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## COMMUNICATION SKILLS, MOTIVATION AND CORE BEHAVIORAL COMPETENCIES OF SENIOR HIGH SCHOOL TEACHERS: INPUT FOR A LEARNING AND DEVELOPMENT PROGRAM

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### Abstract

*This study examined the communication skills, motivation in teaching, and behavioral competencies of Senior High School teachers, including their differences and relationships, using a descriptive-correlational design. Data were collected through a structured questionnaire and analyzed using mean, t-test, ANOVA, and Pearson correlation. Findings showed that teachers demonstrated very high levels across all three variables, with ratings interpreted as very satisfactory to outstanding. Most respondents were female, with a mean age of 34.38 years, holding bachelor's or master's degrees, and commonly occupying Teacher I positions with an average of 7.22 years of service. No significant differences were found in communication skills and behavioral competencies across profile variables, while motivation differed based on educational attainment, position, strand, and year level taught. A strong positive relationship existed between communication skills and behavioral competencies, and a weak but significant relationship between motivation and behavioral competencies, highlighting the importance of continuous professional development.*

**Keywords:** communication skills, motivation in teaching, core behavioral competencies, teacher development, Senior High School

### INTRODUCTION

In the field of education, the effectiveness of teaching is contingent upon the educator's expertise in the subject matter that necessitates the proficient communication abilities, consistent motivation, and a high degree of proficiency in core behavioral competencies. Whereas, the K to 12 Curriculum it is anticipated that the teachers in Senior High School should exhibit effective communication skills, employ motivating strategies, and must showcase strong

core competencies of the subject matter. Effective teaching requires strong communication skills and are essential for delivering clear lessons that promote student engagement, and establishes collaborative relationships with students, colleagues, parents, and school administrators.

According to Hargie (2019), Stewart (2020) and Villanueva and Gamiao (2022), educators who possess strong communication

skills play a significant role in advancing educational achievement and foster increased classroom engagement and cultivating a favorable school atmosphere. On the other hand, the problems in communication can result in misinterpretations, lower students' motivation, and diminish the efficacy of instruction. The common challenges faced by Senior High

School teachers are unclear verbal explanations, limited listening and feedback skills, ineffective nonverbal communication, and inadequate proficiency in digital and AI-assisted communication platforms. The motivation of educators is an additional essential element in the effective instruction. Whereas the educators who display high levels of motivation are typically more dedicated, tenacious, and innovative when confronting difficulties in the classroom.

Conversely, a lack of inherent motivation is frequently linked to feelings of burnout and substantial workloads, and limited prospects for professional development and acknowledgement, all of which have the potential to detrimentally impact teaching effectiveness, job contentment, and willingness to embrace innovative approaches and technological assimilation (Ryan & Deci, 2020). External factors such as the rewards, acknowledgement, and the prospects for professional growth also have a considerable impact on maintaining the motivation of teachers. Fundamental behavioral competencies are of equal significance, and it encompasses elements such as professionalism, teamwork, ethical behavior, and adaptability. In response, this study seeks to investigate the relationships among communication skills, motivation, and core behavioral competencies of Senior High School teachers in the Camalaniugan District.

The findings are expected to provide valuable empirical evidence that will serve as a basis for designing context-specific Learning and Development (L&D) programs. These programs aim to enhance teachers' professional competencies, address identified gaps, support their motivation and emotional wellbeing, and ultimately improve teaching effectiveness and student learning outcomes within the local educational setting.

#### Statement of the Problem

This study aimed to assess the communication skills, motivation, and core behavioral competencies of Senior High School teachers and determine how these factors relate to one another as bases for designing an evidence-based Learning and Development (L&D) Program.

Specifically, this study sought answers to the following questions:

1. What is the demographic profile of the teachers in terms of:
  - a. Socio-demographic profile:
    - i. Sex
    - ii. Age
    - iii. Highest Educational Attainment
  - b. Employment profile:
    - i. Position
    - ii. Specialization
    - iii. Year Level Taught
    - iv. Length of Service
2. What is the level of communication skills of the Senior High School teachers in terms of:
  - a. Verbal Communication
  - b. Written Communication

- c. Interpersonal Communication
3. What is the level of motivation of Senior High School teachers in terms of:
  - a. Intrinsic Motivation
  - b. Extrinsic Motivation
  - c. Professional Growth Motivation
4. What is the level of behavioral competencies of Senior High School teachers in terms of:
  - 4.1 Professionalism and ethics
  - 4.2 Teamwork and collaboration
  - 4.3 Results orientation
  - 4.4 Self-management
5. Is there a significant difference between the level of communication skills, motivation and core-behavioral competencies when teachers are grouped according to their profile variables?
6. Is there a significant relationship between Communication skills and teachers' motivation, Communication skills and core-behavioral competence and Teachers' motivation and core-behavioral competence?
7. What learning and development program may be proposed on the findings of the research?

## METHODOLOGY

### Research Design

This study utilized a descriptive-correlational research design, which was appropriate for assessing the communication skills, motivation, and core behavioral competencies of Senior High School teachers in the District of Camalaniugan and determining the relationships among these variables. The descriptive component provided a systematic and detailed account of teachers' socio-demographic profiles, including sex, age, and highest educational attainment, as well as employment profiles such as position, specialization, year level taught, and length of service. It also described the levels of teachers' communication skills in terms of verbal, non-verbal, written, and interpersonal communication, their motivation across intrinsic, extrinsic, work environment, professional development, and student-related factors, and their core behavioral competencies including self-management, professionalism, results orientation, teamwork and collaboration, service orientation, and innovation.

Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to summarize the data, while inferential statistics including t-tests, ANOVA, and chi-square tests were employed to determine significant differences in communication skills according to profile variables. Correlation analysis using Pearson's  $r$  or Spearman's  $\rho$  was used to assess the relationships between communication skills, motivation, and behavioral competencies.

The findings of the study served as the foundation for designing an evidence-based L&D program tailored to address teachers' specific needs and support their professional development.

### Respondents and Sampling Technique

The respondents of this study were the Senior High School (SHS) teachers in the District of Camalaniugan, Division of Cagayan. These teachers were chosen as respondents because they played a crucial role in implementing the K to 12 curriculum and directly influenced students' learning outcomes through their

communication competence, emotional management, and overall teaching performance.

As of the school year 2025–2026, the District of Camalaniugan comprised several public and private secondary schools offering the Senior High School program, each employing qualified teachers across various academic and technical-vocational-livelihood (TVL) strands. The public schools included Northern Camalaniugan National High School, Camalaniugan National High School-Main, and Felipe Tuzon Agricultural School, which were known for their comprehensive SHS programs and specialized strands in science, technology, and agriculture. The private sector was represented by Lyceum of Camalaniugan, which offered a range of academic and TVL tracks with modern facilities and student-centered approaches. These schools collectively provided a broad representation of the district's SHS teaching workforce and the diversity of strands and specializations present.

To ensure fair representation of teachers from different schools and subject areas, the study employed a total population sampling method, including all qualified SHS teachers in the district. Utilizing the total population as the sample allowed for comprehensive participation, ensuring that the collected data accurately reflected the teaching community of Camalaniugan and captured the full range of teacher competencies, experiences, and professional practices.

#### **Research Instruments**

The research instrument used in this study is a structured survey-questionnaire designed to gather information on the profile, communication skills, motivation, and behavioral competencies of Senior High School teachers. It is patterned after the Multi-Year Guidelines on the Results-Based Performance Management System–Philippine Professional Standards for Teachers (RPMS-PPST), as issued through DepEd Memorandum No. 008, s. 2023, ensuring alignment with nationally recognized teaching standards. The questionnaire is divided into four main parts.

Part I: Profile collected demographic and professional information, including age, sex, educational attainment, teaching position, specialization or strand taught, year level handled, and length of service. This information provided a contextual background for interpreting the data and understanding potential correlations with behavioral competencies and motivation.

Part II: Communication Skills assessed teachers' verbal, non-verbal, written, and interpersonal communication abilities, with items measuring clarity of expression, use of gestures and visual aids, instructional writing, active listening, conflict resolution, and collaborative practices.

Part III: Teachers' Motivation examined intrinsic and extrinsic motivation, work environment, professional development, and student-related factors, capturing both personal and situational influences on teaching performance.

Part IV: Level of Behavioral Competencies evaluated six key domains: self-management, professionalism, results orientation, teamwork and collaboration, service orientation, and innovation, measuring behaviors such as goal setting, time management, adherence to ethical standards, problem-solving, collaboration, responsiveness to stakeholders, and implementation of creative solutions. Respondents indicated their answers using a 5-point Likert scale, with higher scores reflecting stronger agreement or more frequent demonstration of the behavior.

The questionnaire ensured reliability and validity by drawing from established DepEd guidelines and was designed for confidentiality, with responses used solely for research purposes. A pilot test was conducted to verify clarity, internal consistency, and accuracy of the instrument before full administration.

#### **Data Gathering Procedure**

To ensure the reproducibility of the study, the following steps were strictly followed:

Written permission was obtained from the Office of the Schools Division Superintendent through the proper channels, ensuring full cooperation from the selected schools and respondents. Upon approval, the researcher personally scheduled appointments with the principals of the schools included in the study, explained the purpose and scope of the research, and requested formal approval to conduct the survey. The researcher then administered the questionnaire to the respondents according to the agreed schedule, ensuring that instructions were standardized so that all respondents understood and answered consistently. After data collection, the responses were systematically tallied and tabulated, and appropriate statistical tools and techniques were applied to analyze the data.

Finally, the results of the analysis were interpreted in relation to the research objectives, and the findings were clearly presented to support the conclusions and recommendations.

#### **Data Analysis**

The data gathered from the survey-questionnaire were systematically analyzed to answer the research questions of this study, which aimed to assess the communication skills, motivation, and core behavioral competencies of Senior High School teachers and examine their interrelationships as a basis for designing an evidence-based Learning and Development (L&D) program.

First, the demographic profile of the respondents, including socio-demographic variables (sex, age, highest educational attainment) and employment profile (position, specialization, year level taught, and length of service), was summarized using frequency counts and percentages. This provided a clear overview of the characteristics of the teachers and allowed for meaningful comparisons across groups.

Next, the level of communication skills (verbal, non-verbal, written, and interpersonal) and motivation (intrinsic, extrinsic, work environment, professional development, and student-related motivation) were analyzed using mean scores and standard deviations based on a 5-point Likert scale. The interpretation of the scores followed a standard descriptive scale, with higher scores indicating stronger agreement or more frequent demonstration of the behavior. Similarly, the behavioral competencies in terms of self-management, professionalism, results orientation, teamwork and collaboration, service orientation, and innovation were assessed using mean scores and standard deviations to determine how often teachers exhibited these competencies.

To determine whether there were significant differences in communication skills according to profile variables, t-tests (for two-group comparisons) and one-way ANOVA (for three or more groups) were employed, with post-hoc tests conducted when necessary. The study also examined the relationships between communication skills and other variables, specifically motivation and behavioral competencies, using Pearson's correlation

coefficient or Spearman's rank-order correlation, depending on the distribution and normality of the data.

Finally, the results were presented through tables, graphs, and narrative descriptions to facilitate interpretation. The findings informed the development of an evidence-based L&D program, providing recommendations to enhance teachers' communication skills, motivation, and behavioral competencies. All analyses were conducted using statistical software such as SPSS or Excel, with a significance level set at  $p < 0.05$  for inferential tests.

### Ethical Considerations

In conducting this study, strict adherence to ethical research standards was maintained to ensure the rights, privacy, and safety of all participants. Prior to data collection, the purpose of the study was clearly explained to the participants, including its objectives, procedures, and expected outcomes. Participation was entirely voluntary, and informed consent was obtained from all respondents, with assurance that they had the right to withdraw from the study at any point without any form of penalty or consequence.

To ensure confidentiality, no personal identifiers were collected, and all responses were treated with the highest level of anonymity. The collected data were securely stored and used solely for academic purposes related to this research. Participants were assured that their responses remained confidential and that findings were reported in aggregate form only.

Furthermore, the researcher underwent an ethics review process, and approval was secured from the appropriate research ethics committee prior to the conduct of the study to ensure that all procedures complied with established ethical guidelines. These measures were implemented to foster trust, protect participant welfare, and maintain the integrity of the research process.

## RESULTS AND DISCUSSIONS

The following are the results and discussion pertinent to all data gathered, tabulated and analyzed.

### Socio-demographic Profile

The table 1a presents the socio-demographic profile of the respondents in terms of sex, age, and educational attainment, providing a clear overview of their characteristics and background. In terms of age, the respondents obtained a mean age of 34.38 years with a standard deviation of 8.16. The highest frequency falls within the 31 to 40 age brackets with 25 respondents (41.7 percent), while the lowest frequency is observed among those aged 51 and above with 3 respondents (5.0 percent). This indicates that the majority of respondents are early to mid-career professionals, suggesting a workforce with a balance of experience and active engagement in the teaching profession.

*Table 1a. Distribution of the respondents in terms of their socio-demographic profile.*

Variables	Frequency (n=60)	Percentage
<b>Sex</b>		
Male	21	35.0
Female	39	65.0
<b>Age (in years)</b>		

25 or below	5	8.3
26 to 30	19	31.7
31 to 40	25	41.7
41 to 50	8	13.3
51 or above	3	5.0
	<i>Mean= 34.38</i> <i>y/o</i>	<i>SD= 8.16</i>
<b>Educational attainment</b>		
Bachelor's degree	28	46.7
Masteral degree	26	43.3
Doctorate degree	6	10.0

### Employment Profile

The table 1b presents the employment profile of the respondents in terms of position, strand handled, year level taught, and length of service, providing a clear overview of their professional characteristics. In terms of position, most respondents occupy the position of Teacher I with a frequency of 31 (51.7 percent), followed by Teacher III with 17 (28.3 percent), and Teacher II with 12 (20.0 percent), indicating that a large proportion of the respondents are in the entry-level or early stages of their teaching careers. For the strand handled, the majority of respondents teach in the Academic strand with a frequency of 36 (60.0 percent), while 21 (35.0 percent) handle the Technical-Vocational-Livelihood strand, and only 3 (5.0 percent) handle both, suggesting that respondents are primarily engaged in academic instruction. In terms of year level taught, 25 respondents (41.7 percent) teach Grade 11, 20 (33.3 percent) teach Grade 12, and 15 (25.0 percent) handle both levels, indicating a fairly distributed teaching assignment across senior high school levels. Regarding length of service, most respondents have 3 years or below with a frequency of 22 (36.7 percent), followed by those with 8 to 10 years with 20 (33.3 percent), 4 to 7 years with 11 (18.3 percent), and 10 years or above with 7 (11.7 percent), with a mean length of service of 7.22 years and a standard deviation of 8.28.

*Table 1b. Distribution of the respondents in terms of their employment profile*

Variables	Frequency (n=60)	Percentage
<b>Position</b>		
Teacher I	31	51.7
Teacher II	12	20.0
Teacher III	17	28.3
<b>Strand handled</b>		
Academic	36	60.0
Technical, Vocational, Livelihood	21	35.0
Both	3	5.0
<b>Year level taught</b>		

Grade 11	25	41.7
Grade 12	20	33.3
Both	15	25.0
<b>Length of service (in years)</b>		
3 or below	22	36.7
4 to 7	11	18.3
8 to 10	20	33.3
10 or above	7	11.7
	<i>Mean= 7.22</i> <i>years</i>	<i>SD= 8.28</i>

### Level of Communication Skills of the Respondents

#### Verbal Communication

Table 2a. Mean ratings and level of communication skills of the respondents in terms of verbal communication

Indicators	Mean Rating	Descriptive Value
1. Explains lessons clearly using language appropriate to learners' level	4.87	Outstanding
2. Organizes thoughts logically when presenting ideas	4.85	Outstanding
3. Uses varied examples and real-life situations to clarify concepts	4.47	Very satisfactory
4. Adjusts tone, pace, and volume to maintain learners' attention	4.68	Outstanding
5. Provides clear and concise oral instructions for learning tasks	4.73	Outstanding
6. Encourages learners to express ideas during discussions	4.25	Very satisfactory
7. Responds clearly and confidently to learners' questions	4.25	Very satisfactory
8. Uses questioning techniques that promote critical thinking	4.23	Very satisfactory
9. Modifies verbal explanations based on learners' understanding	4.20	Very satisfactory
10. Demonstrates confidence and clarity when speaking before the class	4.17	Very satisfactory
<b>Criteria Mean</b>	<b>4.47</b>	<b>Very satisfactory</b>

The table 2a presents the level of communication skills of the respondents in terms of verbal communication, showing the mean ratings and their corresponding descriptive values for each indicator. Overall, the criteria mean of 4.47 indicates a very satisfactory level of verbal communication skills among the respondents. The highest mean rating was obtained by the indicator "Explains lessons clearly using language appropriate to learners' level"

level" with a mean of 4.87, described as outstanding, while the lowest mean was observed in "Demonstrates confidence and clarity when speaking before the class" with a mean of 4.17, described as very satisfactory. The remaining indicators were rated from very satisfactory to outstanding, indicating generally strong verbal communication skills among the respondents.

The findings imply that the respondents exhibit strong verbal communication skills, particularly in delivering clear explanations and organizing ideas effectively, which are essential in facilitating understanding among learners. However, the slightly lower ratings in encouraging learner participation, critical questioning, and confidence in speaking suggest areas that may need further enhancement. This indicates that while teachers are generally effective communicators, continuous professional development and training may further strengthen their ability to engage learners actively, promote critical thinking, and enhance overall classroom interaction.

According to Michael Fullan (2022) highlighted that strong communication skills among teachers contribute to more effective collaboration, learner engagement, and improved classroom outcomes.

#### Written Communication

Table 2b. Mean ratings and level of communication skills of the respondents in terms of written communication

Indicators	Mean Rating	Descriptive Value
1. Prepares written instructional materials clearly and well-organized	4.15	Very satisfactory
2. Uses correct grammar, spelling, and punctuation	4.57	Outstanding
3. Provides clear and constructive written feedback on learners' outputs	4.30	Very satisfactory
4. Writes instructions that learners can easily follow	4.37	Very satisfactory
5. Adapts writing style according to purpose and audience	4.53	Outstanding
6. Uses digital platforms effectively for communication with learners and parents	4.77	Outstanding
7. Presents ideas logically in lesson plans, modules, or guides	4.42	Very satisfactory
8. Integrates visuals to support written texts	4.63	Outstanding
9. Ensures clarity and accuracy in official school communications	4.58	Outstanding
10. Revises written materials based on feedback or evaluation	4.45	Very satisfactory
<b>Criteria Mean</b>	<b>4.48</b>	<b>Very satisfactory</b>

In contrast, the lowest mean is found in "Demonstrates confidence and clarity when speaking before the class" (4.17). Although still

rated as very satisfactory, this implies a relative need to enhance teacher confidence and delivery. This aligns with recent studies emphasizing that teachers' confidence and nonverbal communication significantly influence how messages are received by learners. For instance, Pierangela Diadori (2024) highlighted that nonverbal communication such as gestures, eye contact, and body language plays a crucial role in classroom interaction and supports effective learning.

### Interpersonal Communication

Table 2c. Mean ratings and level of communication skills of the respondents in terms of interpersonal communication

Indicators	Mean Rating	Descriptive Value
1. Listens attentively to learners	4.37	Very satisfactory
2. Shows respect and empathy in interactions	4.27	Very satisfactory
3. Encourages open and positive communication	4.42	Very satisfactory
4. Communicates expectations clearly while supportive	4.67	Outstanding
5. Collaborates effectively with colleagues	4.78	Outstanding
6. Handles misunderstandings or conflicts constructively	4.40	Very satisfactory
7. Demonstrates sensitivity to learners' diverse backgrounds	4.45	Very satisfactory
8. Provides encouragement and motivation	4.42	Very satisfactory
9. Maintains professional and ethical communication	4.35	Very satisfactory
10. Builds positive relationships with learners, parents, and colleagues	4.75	Outstanding
<b>Criteria Mean</b>	<b>4.49</b>	<b>Very satisfactory</b>

The table 2c presents the level of behavioral competencies of the respondents in terms of collaboration and interpersonal skills. The highest mean is observed in "Collaborates effectively with colleagues" (4.78), followed by "Builds positive relationships with learners, parents, and colleagues" (4.75), both rated as outstanding. The lowest mean is found in "Shows respect and empathy in interactions" (4.27), though still rated as very satisfactory.

The findings imply that the respondents possess strong collaboration and relationship-building skills, which support a positive learning environment. However, there is still a need to further enhance empathy and emotional sensitivity to strengthen interpersonal interactions.

These findings are supported by related literature. John Hattie (2023) emphasized that teacher-student relationships strongly influence learning outcomes, while Robert C. Pianta (2021) highlighted that supportive and respectful teacher interactions promote both academic and socio-emotional development.

### Summary of Communication Skills

Table 2d. Overall mean rating and level of communication skills of the respondents

Criteria	Mean	Descriptive Value
1. Verbal communication	4.47	Very satisfactory
2. Written communication	4.48	Very satisfactory
3. Interpersonal communication	4.49	Very satisfactory
<b>Overall Mean</b>	<b>4.48</b>	<b>Very satisfactory</b>

The results presented in Table 2d reveal that the overall mean rating of the respondents' communication skills is 4.48, with a descriptive value of very satisfactory. This indicates that Senior High School teachers demonstrate a high level of competence in communication across verbal, written, and interpersonal domains. Such a result suggests that the respondents possess the necessary communication skills required to effectively deliver instruction, interact with learners, and collaborate with colleagues.

Among the three criteria, interpersonal communication obtained the highest mean (4.49), followed closely by written communication (4.48), while verbal communication obtained the lowest mean (4.47). Although the differences are minimal, this indicates that respondents are slightly more proficient in interpersonal interactions, such as building relationships and collaborating, compared to other communication forms.

The findings imply that the respondents have a strong foundation in communication skills, with all indicators falling within the very satisfactory level. This suggests that teachers are generally effective communicators, capable of facilitating learning and fostering positive relationships. However, the slight variation in verbal communication indicates a need for further enhancement in confidence, clarity, and expressiveness when delivering lessons.

These findings are supported by recent literature. Pierangela Diadori (2024) emphasized that interaction-based communication enhances learner participation and classroom dynamics. Similarly, John Hattie (2023) highlighted that effective communication and teacher clarity significantly influence student achievement.

### Level of Motivation of the Respondents in Teaching

#### Intrinsic Motivation

Table 3a. Weighted means and level of intrinsic motivation of the respondents in teaching

Statements	Weighted Mean	Descriptive Value
1. I feel personally fulfilled when my students succeed academically.	4.70	Very high
2. I enjoy finding innovative ways to make lessons more engaging.	4.72	Very high
3. Teaching gives me a sense	4.58	Very high

of purpose and personal satisfaction.		
4. I am motivated to improve my teaching skills for my own professional growth.	4.57	Very high
5. I feel excited about teaching even without external rewards.	4.60	Very high
6. I am driven by the desire to make a positive impact on students' lives.	4.63	Very high
7. I feel proud when my students show improvement.	4.75	Very high
8. I enjoy learning new teaching strategies to enhance my classroom performance.	4.32	Very high
9. I feel a strong personal commitment to helping every student reach their potential.	4.58	Very high
10. I find satisfaction in overcoming teaching challenges.	4.65	Very high
<b>Dimension Mean</b>	<b>4.61</b>	<b>Very high</b>

The results presented in Table 3a reveal that the respondents obtained an overall mean of 4.61, described as very high. This indicates that Senior High School teachers possess a strong level of intrinsic motivation in teaching, meaning they are driven by internal rewards such as personal fulfillment, passion, and a sense of purpose rather than external incentives.

Among the indicators, the highest mean is observed in "I feel proud when my students show improvement" (4.75), followed by "I enjoy finding innovative ways to make lessons more engaging" (4.72) and "I feel personally fulfilled when my students succeed academically" (4.70), all interpreted as very high. This suggests that student success serves as a major source of intrinsic motivation, reflecting teachers' deep commitment to learner development. In contrast, the lowest mean is found in "I enjoy learning new teaching strategies to enhance my classroom performance" (4.32), although still interpreted as very high. This indicates that while teachers are generally motivated to learn new strategies, this aspect is relatively lower compared to other intrinsic factors.

The findings imply that teachers are highly motivated by internal factors such as student success, personal fulfillment, and professional growth, which positively influence their teaching performance. However, the slightly lower rating in adopting new strategies suggests the need to further strengthen teachers' confidence and openness to continuous learning.

These findings are supported by related literature. Edward L. Deci and Richard M. Ryan (2020) emphasized that intrinsic motivation is driven by internal satisfaction and personal interest.

## Extrinsic Motivation

Table 3b. Weighted means and level of extrinsic motivation of the respondents in teaching

Statements	Weighted Mean	Descriptive Value
1. I am motivated by recognition from school administrators and peers.	4.82	Very high
2. Financial incentives or bonuses encourage me to perform better in teaching.	4.73	Very high
3. Job security and benefits influence my motivation to work effectively.	4.73	Very high
4. I am motivated by opportunities for promotion or career advancement.	4.63	Very high
5. Positive feedback from parents or the community inspires me to teach well.	4.73	Very high
6. I feel motivated when my efforts are publicly acknowledged.	4.48	Very high
7. Awards or honors in teaching encourage me to maintain high performance.	4.58	Very high
8. Support and encouragement from colleagues increase my motivation.	4.70	Very high
9. I am influenced by the expectations of the school or community.	4.68	Very high
10. Competitive opportunities (e.g., teaching competitions, recognition programs) motivate me to excel.	4.65	Very high
<b>Dimension Mean</b>	<b>4.67</b>	<b>Very high</b>

The results presented in Table 3b reveal that the respondents obtained an overall mean of 4.67, interpreted as very high, indicating that extrinsic factors play a significant role in motivating Senior High School teachers. This suggests that external rewards, recognition, and social influences strongly contribute to their level of motivation in teaching.

Among the indicators, the highest mean is observed in "I am motivated by recognition from school administrators and peers" (4.82), which is described as very high. This indicates that recognition and appreciation from the workplace significantly enhance teachers' motivation. In contrast, the lowest mean is observed in "I feel motivated when my efforts are publicly acknowledged" (4.48), although still rated as very high, suggesting that while public recognition is valued, it is relatively less influential compared to other extrinsic factors.

The findings imply that teachers are highly motivated by external rewards such as recognition, incentives, job security, and social support. This highlights the importance of providing a supportive work environment and appropriate reward systems to sustain and further enhance teacher motivation.

These findings are supported by related literature. Liu et al. (2024) highlighted that personalized recognition is often more motivating than general public acknowledgment, reinforcing the importance of meaningful rewards in sustaining teacher motivation.

### Professional Growth Motivation

Table 3c. Weighted means and level of professional growth motivation of the respondents in teaching

Statements	Weighted Mean	Descriptive Value
1. I actively seek professional development opportunities to improve my teaching.	4.63	Very high
2. I reflect on my teaching practices to identify areas for growth.	4.68	Very high
3. I embrace feedback from supervisors and colleagues to improve professionally.	4.68	Very high
4. I set personal teaching goals to enhance my skills and knowledge.	4.73	Very high
5. I am motivated to pursue certifications or additional training relevant to my career.	4.63	Very high
6. I stay updated with new teaching methods and educational trends.	4.78	Very high
7. I apply what I learn in trainings to improve my classroom performance.	4.68	Very high
8. I strive to become a more effective and competent educator each year.	4.75	Very high
9. I plan lessons and activities to improve both learner outcomes and my professional skills.	4.70	Very high
10. I value self-improvement as a critical part of my teaching career.	4.30	Very high
<b>Dimension Mean</b>	<b>4.66</b>	<b>Very high</b>

The table 3c presents the level of teachers' professional growth motivation, showing the mean ratings and their corresponding descriptive values for each indicator. It reveals that the respondents obtained an overall mean of 4.66, described as very high, indicating that teachers are strongly motivated toward continuous professional growth and development. Among the indicators, the highest mean is observed in "I stay updated with new teaching

methods and educational trends" (4.78), followed by "I strive to become a more effective and competent educator each year" (4.75) and "I set personal teaching goals to enhance my skills and knowledge" (4.73), while the lowest mean is observed in "I value self-improvement as a critical part of my teaching career" (4.30), although still rated as very high. This indicates that teachers are highly engaged in continuous learning, reflection, and professional development, with a slight variation in the emphasis placed on self-improvement.

The findings imply that teachers demonstrate a strong commitment to enhancing their competencies and instructional practices, which contributes to improved teaching effectiveness and learner outcomes. However, the relatively lower rating in valuing self-improvement suggests a need to further strengthen teachers' intrinsic appreciation of continuous professional growth.

These findings are supported by related literature. Donald Schön (2021) emphasized the importance of reflective practice in professional growth, while Linda Darling-Hammond et al. (2020) highlighted that continuous professional learning enhances teaching effectiveness.

### Summary of Motivation in Teaching

Table 3d. Overall mean and level of motivation of the respondents in teaching

Dimension	Mean	Descriptive Value
1. Intrinsic motivation	4.61	Very high
2. Extrinsic motivation	4.67	Very high
3. Professional growth motivation	4.66	Very high
Overall Mean	4.65	Very high

The table 3d presents the level of teachers' motivation in teaching across three dimensions, showing the mean ratings and their corresponding descriptive values. It reveals that the respondents obtained an overall mean of 4.65, interpreted as very high, indicating that Senior High School teachers exhibit a strong level of motivation in teaching. This suggests that the respondents are highly engaged in their profession and are driven by internal satisfaction, external rewards, and continuous professional development.

Among the three dimensions, extrinsic motivation obtained the highest mean (4.67), followed closely by professional growth motivation (4.66), while intrinsic motivation obtained the lowest mean (4.61), although still interpreted as very high. This indicates that external factors such as recognition, incentives, job security, and social support play a slightly stronger role in motivating teachers compared to internal drives.

The findings imply that teachers are highly motivated overall, with a strong balance of internal and external factors contributing to their performance. The slight dominance of extrinsic motivation suggests the importance of continued institutional support through rewards and recognition, while also strengthening intrinsic motivation and opportunities for professional growth to sustain long-term engagement.

These findings are supported by John W. Howard et al. (2022) who emphasized that teacher motivation is shaped by both internal and external factors, while Linda Darling-Hammond et al. (2020)

highlighted that professional growth enhances teaching effectiveness and learner outcomes.

### Level of Behavioral Competencies of the Respondents

#### Professionalism and Ethics

Table 4a. Weighted means and level of behavioral competencies of the respondents in terms of professionalism and ethics

Statements	Weighted Mean	Descriptive Value
1. I adhere to the school's rules, policies, and regulations.	4.15	Very satisfactory
2. I demonstrate honesty and integrity in all professional dealings.	4.25	Very satisfactory
3. I respect students, colleagues, and school authorities.	4.20	Very satisfactory
4. I maintain confidentiality of sensitive information.	4.17	Very satisfactory
5. I dress and present myself appropriately as a professional educator.	4.07	Very satisfactory
6. I demonstrate fairness and impartiality in assessing students.	3.63	Very satisfactory
7. I take responsibility for my actions and decisions.	3.60	Very satisfactory
8. I comply with deadlines and professional obligations.	3.60	Very satisfactory
9. I continuously strive to improve my professional knowledge.	3.60	Very satisfactory
10. I model ethical behavior in and outside the classroom.	3.58	Very satisfactory
<b>Dimension Mean</b>	<b>3.89</b>	<b>Very satisfactory</b>

The table 4a presents the level of teachers' professionalism and ethical behavior, showing the dimension mean and the corresponding descriptive values for each indicator. It reveals that the respondents obtained a dimension mean of 3.89, interpreted as very satisfactory, indicating that Senior High School teachers demonstrate a generally positive level of professionalism and ethical behavior and adhere to institutional standards in their work.

Among the indicators, the highest mean is observed in "I demonstrate honesty and integrity in all professional dealings" (4.25), followed by "I respect students, colleagues, and school authorities" (4.20) and "I maintain confidentiality of sensitive information" (4.17). In contrast, the lowest mean is found in "I model ethical behavior in and outside the classroom" (3.58), followed by "I take responsibility for my actions and decisions" (3.60) and "I comply with deadlines and professional obligations" (3.60). Although still rated as very satisfactory, these results indicate areas that require further strengthening in terms of consistency and accountability in ethical behavior.

The findings imply that while teachers demonstrate strong values in honesty, respect, and confidentiality, there is a need to further enhance their consistency in modeling ethical behavior, accountability, and compliance with professional responsibilities. This suggests that continuous reinforcement through training and professional development is necessary to strengthen ethical practices and professional standards among teachers.

These findings are supported by related literature. Marilyn Campbell (2020) emphasized that professionalism and ethical behavior are essential in establishing trust and credibility in teaching.

#### Teamwork and Collaboration

Table 4b. Weighted means and level of behavioral competencies of the respondents in terms of teamwork and collaboration

Statements	Weighted Mean	Descriptive Value
1. I actively participate in school committees and activities.	3.60	Very satisfactory
2. I willingly share resources and teaching strategies with colleagues.	3.58	Very satisfactory
3. I communicate effectively with team members to achieve common goals.	4.75	Outstanding
4. I provide support and assistance to colleagues when needed.	4.75	Outstanding
5. I respect differing opinions and ideas within the team.	4.75	Outstanding
6. I collaborate in planning and implementing school programs.	4.78	Outstanding
7. I contribute to creating a positive working environment.	4.78	Outstanding
8. I resolve conflicts constructively within the team.	4.78	Outstanding
9. I recognize and appreciate the contributions of others.	4.78	Outstanding
10. I participate in professional learning communities to improve teamwork.	4.80	Outstanding
<b>Dimension Mean</b>	<b>4.54</b>	<b>Outstanding</b>

The results reveal that the respondents obtained a dimension mean of 4.54, interpreted as outstanding, indicating a strong ability to work collaboratively within the school environment.

The highest means are observed in participating in professional learning communities (4.80), contributing to a positive working environment (4.78), collaborating in school programs (4.78), and resolving conflicts constructively (4.78), showing strong engagement in teamwork. In contrast, the lowest means are in sharing resources and strategies (3.58) and participating in school committees (3.60), suggesting less consistency in these areas.

The findings imply that while teachers demonstrate strong teamwork and collaboration, there is a need to further encourage active participation and knowledge sharing to strengthen overall school performance.

These findings are supported by Michael Fullan (2022) and Andy Hargreaves (2021), who emphasized that collaboration and professional learning communities enhance instructional quality, teacher growth, and school effectiveness.

### Results Orientation

Table 4c. Weighted means and level of behavioral competencies of the respondents in terms of results orientation

Statements	Weighted Mean	Descriptive Value
1. I set clear objectives for my lessons and professional tasks.	4.78	Outstanding
2. I consistently strive to achieve high-quality outcomes in teaching.	4.80	Outstanding
3. I monitor and assess student progress regularly.	4.80	Outstanding
4. I seek ways to improve student performance through innovative methods.	4.80	Outstanding
5. I prioritize tasks to meet deadlines effectively.	4.80	Outstanding
6. I evaluate the effectiveness of my teaching strategies.	4.78	Outstanding
7. I take initiative to solve problems that affect learning outcomes.	4.80	Outstanding
8. I adjust plans and strategies based on student needs and feedback.	4.80	Outstanding
9. I maintain focus on achieving both short-term and long-term goals.	4.80	Outstanding
10. I celebrate achievements and recognize improvements in student results.	4.78	Outstanding
<b>Dimension Mean</b>	<b>4.79</b>	<b>Outstanding</b>

The table 4c presents the level of behavioral competencies of the respondents in terms of results orientation, showing that all indicators are rated as outstanding. The dimension mean of 4.79 indicates that teachers consistently demonstrate a strong focus on achieving high-quality outcomes in their teaching and professional tasks. All indicators obtained high weighted means, with most items rated at 4.80, including striving for high-quality outcomes, monitoring student progress, applying innovative methods, prioritizing tasks, taking initiative to solve problems, adjusting strategies, and maintaining focus on goals. The lowest means, though still outstanding, are observed in setting clear objectives, evaluating teaching strategies, and recognizing student achievements, each with a mean of 4.78.

The findings imply that teachers are highly results-oriented, demonstrating strong commitment to goal setting, performance monitoring, and continuous improvement in teaching practices. This suggests that they are proactive in ensuring student success and in adapting strategies to meet learners' needs.

These findings are supported by related literature. John Hattie (2021) emphasized that goal setting, feedback, and clear learning intentions significantly influence student achievement.

### Self-Management

Table 4d. Weighted means and level of behavioral competencies of the respondents in terms of self-management

Statements	Weighted Mean	Descriptive Value
1. I manage my time effectively to fulfill professional responsibilities.	4.78	Outstanding
2. I remain calm and composed under pressure.	4.78	Outstanding
3. I balance work and personal life efficiently.	4.78	Outstanding
4. I adapt to changes in school policies or teaching methods.	4.78	Outstanding
5. I prioritize tasks based on urgency and importance.	4.78	Outstanding
6. I demonstrate self-discipline in completing professional tasks.	4.78	Outstanding
7. I reflect on my performance to identify areas for improvement.	4.20	Very satisfactory
8. I maintain a positive attitude despite challenges.	4.20	Very satisfactory
9. I take responsibility for my own professional growth and learning.	4.20	Very satisfactory
10. I consistently follow through on commitments and promises.	4.20	Very satisfactory
<b>Dimension Mean</b>	<b>4.55</b>	<b>Outstanding</b>

The table 4d presents the level of behavioral competencies of the respondents in terms of self-management, showing an overall dimension mean of 4.55, interpreted as outstanding. This indicates that teachers demonstrate a high level of ability to manage their time, remain composed under pressure, balance responsibilities, adapt to changes, and maintain discipline in performing their duties. The highest means (4.78) are observed in managing time effectively, staying calm under pressure, balancing work and personal life, adapting to changes, prioritizing tasks, and demonstrating self-discipline. Meanwhile, the lower means (4.20), though still very satisfactory, are reflected in reflecting on performance, maintaining a positive attitude, taking responsibility for professional growth, and consistently following through on commitments.

These findings imply that teachers possess strong self-management skills, particularly in maintaining discipline and handling responsibilities, but there is still room for improvement in reflective practices and personal accountability. Enhancing these areas may further strengthen their professional effectiveness and resilience.

Related studies support these findings. Albert Bandura (2020) emphasized that self-regulation, which includes goal setting, self-reflection, and self-monitoring, is essential for effective performance.

### Summary of Behavioral Competencies

Table 4e. Overall mean and level of behavioral competencies of the respondents

Dimension	Mean	Descriptive Value
1. Professionalism and ethics	3.89	Very satisfactory
2. Teamwork and collaboration	4.54	Outstanding
3. Results orientation	4.79	Outstanding
4. Self-management	4.55	Outstanding
<b>Overall Mean</b>	<b>4.44</b>	<b>Very satisfactory</b>

The table 4e presents the summary of the behavioral competencies of the respondents, showing an overall mean of 4.44, interpreted as very satisfactory. This indicates that Senior High School teachers generally demonstrate strong behavioral competencies across professionalism, teamwork, results orientation, and self-management.

Among the four dimensions, results orientation obtained the highest mean (4.79), followed by self-management (4.55) and teamwork and collaboration (4.54), all rated as outstanding. This suggests that teachers are highly focused on achieving goals, managing their responsibilities effectively, and working collaboratively within the school environment. Meanwhile, professionalism and ethics obtained the lowest mean (3.89), although still rated as very satisfactory, indicating that while ethical standards are observed, this area may require further strengthening compared to the other competencies.

These findings imply that teachers possess strong competencies in achieving results, managing themselves, and collaborating with others, which are essential for effective teaching and school performance. However, the slightly lower rating in professionalism and ethics suggests the need for continuous reinforcement of ethical practices and professional conduct.

Related literature supports these results. Linda Darling-Hammond (2020) emphasized that teacher effectiveness is strongly linked to professional competence, collaboration, and continuous development. In addition, John Hattie (2023) highlighted that teacher effectiveness is significantly influenced by goal orientation and the ability to collaborate and reflect on practice.

### Difference in the Level of Communication Skills of the

#### Respondents by Profile

Table 5a. Comparison statistics in the level of communication skills of the respondents when grouped by profile

Grouping Variables	F- or t-value	Probability	Inference
<b>Level of communication skills</b>			
Sex	0.506	0.480	<b>Not significant</b>
Age	0.548	0.701	<b>Not significant</b>
Educational attainment	0.250	0.780	<b>Not significant</b>
Position	0.317	0.729	<b>Not significant</b>
Strand handled	0.080	0.923	<b>Not significant</b>
Year level taught	0.263	0.770	<b>Not significant</b>
Length of service	1.244	0.303	<b>Not significant</b>

\*tested at 0.05 level of significance

The results presented in Table 5a show that there are no significant differences in the level of communication skills of the respondents when grouped according to sex, age, educational attainment, position, strand handled, year level taught, and length of service, as all p-values are greater than 0.05. This indicates that communication skills are consistently demonstrated across all groups and are not influenced by demographic or professional profile variables.

The findings imply that communication skills are a standardized professional competency among teachers, likely developed through similar training, professional experiences, and institutional practices.

This is supported by recent literature. Linda Darling-Hammond (2020) emphasized that teacher competencies, including communication, are strengthened through continuous professional development and structured training. Similarly, John Hattie (2023) highlighted that effective teaching skills are consistently developed through shared practices and feedback within schools.

### Difference in the Level of Motivation in Teaching of the Respondents by Profile

Table 5b. Comparison statistics in the level of motivation in teaching of the respondents when grouped by profile

Grouping Variables	F- or t-value	Probability	Inference
<b>Level of motivation in teaching</b>			
Sex	0.548	0.462	<b>Not significant</b>
Age	2.357	0.065	<b>Not significant</b>
Educational attainment	7.902	0.001	<b>Significant</b>

Position	4.724	0.013	<b>Significant</b>
Strand handled	5.351	0.007	<b>Significant</b>
Year level taught	3.629	0.033	<b>Significant</b>
Length of service	2.658	0.057	<b>Not significant</b>

*\*tested at 0.05 level of significance*

The findings presented in Table 5b reveal that there are significant differences in the level of motivation in teaching when respondents are grouped according to educational attainment ( $p = 0.001$ ), position ( $p = 0.013$ ), strand handled ( $p = 0.007$ ), and year level taught ( $p = 0.033$ ). However, no significant differences were found in terms of sex ( $p = 0.462$ ), age ( $p = 0.065$ ), and length of service ( $p = 0.057$ ), indicating that demographic factors do not significantly influence teachers' motivation.

The post-hoc results show that teachers with a bachelor's degree ( $M = 4.73$ ) have higher motivation than those with master's and doctorate degrees, suggesting that less experienced teachers may exhibit stronger enthusiasm and drive for professional growth. Similarly, Teacher I ( $M = 4.71$ ) shows higher motivation than Teacher III ( $M = 4.57$ ), indicating that teachers in lower positions tend to be more motivated, possibly due to aspirations for promotion.

In terms of strand handled, teachers teaching the Academic strand ( $M = 4.70$ ) have higher motivation compared to those handling both strands ( $M = 4.54$ ), suggesting that specialization enhances focus and engagement. For year level taught, Grade 11 teachers ( $M = 4.71$ ) show higher motivation than Grade 12 and those handling both levels, which may be due to lighter academic demands.

These findings imply that motivation is influenced more by professional roles and responsibilities than by personal characteristics. However, all groups still exhibit very high motivation, indicating a generally strong level of commitment among teachers.

Related studies support these results. Edward L. Deci and Richard M. Ryan (2020) emphasized that motivation is influenced by contextual factors such as autonomy and professional environment. Similarly, John Hattie (2023) noted that teacher motivation is affected by workload, role demands, and teaching context.

#### **Difference in the Level of Behavioral Competencies of the Respondents by Profile**

*Table 5c. Comparison statistics in the level of behavioral competencies of the respondents when grouped by profile*

Grouping Variables	F- or t-value	Probability	Inference
<b>Level of behavioral competencies</b>			
Sex	1.563	0.216	<b>Not significant</b>
Age	0.328	0.858	<b>Not significant</b>
Educational attainment	0.821	0.445	<b>Not significant</b>

Position	0.184	0.833	<b>Not significant</b>
Strand handled	1.320	0.275	<b>Not significant</b>
Year level taught	0.390	0.679	<b>Not significant</b>
Length of service	1.571	0.207	<b>Not significant</b>

*\*tested at 0.05 level of significance*

The results presented in Table 5c show that there are no significant differences in the level of behavioral competencies of the respondents when grouped according to sex, age, educational attainment, position, strand handled, year level taught, and length of service, as all p-values are greater than 0.05. This indicates that competencies such as professionalism, teamwork, results orientation, and self-management are consistently demonstrated across all groups of teachers.

The findings imply that behavioral competencies are standardized and uniformly developed among teachers, likely through institutional policies, professional training, and shared school culture rather than personal characteristics.

This is supported by related literature. Linda Darling-Hammond (2020) emphasized that teacher competencies are shaped by continuous professional development and structured learning environments.

These findings suggest that behavioral competencies are well-established and consistently practiced among teachers, underscoring the effectiveness of institutional standards in promoting professional behavior across all groups.

#### **Relationship among the Levels of Communication Skills, Motivation in Teaching and Behavioral Competencies of the Respondents**

*Table 6. Correlation statistics among the levels of communication skills, motivation in teaching and behavioral competencies of the respondents*

Variables	r-value	Probability	Inference
Communication skills vs. Motivation in teaching	0.180	0.169	<b>Not significant</b>
Communication skills vs. Behavioral competencies	0.682	0.000	<b>Significant</b>
Motivation in teaching vs. Behavioral competencies	0.261	0.044	<b>Significant</b>

*\*tested at 0.05 level of significance*

The correlation analysis in Table 6 reveals that there is a significant strong positive relationship between communication skills and behavioral competencies ( $r = 0.682$ ,  $p = 0.000$ ). This indicates that teachers with higher communication skills tend to demonstrate stronger behavioral competencies such as professionalism, teamwork, and results orientation.

There is also a significant but weak positive relationship between motivation in teaching and behavioral competencies ( $r = 0.261$ ,  $p = 0.044$ ), suggesting that higher motivation is associated with better behavioral competencies, although the relationship is limited. In contrast, the relationship between communication skills and motivation in teaching ( $r = 0.180$ ,  $p = 0.169$ ) is not significant, indicating that communication skills do not directly influence teachers' motivation.

These findings imply that communication skills play a crucial role in strengthening behavioral competencies, while motivation is influenced by other factors such as work environment and personal goals.

Related studies support these results. John Hattie (2023) emphasized that effective communication significantly enhances teacher performance and classroom effectiveness.

## Conclusions

The study concludes that Senior High School teachers demonstrate very satisfactory to outstanding levels of communication skills, motivation, and behavioral competencies, reflecting a strong foundation for effective teaching. Their communication skills are consistently high and not influenced by demographic or work-related variables, indicating uniform development through professional experiences. Motivation is also very high, with extrinsic and professional growth factors slightly stronger than intrinsic motivation, while behavioral competencies are generally outstanding, though professionalism and ethics obtained the lowest mean. The findings further reveal that communication skills have a strong relationship with behavioral competencies, while motivation shows a weaker but significant relationship, and communication skills are not significantly related to motivation. Overall, the study highlights the need for a targeted Learning and Development program to further enhance communication, motivation, and professionalism for improved teaching effectiveness and learner outcomes.

## Recommendations

Based on the study's findings, it is recommended that DepEd–Division of Cagayan provide strong policy direction, institutional support, and adequate resources for sustained, evidence-based Learning and Development (L&D) programs and related initiatives. School heads should lead the effective implementation of school-based L&D, promote professionalism, and foster collaborative cultures through Professional Learning Communities, while department heads and master teachers provide instructional leadership through mentoring, coaching, and supervision. Teachers are encouraged to actively engage in continuous professional development, enhance communication competencies, sustain motivation, and pursue lifelong learning. Curriculum planners should ensure that curricula remain responsive, competency-aligned, and supportive of teachers' professional growth across diverse contexts. Future researchers may further validate and extend the study by exploring additional variables and assessing intervention effectiveness in various educational settings.

### Declaration of no Conflict of Interest

The author hereby declares that this article is his original work and hence no any conflict of interest.

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