



Core Literacy and Resilience as Predictors of Effectiveness Among Physical Education Teachers in North Cotabato

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ABSTRACT

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The study examined the significance of core literacy and resilience in influencing teacher effectiveness among physical education teachers in North Cotabato, Philippines. Simple random sampling was used to select the respondents in this study. Respondents were PE teachers from public and private higher education institutions across the province. The results show that the levels of core literacy, resilience, and teacher effectiveness were all rated very high. Pearson correlations indicate significant, positive, moderate relationships between core literacy and teacher effectiveness, and between resilience and teacher

effectiveness. Multiple regression indicated that, taken alone, core literacy was not a significant predictor of teacher effectiveness, while resilience was a significant positive predictor. These significant findings suggest that strengthening resilience may provide more immediate gains in classroom effectiveness for PE teachers, while maintaining high core literacy remains important for daily practice.



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INTRODUCTION

Teacher effectiveness is defined as the possession of requisite skills, competencies, knowledge, and expertise that enable teachers to facilitate active learning, manage classrooms, motivate learners, and address educational challenges effectively (Dash & Sahoo, 2026). It encompasses cognitive, emotional, and psychomotor domains essential for optimal teaching performance. Furthermore, teaching effectiveness is the perfection of the teacher's work, level of efficiency, and productivity. It allows a teacher to mature with experience and knowledge (Osiesi et al., 2024). There is consensus among scholars that teachers are vital resources in the school context, influencing learners' potential and academic outcomes (Osiesi et al., 2022). Teachers' attitudes toward the teaching profession reflect their enjoyment of the profession, dedication, the social necessity and importance of their profession to society, their belief in improving the profession, and their continuous self-development (Güneyli & Aslan, 2009). Teachers' attitudes toward the profession affect their effectiveness in the teaching-learning process and vary over time and across gender (Alnahdi & Schwab, 2023). These attitudes impact teachers' effectiveness, classroom performance, and teaching practices (Nadeem et al., 2020). Teaching experience is also viewed as a moderator of teacher effectiveness in the classroom (Dokko et al., 2009). The number of years a teacher has been teaching may influence their experience, which, in turn, may shape their teaching attitudes (Graham et al., 2020). Also, effective teaching makes learning more meaningful, fruitful, and understandable (Dash & Barman, 2016). It is the measure of a teacher's success in carrying out institutional and other duties specified by the nature of his/her position (Habib, 2017). To conclude, teaching effectiveness encompasses a teacher's behavioral, affective, and cognitive attributes (Cheng & Tsui, 1999).

In this regard, Sub-Saharan Africa is falling short of achieving inclusive, equitable, and quality education due to misaligned policy and funding priorities, limited access and inclusion, gender disparities, physical barriers, curricular constraints, and inadequate teacher training. If these issues are not addressed, the education system in sub-Saharan African countries will continue to falter, exacerbating social and economic inequalities (Zickafoose et al., 2024). The evidence of the importance of teachers is consistent with research in developing countries, which finds that the interventions most effective at improving learning focus on teacher training and pedagogical reform (Glewwe et al., 2014). However, direct evidence on the effects of teaching quality in Africa is scant (Popova, 2016). Such evidence is much-needed: if variation in teaching quality drives significant changes in student performance, there is scope for policymakers

and administrators to improve learning by emulating the training of the most effective teachers or providing quality teacher support and mentoring. Lastly, if teaching quality matters for student learning but does not vary much across classrooms in Africa, policy should instead focus on recruiting more able teachers and fundamentally changing how teachers are trained (Ganimian & Djaker, 2022).

In the Philippines, in the field of teaching, teacher effectiveness is a critical area of inquiry that has emerged among educational researchers over the years (Stronge, 2018). At West Visayas State University - Janiuay Campus in the Philippines, many students' test scores on teacher-made tests did not reach the target level of performance. Many could not perform the skills or competencies required for the subject. These test results create a point of discussion and analysis among teachers. It was believed that the results were greatly influenced by student and teacher factors, yet some attributed them to the school's poor environmental conditions, facilities, and equipment (Masbaño, 2016). Also, teaching entails having a positive impact on a student's life; in turn, students' academic performance often reflects a teacher's effectiveness (Bardach & Klassen, 2020).

The higher the teacher's effectiveness, the greater the tendency for learners to be actively engaged, which will eventually lead to students' academic gains (Grant, & Gibson, 2011). Teachers are the most significant factor affecting student achievement (Darling-Hammond & Snyder, 2000). Teacher effectiveness stems from the teacher behaviors that impact the teaching-learning process, as assessed by Tuckman (2009). Such effectiveness can be concretized through students' feedback on the teacher's performance and the teacher's effect on students.

Studies, such as those by Berk (2005), have shown that various strategies are needed to measure teachers' teaching effectiveness. Peer, supervisor, student, and self-evaluation ratings are among the strategies used to measure a teacher's teaching effectiveness. Stringer and Irwing (1998) found that teaching effectiveness can be measured by changes in students' knowledge, motivation, adjustment capacity, and stress management. Periodic evaluation of teaching effectiveness is required to design intervention programs that may help improve it. As Pagani and Seghieri (2002) suggested, these measures are also helpful in identifying the particular strengths and behaviors upon which individual teachers can improve. Hence, the researcher opted to conduct a study on core literacy and resilience as a predictor of effectiveness, contextualized among physical education teachers in the local setting, particularly in North Cotabato.

The researcher will present the study during faculty meetings, such as the College Forum and the In-house review. Further, the researcher will present the

study at both national and international research conferences. Moreover, the researcher intends to publish this study in a refereed or appropriate journal for wider dissemination.

FRAMEWORK

This study was anchored in Self-Determination theory (SDT) by Ryan and Deci (2024). The theory of human motivation, which views individuals as proactive, can be advantageous for understanding what might motivate a given individual's behavior. Self-determination theory itself can be advantageous for understanding what might motivate a given individual's behavior. Feeling like one has both the autonomy and the capability to make one's own choices is something most, if not all, individuals would want. Moreover, it distinguishes between extrinsic and intrinsic motivation, where motivation can be inferred from a person's actions, effort, persistence, goals, and verbalizations (Schunk et al., 2016). Furthermore, define teacher motivation as that which drives teachers' decisions and goal-setting, their efforts to sustain an activity, and their persistence in pursuing an activity (Ushioda & Dörnyei, 2011).

The meta-theory underlying SDT is that all human beings are born with tendencies toward growth, mastery of challenges, and integration of new experiences in a volitional manner. This theory was developed primarily to help individuals lead fulfilling lives; special emphasis was placed on school-based intervention programs designed to support students' psychological needs and autonomous regulation. Finally, the relevance of SDT to the practice of school psychology is outlined. Within schools, intrinsic motivation is positively associated with academic achievement, school engagement, self-esteem, confidence, subjective well-being, and increased satisfaction with school (Ryan & Deci, 2024). Specifically, Self-Determination Theory proposes that individuals have three basic psychological needs: autonomy, competence, and relatedness. In quality physical education, fostering intrinsic motivation and providing opportunities for students to make choices, develop skills, and build relationships are central to promoting lifelong physical activity.

Along with it, self-efficacy in the Bandura theory introduced the explanatory model of human behavior, in which self-efficacy causally influences expected outcomes of behavior, but not vice versa (Bandura, 1986c, 1995, 1998, 2004, 2006). Self-efficacy beliefs exert their diverse effects through cognitive, motivational, emotional, and decisional processes. Efficacy beliefs affect whether individuals think optimistically or pessimistically, in self-enhancing or self-debilitating ways. In the context of Quality Physical Education (QPE), self-

efficacy plays a crucial role in influencing students' engagement, motivation, and persistence in physical activity.

In support of the primary theory, the Social Learning Theory of Bandura (1977) was also considered. Albert Bandura's Social Learning Theory highlights the roles of observational learning, modeling, and reinforcement in behavior change. Effective PE teachers serve as positive role models, demonstrate proper techniques and behaviors, and provide constructive feedback to enhance students' skill acquisition and self-efficacy in physical activity. Additionally, the QPE framework encompasses various principles and standards for delivering high-quality PE programs. Effective PE teachers ensure their lessons align with QPE standards, which emphasize teaching physical literacy, encouraging lifelong participation in physical activity, and meeting the needs of all students.

OBJECTIVES OF THE STUDY

The findings of this study may provide a foundation for addressing the declining effectiveness of physical education teachers, taking into account factors such as the type of institution (private or public), core literacy in physical education, and teacher resilience. Specifically, these findings will help raise awareness among physical education teachers about the importance of the relationship between these variables and encourage them to consider these factors in their practice. To reach a broader range of audiences, when this study is completed, aside from the respondents, the results may be presented to the Commission on Higher Education, where the researcher is currently connected, and even to other academic institutions, which promote the SDG Goal 4: Quality Education in the substantially increase the supply of qualified teachers in developing countries, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

METHODOLOGY

Research Design

This study used a quantitative research method, specifically the descriptive-correlational approach. Quantitative research methods systematically analyze numbers and other measurable phenomena to investigate them and their relationships. They are used to answer questions about relationships among measurable variables, with the intention of explaining, predicting, and controlling a phenomenon (Leedy & Ormrod, 2015).

Participants

This study was conducted among physical education teachers at both public and private higher education institutions in North Cotabato, Philippines. North Cotabato has 15 tertiary schools, both public and private. The selected schools were coded to observe anonymity. As of now, North Cotabato has 77 PE teachers across 15 tertiary schools, both public and private. These participating schools were selected using a simple random sampling technique. Regarding the number of populations, the researcher used the maximum number of PE teachers teaching the PE subject across the selected institutions.

Instrumentation

To gather the data, this study adapted a survey questionnaire, as Borgobello et al. (2019) stated that using a survey questionnaire in research allows the researcher to collect a wide range of information from a large number of individuals and to make predictions based on this information with statistical support. The survey questionnaire has three parts, totaling 88 items. The survey questionnaire underwent validation by education experts. The final output of the survey questionnaire incorporated the validators' comments and suggestions.

The researcher also adapted three research questionnaires. The first tool was the Core Literacy of Physical Education Teachers Questionnaire-Public Physical Education (TCLQ-PPE). TCLQ-PPE consists of five domains, including professional beliefs, professional knowledge and skills, motor skills, work adaptation and reflection, and work and life management, as developed by Zeng et al. (2022). The validity evaluation of the teacher's core literacy questionnaire for public physical education is essential, as it can effectively and thoroughly assess the core literacy levels of physical education teachers in colleges and universities. Additionally, it provides theoretical references and research instruments to promote in-depth studies on the core literacy of physical education instructors in both public and private higher education institutions in North Cotabato. The TCLQ-PPE employs a 5-point Likert-type scale. Each item is rated on a Likert scale from 1 to 5, with 1 indicating strongly disagree and 5 indicating strongly agree. The authors obtained an overall reliability coefficient, and the Cronbach's α coefficient for each dimension exceeded 0.9, providing sufficient evidence of the questionnaire's validity.

The second adapted questionnaire was the Teacher Resilience Questionnaire (Inj J Eval & Res Educ), developed by Abubakar et al. (2022) and consisting of four domains: self-reliance, positive outlook, determination, and equanimity. The Inj J Eval & Res Educ is a 5-point Likert-type. Each item is rated on a Likert scale from 1 (strongly disagree) to 5 (strongly agree). The authors obtained an overall

reliability coefficient, and the Cronbach's α coefficient for each dimension was greater than 0.4 in each of the dimensions, which makes up sufficient evidence of the validity of the questionnaire.

The last adapted questionnaire was the Teacher Effectiveness Questionnaire (the Rotated Loading Matrix from the Factor Analysis), which consists of five domains: learning environment, student and teacher assessment, application of the content of physical education, use of technology, and teaching strategies (Kyrgiridis et al., 2014). Validity evaluation of the core literacy of the physical education teacher questionnaire of public physical education national circumstances, and may be used to effectively and thoroughly assess teaching effectiveness levels in colleges and universities, and to offer theoretical references and research instruments to encourage in-depth studies on the core literacy of physical education instructors in North Cotabato's public and private higher education institutions. The Rotated Loading Matrix from the Factor Analysis is a 7-point Likert-type. Each item is rated on a Likert scale from 1 (never) to 7 (always). The authors obtained an overall reliability coefficient, and the Cronbach's α coefficient for each dimension was greater than .05 in each of the dimensions, which makes up sufficient evidence of the validity of the questionnaire.

Data Gathering Procedure

This study followed specific processes to gather the necessary data. The researcher first sought permission from the Dean of the Graduate School at the University of the Immaculate Conception (UIC) to conduct the study. The researcher then submitted her manuscript and ethics review forms to the UIC Research Ethics Committee (UIC-REC) for ethical clearance. Upon ethical clearance, the research instruments were validated by experts before being administered to the respondents. Then, permission was secured from the presidents of the schools, the Dean of the Physical Education department, and the presidents of the participating public and private tertiary schools in North Cotabato. Each participant was formally introduced to the purposes of the study and assured of the strict confidentiality of the data gathered.

Ethical Consideration

All participants were advised that their participation was voluntary. Partakers were also assured that their own identity together with the name of the departments they work for will remain confidential. Participants were informed that the questionnaire is completely anonymous and does not include any questions that ask for personal details, such as participants' names or department heads' names. Names of the departments that the authors approached may be

revealed only, if necessary, to examiners during the presentation of the paper to the administration; otherwise, information will not be revealed to anyone else, will not be available to the public, and will not be stated in this paper. Also, all participants were advised that they could request a copy of the collected results.

Statistical Tools

The data was treated using the descriptive statistics, mean, Pearson-r correlation method, and standard deviation

Mean. This was used to give a concise description of core literacy in physical education, teacher resilience, and teacher effectiveness.

Standard Deviation. This was used to determine how spread out, how far or how close the teachers' responses are in relation to the mean.

T-test. This was used in testing the relationship between the demographic information in terms of types of institutions and the teaching effectiveness of physical education teachers.

Analysis of Variance (ANOVA). This was used in testing the relationships of the core literacy of physical education, teacher resilience and teacher effectiveness.

RESULTS AND DISCUSSION

The overall level of core literacy among physical education teachers is 4.28, which is described as very high. This means that core literacy among physical education teachers is always evident. This implies that teachers often incorporate their professional beliefs, necessary knowledge and skills, practical expertise, and certain work habits into classroom tasks. Likewise, the finding shows that many of our PE teachers likely keep steady beliefs about their job, prepare lessons with enough skill, and adjust when class needs change. Students then receive clearer routines, better guided practice, and smoother activity flow in PE.

Additionally, the overall standard deviation is 0.27, which is less than one, indicating that the respondents' ratings are clustered around the mean. This result is close to the very high core literacy reported by Dragon and Ceraos (2025) among secondary PE teachers, where the overall mean of core literacy was 4.23, also described as very high. Likewise, in a gamified PE program, Qian et al. (2024) reported an overall mean of 4.113 on core-literacy-related indicators in physical education instruction, indicating generally high levels of core literacy when PE lessons are purposefully designed. These findings show that the very high overall core literacy ($M = 4.28$) in the present study is consistent with the high levels of core literacy reported in both local and international PE-related

contexts.

The results reveal that among the evaluated categories, Professional Knowledge and Skills have the lowest mean score of 4.23, with item ratings ranging from 3.95 to 4.44, indicating a generally strong but somewhat varying level of competence — particularly lower in injury prevention and response, which suggests room for improvement in safety protocols. Following this, Professional Beliefs demonstrated the highest overall mean of 4.68, with individual item ratings from 4.56 (“thinking hard work can achieve self-worth”) to 4.86 (“loving their profession”), reflecting a very high and consistent level of commitment, effort, and emotional attachment to their work. This pattern indicates that teachers strongly believe in the value of effort and maintain a deep love for their profession most days, supporting their continued motivation and dedication despite potential challenges.

The level of resilience among physical education teachers. The overall mean is 4.27, described as very high. It means that the resilience among physical education teachers is always manifested. This indicates that teachers are showing resilience most days, though not all, and that not all teachers are the same. It looks like they keep basic coping habits, they try to bounce back after stress, and they keep doing class duties even when the load is a bit heavy. The size of the mean suggests steady presence, while the small spread hints many are near the same level, only some a bit higher, some a bit lower. So the picture is generally stable, with small ups and downs that come with school life. Adding on, the overall standard deviation is .45 which is less than one, suggesting that the ratings are clustered near the mean. The finding of a high level of physical self-inventory is similar to the study of Collie and Perry (2019), who noted strong attention in the last years on teacher well-being and resilience as valuable capacities for handling challenges. This finding is also aligned with the work of Tweed et al. (2021), who discussed the relationship between resilience and well-being as related constructs and called for a clearer understanding of their connections, which supports our result indicating that resilience frequently manifests in daily practice.

The results, ranked from lowest to highest, show that Determination has a mean category rating of 4.18, indicating a high level of perseverance and reliability in urgent situations, though some teachers may perceive their determination as slightly lower during regular days. Closely following is Self-reliance with a mean of 4.35, highlighting teachers’ tendency to handle many tasks independently and persist through challenges, albeit with some variability depending on the day and workload. Next is Equanimity, with a mean of 4.25, reflecting a fairly consistent ability to maintain calmness and focus by not dwelling on uncontrollable factors, though this may fluctuate. The highest among these is Positive Outlook, with a

mean of 4.31, demonstrating teachers' overall optimistic attitude, their tendency to take things day by day, and maintain energy despite fluctuating school demands. Overall, teachers exhibit strong resilience and positivity, with slight differences in how consistently they display these traits across various situations.

The level of teacher effectiveness. It is shown that the overall level of teacher effectiveness is 4.37, which is described as very high. It means that teacher effectiveness is always observed. It implies that the day-to-day classroom work of many teachers is showing steady practice, like planning lessons, keeping routines, giving simple feedback, and watching student needs, but of course not all days are the same, and not every teacher is at the same level. The very high mean points hint that effective behaviors are often present, while the small spread hints that many are near that level with only small ups and downs. Parts like learning environment and clear task flow likely feel more stable, while some pieces (like use of technology or student and teacher assessment) may still need small tweaks depending on schedule and resources. So the data is generally strong, with careful room for short refreshers and simple supports, rather than expecting to have big changes. In addition, the overall standard deviation is .40, which is less than one denoting that the respondents have ratings that are clustered around the mean. In the physical education field, Husain et al. (2015) examined teaching effectiveness for PE teachers using a 5-point Likert scale and reported mean scores slightly above 4.0 across professional and social aspects of teaching, indicating generally high perceived effectiveness in PE settings, which is in the same numerical band as our overall mean of 4.37. This finding supports the study of Chetty et al. (2014), who showed that students with highly effective teachers tend to gain better long-run outcomes in school and life. It is also in line with Goe (2007), who framed teacher effectiveness around growth in student learning, usually seen in steady progress over time. In addition, it is close to Rivkin et al. (2005) and Rockoff (2004), who report that differences in teacher effectiveness matter a lot for student achievement, which fits a very high overall level seen here.

From lowest to highest, the "Learning Environment" category has the lowest mean rating of 4.12, indicating a high but somewhat variable focus on safety and individualizing content, with safety being prioritized most days. Next is "Assessment of Students and Their Work," with a mean of 4.17, highlighting frequent use of structured tools like rubrics and assessments, though peer evaluation is somewhat less common. Following this is "Application of PE Content," which has a very high mean of 4.58, showing that teachers predominantly focus on practical activities like fitness and motor skills, with cross-subject integration playing a smaller role. The "Use of Technology" category has a mean of 4.21, reflecting regular use of online search tasks and class resource creation, but less

frequent self-recording and review. Lastly, “Lesson Implementation” scores the highest with a mean of 4.72, demonstrating that teachers generally follow well-structured lesson plans with clear objectives and communicate goals effectively to students most days. Overall, these findings suggest that PE teachers emphasize safety, practical application, and structured lesson delivery, with supplementary methods like individualized instruction, peer evaluation, and technology use incorporated in varying degrees depending on conditions.

Core literacy of the PE teachers is positively associated with teacher effectiveness ($r = .32, p < .05$). This data means that PE teachers with higher levels of core literacy also tend to have higher levels of teacher effectiveness.

The finding conforms with the result of Goe (2007), who framed teacher effectiveness around growth in student learning and the knowledge/behavior pieces that sit behind it. It also fits with Chetty et al. (2014), and with Rivkin et al. (2005) and Rockoff (2004), showing that more effective teachers link with better student outcomes, so stronger core literacy in beliefs/skills can show up as more effective day-to-day work. In PE settings this connects as well with Atencio et al. (2012) noting that professional competence of PE teachers relates to better class quality, which is close to the positive, moderate link we see here.

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Likewise, resilience reveals a significant, positive, moderate relationship with teaching efficacy ($r = .40, p = .00, i.e., p < .001 < .05$). These statistics mean that as the level of resilience increases, the level of teaching efficacy also increases. Since $p < .001 < .05$, we reject the null hypothesis of no significant relationship

and accept the alternative. The tie is positive and moderate, still with small ups and downs. It implies that when resilience is a bit higher, teachers cope better with stress, they recover quicker after busy days, and class flow stays more on track, though still with small ups and downs. Moreover, the result supports the view of Hattie and Timperley (2007) and Wiggins (2011) that effective assessment and feedback habits help learning move forward, which likely show more when teachers have both stronger core literacy and steadier resilience. It is also consistent with MacPhail and Whittle (2020) (plus Tolentino et al., 2020) that practical pedagogies and clear systems make lessons run better, and those behaviors tend to sit firmer when teachers bring solid knowledge/skills and coping resources together.

The influence of the core literacy and resilience on teacher effectiveness. The results show that among the predictors, it is only resilience that has a significant influence on teacher effectiveness ($\beta = .33$, $p < .05$). This data means that for every unit increase in the resilience, there is a corresponding increase in the teacher effectiveness by .33. On the other hand, core literacy does not have significant influence on teacher effectiveness.

However, the results indicate that core literacy does not have a significant influence on teacher effectiveness ($\beta = 0.11$, $p > .05$). It shows that core literacy as a standalone independent variable is not a significant predictor of teacher effectiveness. It means that for every unit increase in the value of the level of core literacy, there is a corresponding increase of .11 in the level of teacher effectiveness, which is considered not significant. It also suggests conversely that core literacy helps a bit but not much by itself; some teachers have beneficial beliefs/skills, yet class results still depend on other things like time, routines, and class mix, so the impact looks small and sometimes uneven.

In addition, the combined influence of the two independent variables, core literacy and resilience, on the teacher effectiveness is significant ($p < .05$). Meanwhile, the model explains 15 percent of the teacher effectiveness based on the combined influence of the two independent variables included in this study as indicated by $R^2 = .15$. This means that 85 percent of the variance of teacher effectiveness can be attributed to other factors aside from core literacy and resilience. Many other factors likely carry the rest, like learning climate, feedback habits, simple tech comfort, clear strategies, and admin load, so changes show but not big jumps. Together they give a small but real push on effectiveness; there is still a big room left for other pieces, so the model that came up for this study works but may not capture the whole picture.

The above-mentioned results support the idea that teachers' internal coping resources are crucial for their effectiveness. Studies using similar models show

that resilience is strongly linked with how well teachers function in their work stations. In a Philippine study conducted by Alave (2022), multiple regression and structural equation modeling showed that resilience, together with related personal resources, significantly predicted teaching effectiveness indicators in terms of technological, pedagogical, and attitudinal competence of high school teachers. For example, in a large sample of 638 Chinese teachers, Li (2023) found that teacher resilience had a significant negative path to burnout in a structural equation model, meaning that more resilient teachers reported lower burnout levels and better professional functioning overall. Since burnout is typically associated with reduced performance, this pattern is consistent with the present study's finding that resilience ($\beta = .33, p = .02$) is a significant positive predictor of teacher effectiveness.

Finally, the results of the study support the theories anchored in this study which are Self-Determination Theory, Bandura's Self-Efficacy Theory, and Social Learning Theory, and also the Quality Physical Education framework. The results gathered from this study are close to Self-Determination Theory (Ryan & Deci, 2024), where support for autonomy, competence, and relatedness makes motivation and perseverance go up, so resilience shows as steadier teaching and small positive from literacy. It also matches Bandura's self-efficacy (1986; 1995; 1998; 2004; 2006), who claimed beliefs about capability guide effort, persistence, and how stress get handled, fitting the significant beta for resilience and the small positive for literacy. In addition, it also speaks volumes with Bandura's Social Learning Theory (1977) that modeling and feedback build skill/confidence, so other classroom pieces beyond the two predictors still explain a big share, which agrees with the modest R^2 we see.

CONCLUSION

The level of core literacy was high among physical education teachers in North Cotabato. Moreover, the indicators in terms of professional beliefs, professional knowledge and skills, motor skills among the teachers are at a very high level, suggesting that these qualities are consistently evident among them. However, work adaptation and reflection was rated very low, indicating that this dimension is never evident among physical education teachers. While work and life management was rated as only moderate, implies that this dimension is sometimes evident among physical education teachers.

The level of resilience was very high among physical education teachers in North Cotabato, this data suggests that it is always manifested among them. Also, the indicators in terms of self-reliance, positive outlook, and equanimity among

the physical education teachers are at a very high level, indicating that these aspects are always manifested among them. However, determination was only high, indicating that this dimension is oftentimes manifested among physical education teachers.

The level of teacher effectiveness among physical education teachers was very high, this data implies that it is always observed among them. In addition, the indicators, namely the application of the content of physical education, teaching strategies, and lesson implementation among the physical education teachers, are at a very high level, indicating that these dimensions are always observed among them. But the learning environment and student and teacher assessment were only high, indicating that these dimensions are oftentimes observed among physical education teachers.

Since core literacy and resilience are associated with teacher effectiveness, the association suggests that increasing core literacy and resilience would also increase teacher effectiveness. Additionally, resilience is a contributory factor to physical education teachers' effectiveness. However, core literacy is not a predictor of teacher effectiveness of physical education teachers in higher education institutions in North Cotabato.

TRANSLATIONAL RESEARCH

The result of the study could be translated through a journal article for international publications, newsletters, radio, social media, and other media for information dissemination and to revisit the institutional policies. Additionally, both the external and internal stakeholders might be able to translate it into a more comprehensive administrative policy and enhanced intervention program that could increase the interest of prospective internal stakeholders and professionals towards further studies. Finally, it can be translated by sharing this with present and future employees to clarify the administrative policies in the workplace.

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