scientific and Cultural Organization (2023), women represent a significant share of educational professionals worldwide, and many of them move into leadership positions as they gain experience and qualifications. Similarly, the Department of Education reports that female educators constitute a large portion of school administrators in Philippine public schools, reflecting the strong presence of women in the education sector. Out of twenty-four (24) respondents, the majority belong to the 41–50 age group, with ten (10) or 41.70%. This is followed by those aged 51 years and above, with nine (9) or 37.50%, while five (5) or 20.80% belong to the 31–40 age bracket. The mean age of the respondents is 45.48 years old. This implies that most school heads are in their middle adulthood, a stage often associated with professional maturity, leadership capability, and extensive experience in the education field. Administrators within this age group are more likely to possess developed management skills and strong decision-making abilities. Research implies that experienced educational leaders tend to demonstrate better organizational management and instructional supervision due to their accumulated professional experiences (Darling-Hammond et al., 2020).

**Position.** Out of twenty-four (24) respondents, the largest groups are Principal I and Principal III, each with seven (7) respondents or 29.20%, Head Teacher III, with four (4) respondents or 16.70%. Meanwhile, Principal II and Head Teacher II each have three (3) respondents or 12.50%. The distribution of positions indicates that the respondents represent various levels of school leadership and administrative responsibility within the district. These positions play vital roles in managing school operations, supervising teachers, and ensuring the effective implementation of educational programs. According to the Department of Education (2020), school heads such as principals and head teachers are responsible for instructional leadership, teacher supervision, and the overall management of school resources to improve teaching and learning outcomes.

**Number of Years in Teaching.** Out of twenty-four (24) respondents, the majority have 7–15 years of teaching experience, with ten (10) respondents or 41.70%. This is followed by those with 3–6 years of experience, with seven (7) or 29.20%, and those with 21 years and above, with six (6) or 25.00%. Only one (1) respondent or 4.20% has 1–3 years of teaching experience. The mean number of years in teaching is 11.23 years. This implies that most of the school heads possess a considerable amount of teaching experience prior to assuming leadership roles. Teaching experience is an important foundation for effective school leadership, as it enables administrators to better understand classroom realities, teacher challenges, and student needs. Studies indicate that administrators with prior teaching experience are more effective in providing instructional guidance and supporting teachers in improving classroom practices (OECD, 2020). Overall, the profile of the school head-respondents indicates that the majority are female, in their mid-career stage, and hold leadership positions such as principal or head teacher with considerable teaching experience. These characteristics implies that the respondents possess the professional background and administrative exposure necessary to provide meaningful insights regarding teaching substitutions performance and the challenges encountered in the District of Botolan, which may serve as a basis for the development of an appropriate intervention program system.

### 2. Profile of the teacher-respondents.

**Sex.** Out of one hundred thirty-five (135) teacher-respondents, the majority are female, with ninety-four (94) or 69.60%, while forty-one (41) or 30.40% are male. This finding indicates that the teaching workforce in the sampled schools is predominantly composed of female educators. This pattern reflects the common trend in the education sector where women constitute a large proportion of teachers, particularly in basic education. Globally, teaching has long been considered a female-dominated profession, especially at the primary and secondary levels. According to the United Nations Educational, Scientific and Cultural Organization (2023), women represent a significant majority of teachers worldwide, demonstrating their strong participation in the education sector. Similarly, the Department of Education (2022) reports that female teachers make up a large share of the public school teaching workforce in the Philippines, indicating their substantial role in the delivery of educational services.

**Age.** Out of the one hundred thirty-five (135) respondents, the majority belong to the 31–40 age group, with fifty-eight (58) or 43.00%. This is followed by teachers aged 41–50, with forty-nine (49) or 36.30%. Meanwhile, seventeen (17) respondents or 12.60% are in the 21–30 age group, while eleven (11) or 8.10% are

51 years old and above. The mean age of the respondents is 39.13 years old. This implies that most of the teacher-respondents are in their early to middle adulthood stage, which is typically associated with professional development, instructional competence, and increased teaching experience. Teachers within this age range often demonstrate a balance between enthusiasm and experience, allowing them to effectively manage classroom instruction and student learning. Studies indicate that educators within this stage of their careers are more capable of adapting instructional strategies and addressing diverse classroom challenges due to accumulated professional experience (OECD, 2020).

**Baccalaureate Degree.** In terms of educational specialization, the largest group of respondents graduated with a Bachelor of Secondary Education major in Social Studies, with twenty-nine (29) or 21.50%. This is followed by BSE English, with twenty-two (22) or 16.30%, BSE Mathematics, with eighteen (18) or 13.30%, BSE Filipino, with sixteen (16) or 11.90%, and BSE Science, with eleven (11) or 8.10%. Meanwhile, thirty-nine (39) respondents or 28.90% fall under other degree specializations. The results indicate that the respondents represent a wide range of academic specializations within the secondary education curriculum. Such diversity is important in ensuring that various subject areas are adequately addressed within the school. According to the Department of Education (2020), teachers' academic preparation and specialization are essential in delivering quality instruction and supporting student achievement. Having teachers from various academic backgrounds also allows schools to effectively manage class substitutions when needed.

**Number of Years in Teaching.** Out of the 135 respondents, the majority have 7–15 years of teaching experience, with sixty-eight (68) or 50.40%. This is followed by those with 4–6 years of teaching experience, with thirty-nine (39) or 28.90%. Meanwhile, eighteen (18) respondents or 13.30% have 1–3 years of teaching experience, while ten (10) or 7.40% have 21 years and above. The mean number of years in teaching is 8.81 years. This indicates that most respondents are already in the mid-stage of their teaching careers, possessing sufficient classroom experience and pedagogical knowledge. Teaching experience plays a significant role in enhancing teachers' instructional skills, classroom management strategies, and ability to respond to students' learning needs. Research implies that teachers with moderate to extensive teaching experience are more effective in adapting to classroom challenges and implementing effective teaching practices (Darling-Hammond et al., 2020).

**Times of Teaching as Substitute.** In terms of the number of times teachers have served as substitutes, the largest group reported substituting 2–5 times, with sixty-seven (67) or 49.60%. This is followed by those who experienced substitution for the first time, with sixty (60) or 44.40%. Meanwhile, eight (8) respondents or 5.90% reported substituting more than ten times. The results indicate that many teachers have already experienced handling substitution duties during their teaching careers. Teaching substitution is a common administrative practice in schools to ensure continuity of instruction when regular teachers are absent due to official duties, leave, or other reasons. According to the Department of Education (2022), teachers may be temporarily assigned to handle classes of absent colleagues to ensure that learning activities continue without interruption.

**Length of Substitution.** In terms of the duration of substitution assignments, the majority of respondents reported substituting for more than one month, with ninety-six (96) or 71.10%. This is followed by those who substituted for 3–4 weeks, with fourteen (14) or 10.40%, and 1–2 weeks, with eleven (11) or 8.10%. Meanwhile, ten (10) respondents or 7.40% experienced substitution for one day, while four (4) or 3.00% substituted for less than one week. The mean length of substitution is four weeks. This implies that many teachers are assigned substitution responsibilities for extended periods, which may require them to manage additional workloads and instructional responsibilities. Extended substitution assignments may require teachers to adjust lesson plans, manage unfamiliar classes, and maintain the continuity of instruction. Studies implies that prolonged substitution assignments may increase teachers' workload and require additional support to ensure effective classroom management and learning continuity (Ingersoll & Strong, 2021).

The profile of the teacher-respondents indicates that the majority are female educators in their early to middle adulthood stage, with diverse academic specializations and moderate teaching experience. Many of them have already served as substitute teachers multiple times, with some handling substitution assignments for extended periods of more than a month. These characteristics implies that the respondents possess sufficient professional exposure and practical experience to provide reliable insights regarding teaching substitutions performance and the challenges encountered. Their experiences may serve as a valuable basis for identifying existing challenges and developing an appropriate intervention program aimed at improving substitution practices and supporting teachers assigned to these responsibilities.

### 3. Performance of substitute teachers described by the school head respondents.

**Table 1**

**Summary of the Performance of substitute teachers described by the school head respondents**

	<b>Dimensions</b>	<b>Overall Weighted Mean</b>	<b>Qualitative Interpretation</b>	<b>Rank</b>
1	Content Knowledge and Pedagogy	3.39	Strongly Agree	5
2	Learning Environment	3.72	Strongly Agree	1
3	Diversity of Learners	3.56	Strongly Agree	2.5
4	Curriculum and Planning	3.56	Strongly Agree	2.5
5	Assessment and Reporting	3.28	Strongly Agree	6
6	Community Linkages and Professional Engagement	3.25	Strongly Agree	7
7	Personal Growth and Professional Development	3.44	Strongly Agree	4
	<b>Overall Weighted Mean</b>	<b>3.46</b>	<b>Strongly Agree</b>	

Table 1 presents a summary of the performance of substitute teachers across all seven dimensions as described by the school head-respondents. The table highlights the overall weighted mean, qualitative interpretation, and rank for each domain.

The highest-ranked dimension is Learning Environment, with a weighted mean of 3.72, interpreted as Strongly Agree. This indicates that substitute teachers are perceived to be most effective in creating safe, inclusive, and purposeful learning environments. They manage classroom activities, support learner participation, and establish a positive learning climate even during temporary assignments. According to Cahapay (2021) emphasized that teachers who foster inclusive and supportive classroom environments enhance student engagement and learning outcomes. Similarly, Kraft et al. (2018) found that classroom climate and instructional support are critical predictors of student achievement and teacher effectiveness.

The second highest-ranked dimensions, tied at rank 2.5, are Diversity of Learners and Curriculum and Planning, both with a weighted mean of 3.56, interpreted as Strongly Agree. This implies that substitute teachers are competent in adapting instruction to meet learners' diverse needs and in effectively planning lessons aligned with learning competencies. They demonstrate sensitivity to learners' cultural, linguistic, and socio-economic backgrounds while utilizing available resources, including ICT, to enrich learning. The study of Alvarez & Martin (2023) noted that differentiated instruction and responsive lesson planning are key strategies in inclusive Philippine classrooms. Similarly, Florian & Black-Hawkins (2021) highlighted that inclusive pedagogy and flexible curriculum planning improve learning for diverse student populations.

The lowest-ranked dimension is Community Linkages and Professional Engagement, with a weighted mean of 3.25, still interpreted as Strongly Agree. This indicates that while substitute teachers are generally professional and engage with the community, it is less emphasized compared to classroom-centered dimensions. Temporary assignments may limit their opportunities to engage extensively with parents and the community. The study of Talino & Buenaventura (2021) found that community engagement improves student outcomes but requires sustained teacher presence, which may be constrained for substitutes. Epstein (2018) confirmed that effective community partnerships are essential for holistic student development but are challenging for short-term teaching staff.

Other dimensions, such as Personal Growth and Professional Development (3.44, rank 4), Content Knowledge and Pedagogy (3.39, rank 5), and Assessment and Reporting (3.28, rank 6), also scored Strongly Agree, indicating that substitute teachers demonstrate high competence in professional growth, subject mastery, pedagogical practice, and assessment implementation. These competencies ensure instructional continuity, quality teaching, and learner engagement during temporary teaching assignments.

The overall weighted mean of 3.46, interpreted as Strongly Agree, imply that substitute teachers are generally highly competent across multiple dimensions of teaching performance. This demonstrates that despite temporary assignments, substitute teachers can maintain instructional quality, support diverse learners, and sustain positive classroom and professional practices, contributing meaningfully to student learning outcomes and the overall school environment.

#### 4. Challenges encountered by substitute teachers.

**Table 2 : Summary of the challenges encountered by substitute teachers**

	Dimensions	Overall Weighted Mean	Qualitative Interpretation	Rank
1	Preparation and Lesson Delivery	2.14	Sometimes	1
2	Classroom Management	2.02	Sometimes	2
3	Student Engagement and Motivation	2.01	Sometimes	3
4	Support and Resources	1.86	Sometimes	5
5	Professional and Personal Concerns	1.87	Sometimes	4
	<b>Overall Weighted Mean</b>	<b>1.98</b>	<b>Sometimes</b>	

Table 2 presents the overall summary of the challenges encountered by substitute teachers across five dimensions: Preparation and Lesson Delivery, Classroom Management, Student Engagement and Motivation, Support and Resources, and Professional and Personal Concerns. The highest-ranked dimension is Preparation and Lesson Delivery, with an overall weighted mean of 2.14, interpreted as *Sometimes*. This indicates that substitutes most frequently experience challenges related to teaching unfamiliar subjects, adapting to the regular teacher's style, and maintaining lesson continuity. The study of Javines and Azarias (2024) reported that substitute teachers face difficulties in lesson delivery due to incomplete lesson plans and unclear objectives. While according to Sullivan et al. (2026) emphasized that teaching unfamiliar subjects and adapting to pre-existing lesson plans are common challenges for substitute teachers worldwide.

The second highest-ranked dimension is Classroom Management, with an overall weighted mean of 2.02, interpreted as *Sometimes*. This implies that maintaining order, managing large classes, and handling disruptive behaviors are frequent challenges. Dela Cruz and Valdez (2023) found that Philippine substitute teachers often struggle with classroom management due to large class sizes and limited support. Similarly, Blatchford, Bassett, and Brown (2022) highlighted that large class sizes and student noncompliance consistently challenge teachers' ability to maintain effective classroom management.

The lowest-ranked dimension is Support and Resources, with an overall weighted mean of 1.86, interpreted as *Sometimes*. Although still challenging, this indicates that substitutes are slightly less affected by limited support and resources compared to instructional and classroom management issues. Garcia and Mendoza (2023) noted that restricted access to teaching materials and insufficient administrative support hinder the effectiveness of substitute teachers, while OECD (2021) highlighted the importance of adequate resources for maintaining instructional quality in temporary teaching assignments.

The overall weighted mean across all five dimensions is 1.98, interpreted as *Sometimes*, indicating that substitute teachers experience moderate challenges in performing their roles effectively. These results underscore the importance of improving lesson preparation support, classroom management strategies, student engagement techniques, and access to resources and mentoring to enhance the performance and well-being of substitute teachers. The findings imply that targeted interventions, structured orientation programs, and adequate administrative and collegial support could help mitigate these challenges and ensure continuity of learning in schools.

#### 5. Test of difference between substitute teacher performance as described by the school heads respondents when grouped according to their demographic profile.

##### 5.1 Content Knowledge and Pedagogy

The significance value for **sex** is 0.187. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in performance between male and female substitute teachers. This implies that gender does not influence perceived competence in content knowledge or pedagogical skills. Similar findings by Baluyos and Rivera (2022), who found that teacher performance is not significantly affected by sex, and also aligns from the study of König, Blömeke, and Kaiser (2021) noted that teacher gender has minimal impact on instructional quality when other professional competencies are considered.

The significance value for **age** is 0.057. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in performance across different age groups. This implies that age does not necessarily influence a substitute teacher's mastery of content or pedagogy. As stated to the study of Salvador and Cabalquinto (2023) found that teaching effectiveness is influenced more by experience and instructional strategies than chronological age, and

according to Darling-Hammond, Hyler, and Gardner (2020) emphasized that teacher effectiveness is linked to professional knowledge and training rather than age.

The significance value for **position** is 0.096. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in performance across different positions held by substitute teachers. This implies that whether a teacher holds a higher rank or position within the school does not significantly alter perceived competence in content knowledge and pedagogy.

Finally, for **number of years in teaching**, the significance value is 0.191, Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance.

This implies that even teachers with fewer years of experience can perform comparably to more experienced colleagues when assigned temporarily. This aligns with findings from Barrot (2021), which indicate that professional competence can be maintained through effective preparation and instructional strategies rather than relying solely on experience.

The results show **no significant differences** in substitute teacher performance in terms of Content Knowledge and Pedagogy based on sex, age, position, or number of years in teaching. This implies that substitute teachers, regardless of demographic profile, are generally perceived to have comparable mastery of subject content and instructional skills during temporary assignments.

### 5.2 Learning Environment

The significance value for **sex** is **0.605**. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of learning environment when grouped according to sex. This implies that gender does not significantly influence how substitute teachers establish and manage a positive learning environment in the classroom.

According to the study of David and Albert (2022) found that the ability of teachers to create supportive and inclusive learning environments is more strongly associated with instructional competence and classroom management skills rather than gender differences. Similarly, Hattie (2023) emphasized that effective learning environments depend largely on teacher practices such as clarity, feedback, and classroom organization rather than demographic characteristics.

The significance value for **age** is 0.669. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of learning environment across different age groups. This implies that the ability of substitute teachers to establish a conducive learning environment is not determined by their age. The study of Corpuz and Salandanan (2021) reported that teachers of different age groups can equally promote effective classroom climates when they apply appropriate teaching strategies and classroom management practices. Likewise, Pianta, Hamre, and Allen (2021) highlighted that the quality of teacher-student interactions and classroom climate is influenced more by professional competencies and interpersonal skills than by the teacher's age.

The significance value for **position** is 0.251. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences in substitute teacher performance in terms of learning environment when grouped according to position. This implies that teachers holding different positions within the school demonstrate comparable abilities in maintaining a supportive and orderly classroom atmosphere. According to Llego (2022), creating a positive learning environment requires effective communication, classroom management, and learner-centered practices that can be demonstrated by teachers regardless of their rank or designation.

Finally, for **number of years in teaching**, the significance value is 0.318, Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of learning environment. This implies that even teachers with fewer years of teaching experience can create a classroom environment that supports learning and participation. As the results to the study of Jennings and Greenberg (2020) found that teachers' social-emotional competence and classroom management strategies play a more significant role in establishing a positive learning environment than years of teaching experience.

Overall, the results collectively show no significant differences in substitute teacher performance in terms of Learning Environment based on sex, age, position, or number of years in teaching. This implies that substitute teachers, regardless of their demographic characteristics, are generally capable of maintaining a supportive and conducive learning environment during temporary teaching assignments.

### 5.3 Diversity of Learners

The significance value for **sex** is 0.384. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute

teacher performance in terms of addressing the diversity of learners when grouped according to sex. This implies that both male and female substitute teachers demonstrate comparable abilities in responding to learners' varied needs, backgrounds, and learning styles. Similar to the study of Garcia and Torres (2022) found that teachers' capacity to address learner diversity depends more on inclusive teaching strategies and professional preparation rather than gender differences. Also, Tomlinson (2021) emphasized that effective instruction for diverse learners relies on differentiated instruction, flexible teaching strategies, and responsive classroom practices regardless of teacher gender.

The significance value for **age** is 0.651. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of diversity of learners across different age groups. This implies that teachers of varying ages are equally capable of addressing the diverse academic, cultural, and social needs of students. According to Ornstein and Lasley (2020) highlighted that teachers' responsiveness to learner diversity is primarily shaped by pedagogical knowledge and awareness of inclusive practices rather than chronological age. Likewise, OECD (2020) reported that teachers across age groups can effectively support diverse learners when they apply adaptive teaching strategies and inclusive classroom practices.

The significance value for **position** is 0.718. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of addressing diversity of learners when grouped according to position. This implies that teachers holding different positions within the school demonstrate similar competencies in adapting instruction to meet varied learner needs. According to DepEd (2020), inclusive education practices require teachers to recognize learner diversity and implement strategies that promote equitable participation and learning opportunities for all students regardless of their abilities or backgrounds.

Finally, for **number of years in teaching**, the significance value is 0.647, Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of addressing diversity of learners. This implies that both less experienced and more experienced teachers can demonstrate comparable abilities in adapting instruction to accommodate different learners. Cited to the study of Florian and Black-Hawkins (2021) emphasized that inclusive teaching practices can be effectively implemented by teachers at different career stages when they apply appropriate instructional strategies and maintain awareness of learners' diverse needs.

The results show no significant differences in substitute teacher performance in terms of Diversity of Learners based on sex, age, position, or number of years in teaching. This implies that substitute teachers, regardless of their demographic profile, are generally capable of addressing learner diversity and implementing inclusive practices during temporary teaching assignments.

#### 5.4 Curriculum and Planning

The significance value for **sex** is 0.138. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of curriculum and planning when grouped according to sex. This implies that both male and female substitute teachers demonstrate comparable abilities in preparing lessons, organizing instructional content, and aligning teaching activities with curriculum standards. The study of Llego (2022) found that teachers' competence in curriculum planning is primarily influenced by professional preparation and familiarity with instructional objectives rather than gender differences. Similarly, Wiggins and McTighe (2021) emphasized that effective curriculum planning relies on teachers' understanding of learning goals, assessment alignment, and instructional design regardless of demographic characteristics.

The significance value for **age** is 0.510. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of curriculum and planning across different age groups. This implies that teachers of varying ages are equally capable of organizing lessons and aligning instructional activities with curriculum requirements. A study by Ornstein and Hunkins (2020) highlighted that curriculum planning skills are developed through training, teaching preparation, and familiarity with learning standards rather than the age of the teacher.

However, the significance value for **position** is 0.012, which is less than ( $<$ ) 0.05 Alpha Level of Significance. Therefore, the null hypothesis is rejected, indicating that there is a significant difference in substitute teacher performance in terms of curriculum and planning when grouped according to position. This implies that teachers holding different positions within the school may demonstrate varying levels of competence in curriculum planning and instructional organization. Teachers occupying higher positions or those with additional responsibilities may have more experience in designing lesson plans, aligning objectives with curriculum standards, and coordinating instructional activities. According to DepEd (2020), teachers who assume higher roles or leadership responsibilities often engage more actively in curriculum planning and instructional supervision, which may enhance their competence in curriculum implementation.

Finally, for **number of years in teaching**, the significance value is 0.806, Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of curriculum and planning. This implies that both less experienced and more experienced teachers can demonstrate similar abilities in preparing lessons and implementing curriculum standards when assigned as substitute teachers. The study of Darling-Hammond and Bransford (2020) emphasized that effective curriculum planning is strongly influenced by teachers' pedagogical knowledge and training rather than simply the number of years spent in the teaching profession.

The results show that sex, age, and number of years in teaching do not significantly influence substitute teacher performance in terms of curriculum and planning. However, position shows a significant difference, implying that teachers occupying different roles within the school may demonstrate varying levels of competence in curriculum planning and instructional organization. This indicates that professional roles and responsibilities within the school may influence how teachers plan and implement instructional activities during substitute teaching assignments.

### 5.5 Assessment and Reporting

The significance value for **sex** is 0.362. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences in substitute teacher performance in terms of assessment and reporting when grouped according to sex. This implies that both male and female substitute teachers demonstrate comparable competence in evaluating student learning, administering assessments, and reporting academic progress. As cited in the study of Dela Cruz and Villanueva (2022) found that teachers' effectiveness in classroom assessment is influenced more by their understanding of assessment strategies and instructional practices rather than gender. Similarly, Brookhart (2021) emphasized that effective classroom assessment depends largely on teachers' ability to design appropriate evaluation methods and provide meaningful feedback regardless of demographic characteristics.

The significance value for **age** is 0.920. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of assessment and reporting across different age groups. This implies that teachers of varying ages are equally capable of conducting assessments and documenting learners' progress effectively. According to Popham (2020), effective assessment practices rely on teachers' knowledge of assessment principles, including validity, reliability, and feedback, rather than their age or generational background.

The significance value for **position** is 0.339. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of assessment and reporting when grouped according to position. This implies that teachers occupying different positions within the school demonstrate similar competencies in assessing learners and reporting their performance. The Department of Education (DepEd, 2020) emphasizes that all teachers, regardless of rank or designation, are expected to implement assessment practices aligned with curriculum standards and learning objectives.

Finally, for **number of years in teaching**, the significance value is 0.364, which is greater than 0.05. The null hypothesis is accepted, indicating that the length of teaching experience does not significantly affect substitute teacher performance in terms of assessment and reporting. This implies that both less experienced and more experienced teachers can demonstrate comparable abilities in evaluating student learning outcomes and maintaining accurate academic records. Heritage (2021) highlighted that teachers' assessment competence is developed through professional learning and familiarity with assessment tools rather than simply the number of years spent in the teaching profession.

The results show no significant differences in substitute teacher performance in terms of Assessment and Reporting based on sex, age, position, or number of years in teaching. This indicates that substitute teachers, regardless of their demographic characteristics, are generally capable of implementing appropriate assessment practices and reporting learners' academic performance during temporary teaching assignments.

### 5.6 Community Linkages and Professional Engagement

The significance value for **sex** is 0.459. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences in substitute teacher performance in terms of community linkages and professional engagement when grouped according to sex. This implies that both male and female substitute teachers demonstrate comparable levels of participation in school-community partnerships and professional activities. In the study of Santos and Bautista (2022) found that teachers' involvement in community-related activities and professional engagement is influenced more by institutional support and professional commitment rather than gender. Similarly, Epstein (2021) study emphasized that effective school-community partnerships depend on collaborative practices and communication between teachers, parents, and stakeholders regardless of demographic characteristics.

The significance value for **age** is 0.376. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences in substitute

teacher performance in terms of community linkages and professional engagement across different age groups. This implies that teachers of different ages are equally capable of participating in professional collaboration and building relationships with parents and community members. According to Goodwin (2020), professional engagement among teachers is largely shaped by collaborative culture and professional learning opportunities rather than age differences.

The significance value for **position** is 0.124. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of community linkages and professional engagement when grouped according to position. This implies that teachers occupying different positions within the school demonstrate similar levels of participation in professional collaboration and community-related initiatives. The Department of Education (DepEd, 2020) emphasizes that all teachers, regardless of rank or designation, share the responsibility of strengthening partnerships with parents, stakeholders, and the wider community to support learners' development.

Finally, for **number of years in teaching**, the significance value is 0.807. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of community linkages and professional engagement. This implies that both less experienced and more experienced teachers can demonstrate similar levels of participation in professional collaboration and community engagement activities. Day and Gu (2020) highlighted that teachers' professional engagement and collaboration are strongly influenced by professional values, school culture, and opportunities for collaboration rather than the number of years in teaching.

The results show no significant differences in substitute teacher performance in terms of Community Linkages and Professional Engagement based on sex, age, position, or number of years in teaching. This indicates that substitute teachers, regardless of their demographic characteristics, are generally capable of participating in professional collaboration and establishing connections with the school community during temporary teaching assignments.

### 5.7 Personal Growth and Professional Development

The significance value for **sex** is 0.109. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences in substitute teacher performance in terms of personal growth and professional development when grouped according to sex. This implies that both male and female substitute teachers demonstrate comparable levels of engagement in activities that support their professional learning and personal improvement. As cited in the study of Torres and De Guzman (2022) found that teachers' participation in professional development activities is largely influenced by their motivation to improve teaching competence and institutional support rather than gender differences. Similarly, Avalos (2021) emphasized that professional growth among teachers depends on opportunities for learning, collaboration, and reflective practice regardless of demographic characteristics.

The significance value for **age** is 0.906. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of personal growth and professional development across different age groups. This implies that teachers of different ages are equally capable of engaging in activities that enhance their professional competence and teaching effectiveness. According to Villegas-Reimers (2020), professional development is a continuous process that supports teachers throughout their careers and is not limited by age or career stage.

The significance value for **position** is 0.691. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of personal growth and professional development when grouped according to position. This implies that teachers occupying different positions within the school demonstrate similar commitment to improving their professional knowledge and skills. The Department of Education (DepEd, 2020) highlights that continuous professional development is expected from all teachers as part of the Philippine Professional Standards for Teachers (PPST), regardless of rank or designation.

Finally, for **number of years in teaching**, the significance value is 0.490. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in substitute teacher performance in terms of personal growth and professional development. This implies that both less experienced and more experienced teachers can demonstrate similar levels of engagement in professional learning opportunities and reflective teaching practices. Align from the study of Desimone and Garet (2020) highlighted that teachers' participation in professional development activities is influenced more by access to training programs and collaborative learning opportunities than by the number of years they have spent in the profession.

The results show no significant differences in substitute teacher performance in terms of Personal Growth and Professional Development based on sex, age, position, or number of years in teaching. This indicates that substitute teachers, regardless of their demographic characteristics, demonstrate comparable levels of commitment to continuous professional learning and self-improvement during their teaching assignments.

## **6. Is there a significant difference in the challenges encountered by substitute teachers when grouped according to their demographic profile.**

### **6.1 Preparation and Lesson Delivery**

The significance value for **age** is 0.489. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in the challenges encountered by substitute teachers in terms of preparation and lesson delivery when grouped according to age. This implies that substitute teachers across different age groups experience similar difficulties in preparing lessons, organizing instructional materials, and delivering classroom instruction during substitution assignments. A study by Richards and Farrell (2020) emphasized that lesson preparation challenges are commonly experienced by teachers regardless of age, especially when they are required to adapt quickly to unfamiliar classroom situations.

The significance value for **sex** is 0.965. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences in the challenges encountered by substitute teachers in terms of preparation and lesson delivery when grouped according to sex. This implies that both male and female substitute teachers encounter comparable challenges in organizing lesson plans and managing instructional delivery. According to Stronge (2021), the effectiveness of lesson delivery is influenced more by instructional planning and classroom experience rather than gender differences.

The significance value for **baccalaureate degree** is 0.683. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant difference in the challenges encountered by substitute teachers in terms of preparation and lesson delivery when grouped according to their baccalaureate degree. This implies that teachers with different undergraduate specializations experience similar levels of difficulty in preparing and delivering lessons when assigned as substitute teachers. Ornstein and Lasley (2020) explained that instructional preparation often requires teachers to adjust to curriculum requirements and classroom contexts regardless of their academic specialization.

The significance value for **years of teaching** is 0.482. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences in the challenges encountered by substitute teachers in terms of preparation and lesson delivery when grouped according to their years of teaching. This implies that both less experienced and more experienced teachers face similar challenges when required to prepare lessons quickly for unfamiliar classes. A study by Kyriacou (2020) noted that time constraints and unfamiliar teaching contexts can affect lesson preparation even for experienced teachers.

The significance value for **times of teaching as substitute** is **0.635**. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences in the challenges encountered by substitute teachers in terms of preparation and lesson delivery when grouped according to the number of times they have served as substitute teachers. This implies that substitute teachers may continue to experience similar challenges regardless of how frequently they perform substitution duties. According to Glatthorn, Boschee, and Whitehead (2021), effective lesson preparation often depends on the availability of instructional materials and clear lesson plans rather than the frequency of substitution assignments.

Finally, the significance value for **length of substitution** is 0.648, which is greater than 0.05. The null hypothesis is accepted, indicating that the duration of substitution does not significantly affect the challenges encountered by substitute teachers in terms of preparation and lesson delivery. This implies that substitute teachers encounter similar instructional preparation difficulties whether their teaching assignment is short-term or long-term. Marzano (2020) emphasized that effective lesson planning requires adequate preparation time and access to teaching resources, which may not always be available during substitute teaching assignments.

The results show no significant differences in the challenges encountered by substitute teachers in terms of Preparation and Lesson Delivery based on age, sex, baccalaureate degree, years of teaching, number of times teaching as substitute, and length of substitution. This implies that substitute teachers, regardless of their demographic characteristics, tend to experience similar challenges in preparing and delivering lessons during temporary teaching assignments.

### **6.2 Classroom Management**

The significance value for **age** is 0.321. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences implies in the classroom management challenges encountered by substitute teachers when grouped according to age. This implies that substitute teachers from different age groups experience similar difficulties in managing student behavior, maintaining classroom order, and ensuring a conducive learning environment. According to Emmer and Sabornie (2021), classroom management challenges are often related to situational factors such as student behavior and classroom context rather than the teacher's age.

The significance value for **sex** is 0.545. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences implies in the classroom management challenges encountered by substitute teachers when grouped according to sex. This implies that both male and female substitute teachers experience similar levels of difficulty in establishing authority and maintaining discipline in unfamiliar classrooms. A study by Jones and Jones (2020) explained that effective classroom management is primarily influenced by teachers' strategies, communication skills, and consistency in enforcing rules rather than gender differences.

The significance value for **baccalaureate degree** is 0.807. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences implies in the classroom management challenges encountered by substitute teachers when grouped according to their baccalaureate degree. This implies that teachers with different academic specializations encounter comparable classroom management difficulties during substitute teaching assignments. According to Marzano (2020), classroom management effectiveness depends largely on teachers' ability to implement clear expectations, routines, and behavioral strategies rather than their academic specialization.

However, the significance value for **years of teaching** is 0.029, which is less than 0.05. Therefore, the null hypothesis is rejected, indicating that there is a significant difference in the classroom management challenges encountered by substitute teachers when grouped according to their years of teaching. This implies that teaching experience influences how teachers manage classroom behavior and maintain discipline. Teachers with more years of experience may develop stronger classroom management strategies and greater confidence in handling disruptive behaviors. According to Evertson and Weinstein (2020), experienced teachers often develop more effective classroom management techniques through repeated exposure to classroom situations and reflective teaching practices.

The significance value for **times of teaching as substitute** is 0.774. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences implies in classroom management challenges based on the number of times teachers have served as substitutes. This implies that substitute teachers may experience similar classroom management difficulties regardless of how frequently they perform substitution assignments. A study by Wong and Wong (2021) noted that managing student behavior effectively requires consistent classroom routines and established teacher-student relationships, which substitute teachers may find challenging due to the temporary nature of their assignments.

Finally, the significance value for **length of substitution** is 0.188, which is greater than 0.05. The null hypothesis is accepted, indicating that the duration of substitution does not significantly affect the classroom management challenges encountered by substitute teachers. This implies that substitute teachers experience similar classroom management issues whether their assignments are short-term or extended. According to Stronge (2021), classroom management challenges are often influenced by classroom dynamics and student characteristics rather than the length of time a teacher spends in the class.

Overall, the results show that age, sex, baccalaureate degree, times of teaching as substitute, and length of substitution do not significantly influence the classroom management challenges encountered by substitute teachers. However, years of teaching shows a significant difference, implying that teaching experience plays an important role in how teachers manage classroom behavior and maintain an effective learning environment.

### 6.3 Student Engagement and Motivation

Table 26 presents the Analysis of Variance conducted to test differences in the challenges encountered by substitute teachers in terms of Student Engagement and Motivation when grouped according to their demographic profiles.

The significance value for **age** is 0.930. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences implies in the challenges encountered by substitute teachers in terms of student engagement and motivation when grouped according to age. This implies that substitute teachers from different age groups experience similar difficulties in capturing students' interest, encouraging participation, and maintaining learners' motivation during lessons. According to Skinner and Belmont (2020), student engagement is influenced largely by instructional strategies, classroom climate, and teacher-student interactions rather than the teacher's age.

The significance value for **sex** is 0.288. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences implies in the challenges encountered by substitute teachers in terms of student engagement and motivation when grouped according to sex. This implies that both male and female substitute teachers encounter comparable challenges in motivating students and sustaining their active participation in classroom activities. A study by Fredricks, Blumenfeld, and Paris (2021) emphasized that student engagement depends more on the quality of instructional practices and classroom relationships than on teacher gender.

The significance value for **baccalaureate degree** is 0.134. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences implies in the challenges encountered by substitute teachers in terms of student engagement and motivation when grouped according to their baccalaureate degree. This implies that teachers with different academic backgrounds encounter similar challenges in encouraging students to actively participate in learning tasks. According to Schunk and DiBenedetto (2020), student motivation is influenced by instructional design, meaningful learning activities, and supportive classroom environments rather than the teacher's field of specialization.

However, the significance value for **years of teaching** is 0.034, which is less than 0.05. Therefore, the null hypothesis is rejected, indicating that there is a significant difference in the challenges encountered by substitute teachers in terms of student engagement and motivation when grouped according to their years of teaching. This implies that teaching experience influences how teachers motivate students and sustain their engagement in classroom activities. Teachers with more years of experience may have developed more effective strategies for encouraging participation and addressing learners' motivational needs. According to Hattie (2023), experienced teachers tend to apply varied instructional approaches and feedback strategies that can significantly improve student engagement and learning outcomes.

The significance value for **times of teaching as substitute** is 0.301. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences implies in student engagement and motivation challenges based on the number of times teachers have served as substitute teachers. This implies that substitute teachers may continue to experience similar difficulties in motivating students regardless of how frequently they perform substitution assignments. Wentzel and Miele (2021) noted that motivating students often requires established relationships and consistent classroom routines, which may be difficult for substitute teachers to develop due to the temporary nature of their assignments.

Finally, the significance value for **length of substitution** is 0.065, which is greater than 0.05. The null hypothesis is accepted, indicating that the duration of substitution does not significantly affect the challenges encountered by substitute teachers in terms of student engagement and motivation. This implies that substitute teachers experience similar engagement-related challenges whether their teaching assignments are short-term or extended. According to Ryan and Deci (2020), student motivation is strongly influenced by autonomy, competence, and relatedness in the learning environment rather than the length of time a teacher spends with the class.

The results indicate that age, sex, baccalaureate degree, times of teaching as substitute, and length of substitution do not significantly influence the challenges encountered by substitute teachers in terms of student engagement and motivation. However, years of teaching shows a significant difference, implying that teaching experience plays an important role in how teachers motivate students and sustain engagement in classroom activities.

#### 6.4 Support and Resources

The significance value for **age** is 0.774. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences implies in the challenges encountered by substitute teachers in terms of support and resources when grouped according to age. This implies that substitute teachers from different age groups experience similar levels of difficulty related to access to instructional materials, administrative assistance, and other resources necessary for effective teaching. According to Darling-Hammond et al. (2020), adequate institutional support and access to teaching resources are essential factors influencing teacher effectiveness regardless of age.

However, the significance value for **sex** is 0.037, which is less than 0.05. Therefore, the null hypothesis is rejected, indicating that there is a significant difference in the challenges encountered by substitute teachers in terms of support and resources when grouped according to sex. This implies that male and female substitute teachers may experience varying levels of access to support systems or instructional resources during their teaching assignments. A study by OECD (2020) highlighted that teachers' perceptions of institutional support and availability of teaching resources can differ depending on contextual and demographic factors, which may influence how they experience challenges in the workplace.

The significance value for **baccalaureate degree** is 0.811. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences in the challenges encountered by substitute teachers in terms of support and resources when grouped according to their baccalaureate degree. This implies that teachers with different academic specializations experience similar challenges in accessing instructional materials, classroom tools, and administrative support. According to Fullan (2020), access to educational resources and institutional support systems is generally determined by school policies and organizational structures rather than teachers' academic backgrounds.

The significance value for **years of teaching** is 0.002, which is less than 0.05. Therefore, the null hypothesis is rejected, indicating that there is a significant difference in the challenges encountered by substitute teachers in terms of support and resources when grouped according to their years of teaching. This implies that teaching experience influences how teachers perceive and utilize available support systems and instructional resources. More experienced teachers may have greater familiarity with school procedures and support networks, allowing them to access resources more effectively. According to Hargreaves and Fullan (2020), experienced teachers often develop stronger professional networks and collaborative relationships that provide additional support in addressing instructional challenges.

The significance value for **times of teaching as substitute** is 0.374. Since the p-value is greater than ( $>$ ) 0.05 Alpha Level Significance, hence the null hypothesis is accepted, therefore there is no significant differences in the challenges encountered by substitute teachers in terms of support and resources based on the number of times they have served as substitute teachers. This implies that substitute teachers may experience similar challenges related to instructional materials and institutional support regardless of how frequently they perform substitution duties.

Finally, the significance value for **length of substitution** is 0.870, which is greater than 0.05. The null hypothesis is accepted, indicating that the duration of substitution does not significantly affect the challenges encountered by substitute teachers in terms of support and resources. This implies that substitute teachers experience comparable levels of difficulty in accessing resources and support whether their assignments are short-term or extended. According to Ingersoll, Merrill, and Stuckey (2021), institutional support and access to teaching resources play a crucial role in teacher effectiveness regardless of the duration of teaching assignments.

Overall, the results indicate that age, baccalaureate degree, times of teaching as substitute, and length of substitution do not significantly influence the challenges encountered by substitute teachers in terms of support and resources. However, sex and years of teaching show significant differences, implying that these demographic factors may influence how substitute teachers experience access to instructional materials, institutional assistance, and other support systems necessary for effective teaching.

### 6.5 Professional and Personal Concerns

The significance value for **age** is 0.176. Since the p-value is greater than **0.05**, the null hypothesis is accepted, indicating that there is no significant difference in the professional and personal concerns encountered by substitute teachers when grouped according to age. This implies that substitute teachers across different age groups tend to experience similar levels of professional and personal challenges during their teaching assignments. According to Collie, Shapka, and Perry (2020), work-related stress and professional concerns among teachers are often influenced more by working conditions and organizational support than by age differences.

The significance value for **sex** is 0.378. Since the p-value is greater than **0.05**, the null hypothesis is accepted, indicating that there is no significant difference in the challenges encountered by substitute teachers in terms of professional and personal concerns when grouped according to sex. This implies that both male and female substitute teachers experience comparable professional pressures and personal concerns during substitution assignments. Similarly, Klassen and Chiu (2019) emphasized that teacher stress and well-being are largely influenced by workload, classroom conditions, and administrative expectations rather than gender differences.

The significance value for **baccalaureate degree** is 0.406. Since the p-value is greater than 0.05, the null hypothesis is accepted, indicating that there is no significant difference in the professional and personal concerns encountered by substitute teachers when grouped according to their academic degree. The type of undergraduate degree does not significantly influence the professional pressures or personal challenges experienced by substitute teachers. Ingersoll, Merrill, and Stuckey (2021) noted that many challenges teachers encounter are associated with workplace realities rather than differences in academic preparation alone.

The significance value for **years of teaching** is 0.116. Since the p-value is greater than 0.05, the null hypothesis is accepted, indicating that the length of teaching experience does not significantly affect the professional and personal concerns encountered by substitute teachers. This implies that both novice and experienced teachers may face similar levels of stress, workload concerns, and job-related uncertainties when assigned as substitutes. According to Skaalvik and Skaalvik (2020), teachers across different levels of

experience may experience similar emotional and professional challenges, particularly when working under demanding conditions.

The significance value for **times of teaching as substitute** is 0.554. Since the p-value is greater than **0.05**, the null hypothesis is accepted, indicating that the frequency of serving as a substitute teacher does not significantly affect the professional and personal concerns experienced by the teachers. Implying that whether teachers serve occasionally or frequently as substitutes, they generally encounter comparable professional pressures and personal challenges during temporary teaching assignments.

Finally, the significance value for **length of substitution** is 0.919. Since the p-value is greater than 0.05, the null hypothesis is accepted, indicating that the duration of substitution assignments does not significantly influence the professional and personal concerns encountered by substitute teachers. This implies that substitute teachers may experience similar professional stress and personal adjustments regardless of whether the substitution period is short-term or extended.

Overall, the results show no significant differences in the challenges encountered by substitute teachers in terms of Professional and Personal Concerns when grouped according to age, sex, baccalaureate degree, years of teaching, times of teaching as substitute, and length of substitution. This indicates that substitute teachers tend to experience similar professional pressures and personal concerns regardless of their demographic characteristics.

## **7. A school-based intervention program entitled *Substitute Teacher Enhancement and Support Program (STESP)* is proposed to enhance the teaching performance of substitute teachers**

### **A. Project Title: *Substitute Teacher Enhancement and Support Program (STESP)***

**I.** The proposed Substitute Teacher Enhancement and Support Program (STESP) is grounded on the findings of the study, which revealed that substitute teachers demonstrated a commendable level of teaching performance as assessed by school heads. Despite this positive result, relatively lower performance was observed in the areas of Assessment and Reporting and Community Linkages and Professional Engagement, indicating specific domains that require further enhancement.

Moreover, substitute teachers reported that they sometimes encounter challenges, particularly in preparation and lesson delivery, classroom management, and student engagement and motivation. These recurring challenges suggest that while substitute teachers are generally competent, they may lack consistent support, adequate preparation, and access to instructional resources necessary for effective teaching, especially in dynamic classroom situations.

Given these findings, there is a clear need for a structured, responsive, and school-based intervention program that will address identified gaps while sustaining existing strengths. The STESP is therefore proposed to provide targeted capacity-building activities, mentoring support, and collaborative opportunities aimed at improving instructional practices, strengthening professional competencies, and enhancing overall teaching effectiveness.

Furthermore, the program supports the goal of ensuring continuity and quality of instruction, particularly in situations where substitute teachers play a critical role in maintaining the teaching-learning process. By equipping them with the necessary skills, knowledge, and support systems, the school can promote a more responsive and effective learning environment.

Ultimately, the implementation of STESP is expected to contribute to improved teacher performance, reduced instructional challenges, enhanced learner engagement, and stronger school-community partnerships, thereby supporting overall school improvement and learner success.

## **II. Objectives**

### **General Objective**

To enhance the performance and professional competence of substitute teachers through training, mentoring, and support mechanisms.

### **Specific Objectives**

1. Improve lesson preparation and delivery skills of substitute teachers.
2. Strengthen classroom management and student engagement strategies.
3. Enhance assessment and reporting competencies.
4. Promote community linkages and professional collaboration.
5. Provide mentoring, instructional resources, and institutional support.
6. Support the professional growth and well-being of substitute teachers.

## **III. Project Description**

The **STESP** is a school-based intervention program designed to address the instructional and professional needs of substitute teachers. It includes capacity-building activities such as training workshops, mentoring sessions, classroom observations, and collaborative learning opportunities.

The program focuses on improving identified weak areas while sustaining strong teaching practices. It also promotes a supportive environment through administrative assistance, resource provision, and professional development initiatives.

#### IV. Target Beneficiaries

- Substitute Teachers
- School Heads
- Master Teachers / Instructional Leaders
- Learners (indirect beneficiaries)

#### V. Project Components and Activities

Component	Activities	Time Frame	Persons Responsible
<b>Instructional Preparedness</b>	Orientation, lesson planning workshops, provision of lesson plan bank	Start of School Year; Quarterly	School Head, Master Teachers
<b>Classroom Management &amp; Engagement</b>	Seminars, peer observation, coaching	Quarterly	Master Teachers, Guidance Counselor
<b>Assessment &amp; Reporting</b>	Assessment literacy training, feedback workshops	Semi-Annual	School Head, Senior Teachers
<b>Mentoring &amp; Support System</b>	Mentorship program, regular coaching sessions	Monthly	Mentors, School Head
<b>Community Engagement</b>	Parent-teacher collaboration, community-based activities	Quarterly	Teachers, School Head
<b>Professional Growth &amp; Well-being</b>	Wellness programs, recognition activities	Quarterly	School Head, Guidance Counselor

#### VI. Implementation Plan (Timeline)

Phase	Activities	Schedule
Phase 1	Orientation and Program Launch	Month 1
Phase 2	Trainings and Workshops	Months 2–6
Phase 3	Mentoring and Monitoring	Months 2–10
Phase 4	Evaluation and Feedback	Months 11–12

#### VII. Budget Requirement

##### Summary of Budget

Program Component	Amount (₱)
Instructional Preparedness	15,000
Classroom Management & Engagement	18,000
Assessment & Reporting	12,000
Mentoring & Support	10,000
Community Engagement	8,000
Professional Growth & Well-being	12,000
<b>Total</b>	<b>₱75,000</b>

#### VIII. Source of Funds

- School MOOE (Maintenance and Other Operating Expenses)
- Local School Board (LSB) Funds
- PTA Contributions
- External Stakeholders / Partners

#### IX. Monitoring and Evaluation

Indicators	Means of Verification
Improved teaching performance	Classroom observation results

Enhanced student engagement  
Improved assessment practices  
Reduced teaching challenges  
Increased teacher satisfaction

Learner participation records  
Reviewed assessment tools  
Survey results  
Feedback forms

Monitoring will be conducted regularly by the school head and assigned mentors, while evaluation will be done at the end of the program implementation.

#### X. Expected Outcomes

- Improved lesson preparation and instructional delivery
- Enhanced classroom management and student engagement
- Strengthened assessment and reporting practices
- Increased collaboration and community involvement
- Improved teacher well-being and job satisfaction
- Reduced challenges encountered by substitute teachers

#### XI. Sustainability Plan

To ensure sustainability, the school will:

- Institutionalize mentoring and coaching practices
- Maintain a repository of instructional materials
- Continue professional development activities
- Strengthen partnerships with stakeholders
- Integrate the program into the School Improvement Plan (SIP)

### CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

1. The majority of the school head-respondents are female, belong to the middle-aged group, hold positions such as Principal I and Principal III, and have 7–15 years of teaching experience.
2. Most of the teacher-respondents are female, early to middle adulthood stage, and have educational backgrounds primarily in secondary education majors. The majority have 7–15 years of teaching experience, have served as substitute teachers 2–5 times, and have experienced substitution for more than one month.
3. Substitute teachers are generally perceived to demonstrate a high level of teaching performance, as evidenced by an overall rating of “Strongly Agree.” Among the domains, Learning Environment ranked the highest, indicating strong competence in maintaining a safe and inclusive classroom. Other domains such as Diversity of Learners, Curriculum and Planning, Content Knowledge and Pedagogy, Assessment and Reporting, Community Linkages, and Professional Development also received high ratings.
4. Substitute teachers experience challenges at a moderate level (“Sometimes”) across all dimensions. The most prominent challenges are in Preparation and Lesson Delivery and Classroom Management, particularly in handling unfamiliar subjects and large class sizes. Challenges in Student Engagement, Support and Resources, and Professional and Personal Concerns are also present but less pronounced.
5. There are no significant differences in substitute teacher performance across most demographic variables such as sex, age, position, and years of teaching, except in Curriculum and Planning, where position shows a significant difference.
6. There are generally no significant differences in the challenges encountered by substitute teachers across most demographic variables. However, years of teaching significantly affect challenges in classroom management and student engagement, while sex and years of teaching significantly influence challenges in support and resources.
7. In response to the findings, a school-based intervention program entitled Substitute Teacher Enhancement and Support Program (STESP) is proposed to further enhance the teaching performance of substitute teachers and address the identified challenges.

#### Recommendations

In light of the foregoing conclusions, the following recommendations are offered:

1. School heads may strengthen support systems for substitute teachers by providing clear instructional guidelines, structured lesson plans, and adequate teaching resources.
2. Substitute teachers are encouraged to continuously enhance their teaching competencies by engaging in professional development activities, improving classroom management strategies, and developing flexible teaching approaches to handle diverse learners and unfamiliar teaching assignments.

3. Schools may establish a structured support program, such as STESP, that includes orientation sessions, mentoring, and resource provision to help substitute teachers adapt effectively to their roles and responsibilities.
4. Educational authorities may consider developing policies and programs that provide training, incentives, and support mechanisms specifically designed for substitute teachers to ensure quality instruction and continuity of learning.
5. Future studies may explore additional variables such as teaching strategies, school climate, and administrative support, and may include a wider scope of respondents to further validate and expand the findings of this study.

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