

Organizational justice, work resilience, and teacher affective attitudes of public elementary school teachers in a District in Occidental Mindoro

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ABSTRACT

This study investigated the intricate relationships between organizational justice, work resilience, and teacher affective attitudes among public elementary school educators in a district in Occidental Mindoro. Employing quantitative research with descriptive-correlational design, data was collected from 100 elementary school teachers using a closed questionnaire featuring a 5-point Likert scale. Stratified random sampling was utilized to ensure representation across the district. Analysis of the data revealed high levels of perceived procedural, distributive, interpersonal, and informational justice among teachers, suggesting a culture of fairness and transparency within the organizational framework. Furthermore, teachers demonstrated high levels of work resilience, particularly in aspects related to authentic living, vocational alignment, and networking, though areas for growth were identified in stress management, collaborative interaction, and well-being maintenance. Notably, public elementary school teachers in a district in Occidental Mindoro exhibited positive affective attitudes, manifesting in constructive interactions, conflict resolution skills, nurturing relationships, and the cultivation of student-centric classroom environments characterized by high expectations and supportive guidance. The study establishes significant associations between perceived organizational justice and both work resilience and teacher affective attitudes, indicating that perceptions of fairness and transparency impact educators' adaptability and perseverance. Additionally, a notable correlation was observed between work resilience and teacher affective attitudes, emphasizing the role of resilience in fostering positive emotional responses and attitudes among teachers. This research underscores the interconnectedness of organizational justice, work resilience, and teacher affective attitudes, highlighting the importance of cultivating supportive organizational environments to enhance educators' well-being and effectiveness in the public elementary schools.

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1. INTRODUCTION

Teaching is an endeavor that requires dedication and enthusiasm in teaching the learners with the necessary knowledge and competencies for life's survival and understanding of the world (Santiago, 2019). However, the kind of work that the teachers engage daily is complex and demanding that they are also expected to work to achieve the goals of their organization (Alev, 2021). Since the country is composed of more than 800,000 public professional teachers (Pacaol, 2021), there are many problems that are being

incorporated into this such as organizational justice. Aprilia et al. (2024) stated that to maintain satisfied, committed, and loyal employees, organizations must pay attention to systems related to employee perceptions of fairness. In educational contexts, lack of organizational justice can demotivate teachers and affect their physical and mental health, which eventually affects their ability to perform (Veletić & Scherer, 2025). Aside from the organizational justice, work resilience is also another critical factor that can lead to greater teacher engagement in their careers (Wang et al., 2022). Mansfield et al. (2016) defined resilience as a characteristic that allows teachers to effectively cope with the challenges and difficulties of teaching.

As part of the educational institutions in the Division of Occidental Mindoro, public elementary schools are also mandated to carry on the vision and mission of the Department of Education. One of these is that teachers should facilitate learning and constantly nurture every learner. However, some of public elementary schools are not all located in the mainland area but there are those which are in the far-flung areas or the Indigenous People (IP) Schools. The differences in teaching location and learners served as a gap as to how this can affect the teachers' organizational justice, work resilience and affective attitudes in the classroom.

With this, the findings of this study have significant association for the enhancement of organizational and professional support to the public elementary school teachers in a district in Occidental Mindoro. Through the recognition of the relationship between and among the organizational justice, work resilience and teacher affective attitudes, the educational authorities can plan and craft strategies and programs for the improvement of the teachers' work and learning environment.

Taking into consideration the above-mentioned issues, the study investigated the relationship between and among the organizational justice, work resilience, and teacher affective attitudes of the public elementary school educators in a district in Occidental Mindoro. Specifically, the study aimed to identify the level of organizational justice as perceived by the teachers in terms of procedural justice, distributive justice, interpersonal justice, and informational justice. It also sought to determine the level of work resilience of the teachers, focusing on dimensions such as living authentically, finding one's calling, maintaining perspective, managing stress, interacting cooperatively, staying healthy, and building networks. Additionally, the study aimed to ascertain the teacher affective attitudes of the educators in terms of positive relationships and classroom environment. Furthermore, the study tested whether there is a significant relationship between the perceived level of organizational justice and work resilience, analyzed the relationship between organizational justice and teacher affective attitudes, and examined the relationship between work resilience and teacher affective attitudes among the public elementary school teachers.

2. METHODOLOGY

2.1. Design

In this study, quantitative research which is descriptive-correlational in nature was employed to address the research questions at hand. This design was deemed suitable for the study due to its capacity to examine the relationships between various variables, including organizational justice, work resilience, and teacher affective attitudes.

2.2. Study Site

This research was conducted among 22 elementary schools situated in a specific district of Occidental Mindoro, Philippines, providing a comprehensive representation of the district's basic education context.

2.3. Sample

The study focused on 100 elementary school teachers from a public elementary district in Occidental Mindoro. The selection of participants was carried out using a method called stratified random sampling. This approach involved dividing the population into distinct groups, or strata, based on certain characteristics that are relevant to the research. In this case, the cluster schools within the district served as the strata.

2.4. Research Instrument

For the collection of data required in this study, the following research instruments were utilized. All instruments underwent content validation by experts in educational research and psychology. Reliability testing was also conducted, and all scales demonstrated acceptable to excellent internal consistency based on Cronbach's alpha coefficients.

2.4.1. Organizational Justice Scale (Colquitt, 2001)

This translated and adapted version of the Organizational Justice (OJ) Scale was used to assess the level of organizational justice in the respondents' work environment. The instrument consists of 20 items covering four dimensions: procedural, distributive, interpersonal, and informational justice. The validated instrument yielded a Cronbach's alpha of 0.89, indicating high reliability.

2.4.2. Resilience at Work Scale (Winwood, 2013)

This 25-item questionnaire measured the respondents' level of work resilience. It includes indicators such as living authentically, finding one's calling, maintaining perspective, managing stress, interacting cooperatively, staying healthy, and building networks. After validation, the instrument produced a Cronbach's alpha of 0.92, demonstrating excellent reliability.

2.4.3. Teacher Affective Attitudes Survey (King, 2017)

This instrument assessed the respondents' affective attitudes and consists of 25 items divided into two major scales: Positive Relationships (positive interactions, managing conflict, and caring relationships) and Classroom Environment (student-centered practices, high expectations, and positive guidance). Reliability testing showed a Cronbach's alpha of 0.88, confirming strong internal consistency.

2.5. Data Collection

To collect the necessary data for this study, the researcher followed a structured process beginning with obtaining permission from the Public Schools District Supervisor and school heads of various schools within a public elementary district in Occidental Mindoro through a formal letter outlining the objectives, methodology, and significance of the research. Upon receiving approval from the relevant authorities, questionnaires were distributed to the selected respondents. This distribution was carried out through face-to-face interactions, ensuring direct engagement with the teachers and addressing any queries or concerns raised by the respondents. By following this systematic process of obtaining permission, informing stakeholders, and distributing questionnaires directly to the respondents, the researcher ensured transparency, compliance with ethical guidelines, and the active involvement of the elementary school teachers in the study.

2.6. Ethical Consideration

The privacy and confidentiality of the participants' responses were strictly followed throughout the research process. Any queries or clarifications regarding the research instruments were addressed by the researcher to ensure participants' understanding. To ensure confidentiality of the data, the participants' responses were anonymized and the access to the collected data was restricted to the researcher alone.

2.7. Data Analysis

Various statistical tools were employed to analyze the gathered data. The mean was utilized to determine the average level of preparedness, extent of problems encountered, and perceived teaching effectiveness among non-education professionals. Additionally, the Pearson Product Moment Correlation was employed to assess the significant relationships between preparedness, encountered challenges, and teaching effectiveness.

3. RESULTS

3.1. Level of Organizational Justice

The results shows that the level of organizational justice as perceived by the elementary school teachers with an overall grand mean score of 3.55. Among the individual factors, interpersonal justice garnered the highest mean score of 3.65, closely followed by distributive justice at 3.57 and informational justice at 3.55. Procedural justice had the lowest mean score among the factors but still reflected a relatively high level at 3.44 [Table 1].

Table 1. Perceived level of organizational justice by the elementary school teachers.

FACTORS	OVERALL MEAN	SD
Procedural justice	3.44	.454
Distributive justice	3.57	.421
Interpersonal justice	3.65	.430
Informational justice	3.55	.464
Grand Mean	3.55	.379

Scale: 1.00-2.00 Low; 2.01-3.00 Moderate; 3.01-4.00 High

Organizational Justice, work resilience, and teacher affective ... (Bernabe & Gorospe., 2025)

3.2. Level of Work Resilience

The result shows that the level of work resilience among elementary school teachers across various indicators with an overall grand mean of 3.61. Among the specific indicators, the highest mean scores are observed in "Living Authentically" (3.81), "Building Networks" (3.73), and "Finding Your Calling" (3.70). While the means for "Maintaining Perspective" (3.18) and "Staying Healthy" (3.57) are relatively lower compared to other indicators [Table 2].

Table 2. The level of work resilience of the elementary school teachers.

INDICATORS	MEAN	SD
Living authentically	3.81	.298
Finding your calling	3.70	.384
Maintaining perspective	3.18	.523
Managing stress	3.58	.412
Interacting cooperatively	3.69	.401
Staying healthy	3.57	.440
Building networks	3.73	.377
Grand Mean	3.61	.289

Scale: 1.00-2.00 Low; 2.01-3.00 Moderate; 3.01-4.00 High

3.3. Summary of the Affective Attitudes

The assessment of the affective attitudes exhibited by elementary school teachers show an encompassing various indicators with an overall grand mean of 3.69. Specifically, teachers exhibit high mean scores in areas such as "positive interactions" (3.84) and "caring relationships" (3.85). Additionally, indicators related to classroom environment, including "Classroom Environment" (3.70), "student-centered" (3.71), and "positive guidance" (3.75), reflect a focus on creating supportive and conducive learning atmospheres, with teachers emphasizing high expectations for student achievement. While the mean for "managing conflicts" (3.35) is comparatively lower, it still falls within the "good" interpretation range [Table 3].

Table 3. Summary of the affective attitudes of the elementary school teachers.

INDICATORS	MEAN	SD
<i>Positive relationship</i>		
Positive interactions	3.84	.289
Managing conflicts	3.35	.487
Caring relationships	3.85	.292
Mean	3.68	.281
<i>Classroom environment</i>		
Student-centered	3.71	.390
High expectations	3.64	.425
Positive guidance	3.75	.388
Mean	3.70	.347
Grand Mean	3.69	.282

Scale: 1.00-2.00 Poor; 2.01-3.00 Fair; 3.01-4.00 Good

3.4. Relationship Between the Perceived Level of Organizational Justice and Work Resilience

The result shows that across all dimensions of organizational justice, there is a consistent positive correlation with various aspects of work resilience, albeit with varying degrees of strength. Procedural justice shows weak but significant correlations with all aspects of work resilience except for staying healthy, which exhibits a negligible correlation ($r = .116$, $p = .137$). Similarly, distributive justice displays weak to moderate correlations with different aspects of work resilience, with finding your calling showing a moderate correlation ($r = .453$, $p < .001$). Interpersonal justice demonstrates weak to moderate correlations with work resilience dimensions, with interacting cooperatively showing a moderate correlation ($r = .428$, $p < .001$). Informational justice also exhibits weak to moderate correlations, with interacting cooperatively and building networks showing the strongest associations ($r = .462$ and $.443$, respectively, both with $p < .001$) [Table 4].

Table 4. The relationship between the perceived level of organizational justice and work resilience.

ORGANIZATIONAL JUSTICE	RESILIENCE AT WORK	R	P-VALUE
Procedural Justice	Living authentically	.286**	<.001
	Finding your calling	.341**	<.001
	Maintaining perspective	.394**	<.001
	Managing stress	.329**	<.001
	Interacting cooperatively	.338**	<.001
	Staying healthy	.116	.137
Distributive Justice	Building networks	.275**	.001
	Living authentically	.395**	<.001
	Finding your calling	.453**	<.001
	Maintaining perspective	.287**	<.001
	Managing stress	.398**	<.001
	Interacting cooperatively	.396**	<.001
Interpersonal Justice	Staying healthy	.165*	.038
	Building networks	.344**	<.001
	Living authentically	.222**	.009
	Finding your calling	.338**	<.001
	Maintaining perspective	.189*	.017
	Managing stress	.291**	<.001
Informational Justice	Interacting cooperatively	.428**	<.001
	Staying healthy	.167*	.040
	Building networks	.380**	<.001
	Living authentically	.234**	.005
	Finding your calling	.388**	<.001
	Maintaining perspective	.250**	.001
Overall	Managing stress	.382**	<.001
	Interacting cooperatively	.462**	<.001
	Staying healthy	.217**	.007
	Building networks	.443**	<.001
Overall	Overall	.501**	<.001

*Correlation is significant at the 0.05 level (2-tailed). **Correlation is significant at the 0.01 level (2-tailed).

3.5. Relationship Between the Perceived Level of Organizational Justice and Affective Attitudes

The study reveals a moderate overall correlation between organizational justice and teachers' affective attitudes ($r=.408$, $p<.001$), indicating that perceptions of justice within the organization are moderately associated with teachers' emotional responses and attitudes [Table 5].

Table 5. The relationship between the perceived level of organizational justice and teacher affective attitudes of the elementary school teachers.

ORGANIZATIONAL JUSTICE	AFFECTIVE ATTITUDE	R	P-VALUE
Procedural Justice	Positive interactions	.368**	<.001
	Managing conflicts	.151*	.045
	Caring relationships	.299**	<.001
	Student environment	.289**	<.001
	High expectations	.299**	<.001
	Positive guidance	.265**	.001
Distributive Justice	Positive interactions	.402**	<.001
	Managing conflicts	.108	.160
	Caring relationships	.377**	<.001
	Student environment	.419**	<.001
	High expectations	.403**	<.001
	Positive guidance	.326**	<.001
Interpersonal Justice	Positive interactions	.351**	<.001
	Managing conflicts	.072	.356
	Caring relationships	.372**	<.001
	Student environment	.448**	<.001
	High expectations	.489**	<.001
	Positive guidance	.402**	<.001
Informational Justice	Positive interactions	.301**	<.001
	Managing conflicts	.078	.312
	Caring relationships	.351**	<.001
	Student environment	.421**	<.001
	High expectations	.390**	<.001
	Positive guidance	.297**	<.001
Overall	Overall	.408**	<.001

*Correlation is significant at the 0.05 level (2-tailed). **Correlation is significant at the 0.01 level (2-tailed).

3.6. Relationship Between the Level of Work Resilience and Teacher Affective Attitudes

Organizational Justice, work resilience, and teacher affective ... (Bernabe & Gorospe., 2025)

The study reveals a moderate overall correlation between work resilience and teachers' affective attitudes ($r=.544$, $p<.001$), suggesting that higher levels of work resilience are moderately associated with more positive emotional responses and attitudes among teachers [Table 6].

Table 6. Relationship between the level of work resilience and teacher affective attitudes

RESILIENCE AT WORK	TEACHERS' AFFECTIVE ATTITUDE	R	P-VALUE
Living Authentically	Positive interactions	.300**	.001
	Managing conflicts	.130	.110
	Caring relationships	.203*	.018
	Student environment	.272**	.002
	High expectations	.203*	.018
	Positive guidance	.250**	.004
Finding Your Calling	Positive interactions	.331**	.000
	Managing conflicts	.144	.069
	Caring relationships	.350**	<0.001
	Student environment	.383**	<0.001
	High expectations	.350**	<0.001
	Positive guidance	.282**	.001
Maintaining Perspective	Positive interactions	.187*	.023
	Managing conflicts	.410**	<0.001
	Caring relationships	.239**	.003
	Student environment	.201*	.013
	High expectations	.239**	.003
	Positive guidance	.218**	.008
Managing Stress	Building networks	.368**	<0.001
	Managing conflicts	.221**	.005
	Caring relationships	.421**	<0.001
	Student environment	.484**	<0.001
	High expectations	.421**	<0.001
	Positive guidance	.360**	<0.001
Interacting Cooperatively	Positive interactions	.423**	<0.001
	Managing conflicts	.196*	.014
	Caring relationships	.416**	<0.001
	Student environment	.545**	<0.001
	High expectations	.416**	<0.001
	Positive guidance	.437**	<0.001
Staying Healthy	Positive interactions	.311**	<0.001
	Managing conflicts	.322**	<0.001
	Caring relationships	.263**	.001
	Student environment	.284**	.001
	High expectations	.263**	.001
	Positive guidance	.239**	.005
Building Networks	Positive interactions	.309**	<0.001
	Managing conflicts	.171*	.032
	Caring relationships	.522**	<0.001
	Student environment	.535**	<0.001
	High expectations	.522**	<0.001
	Positive guidance	.405**	<0.001
Overall	Overall	.544**	<0.001

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

4. DISCUSSION

As frontline educators shaping young minds, understanding how the perception of teachers about their work environment is vital to their resilience, performance, and satisfaction in their profession. Artatanaya and Widhari (2023) state that employees who have positive perceptions regarding organizational justice behave positively and contribute to organizational development and pay attention to the work they have. Based on the results of the study, the elementary school teachers perceive their organizational environment as fair and just across various dimensions. This perception likely fosters a positive work environment, promoting trust and satisfaction among teachers. However, despite the generally high scores, attention may need to be paid to procedural justice, which scored slightly lower than the other factors. This could signify areas where improvements or clarifications may be necessary in the procedural aspects of decision-making and implementation within the school's organizational structure. Overall, the findings

underscore the importance of maintaining and enhancing perceptions of justice within educational institutions to support teacher well-being and productivity.

Ainsworth and Oldfield (2019) cited that support by the school management, reasonable workload, a positive school culture characterized by collaboration between teachers, and positive social relationships at the workplace have a big role to play in improving the quality of their work environment and developing resilience among the teachers. Additionally, resilient workers ensure adaptable advantages that promote organizational success. Therefore, by encouraging a respectable work environment, organizational leaders can foster resilience at work as a quality that benefits the entire company. (Duffy et al., 2016). The findings of the study indicate that the teachers demonstrated high levels of work resilience across various dimensions. Moreover, it underscores the importance of supporting teachers in maintaining a balanced perspective while navigating the demands of their profession, ultimately contributing to their overall well-being and effectiveness in the classroom.

Based on the study of Gregory and Lori (2018), teachers need to be effective in more than content knowledge and instructional strategies. The characteristics of a differentiated classroom require that educators will: teach students where each student is developmentally and academically as opposed to where the curriculum says they should be; provide deep learning opportunities that hold all students to high standards; use a variety of teaching strategies and materials to reach all students; and become educational partners with students who are expected to take ownership and advocacy over their own learning. In line with this, the results indicate that the teachers have a positive affective climate within elementary school settings, characterized by supportive relationships, student-centered approaches, and positive guidance.

Overall, the study indicates that perceptions of justice within the organization are moderately associated with teachers' emotional responses and attitudes. The findings underscore the importance of organizational justice in shaping teachers' affective experiences in various aspects of their professional lives. Improving perceptions of justice within educational institutions could potentially lead to more positive affective attitudes among teachers, contributing to a healthier and more productive work environment. Additionally, the study also suggests that higher levels of work resilience are moderately associated with more positive emotional responses and attitudes among teachers. The findings reveal the importance of promoting resilience-building strategies in elementary school settings to foster a positive work environment and enhance teacher well-being.

5. CONCLUSION

The study indicates high level of perceptions of procedural, distributive, interpersonal, and informational justice among public elementary school teachers in a district in Occidental Mindoro, highlighting potential fairness and transparency within the organizational structure. Public elementary school teachers in a district in Occidental Mindoro also exhibit high levels of work resilience, with strengths in areas such as living authentically and finding their calling and building networks but potential areas for improvement in managing stress, interacting cooperatively, and staying healthy. Moreover, good attitudes are also evident among public elementary school teachers in a district in Occidental Mindoro, including positive interactions, managing conflict, fostering caring relationships, and creating a positive classroom environment characterized by student-centered approaches, high expectations, and positive guidance. Furthermore, the study establishes a significant relationship between the perceived level of organizational justice and work resilience among public elementary school teachers in a district in Occidental Mindoro, suggesting that perceptions of fairness and transparency within the organization influence teachers' ability to adapt and persevere in their roles. Significant associations were also identified between the perceived level of organizational justice and teacher affective attitudes in the public elementary school teachers in a district in Occidental Mindoro, indicating that teachers' perceptions of fairness and transparency within the organization impact their emotional responses and attitudes towards their work. A significant relationship is also observed between the level of work resilience and teacher affective attitudes among public elementary school teachers in a district in Occidental Mindoro, underscoring the importance of resilience-building strategies in fostering positive emotional responses and attitudes among teachers.

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