
TEACHERS' ATTRIBUTES AND THEIR LEVEL OF PRODUCTIVITY

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ABSTRACT

This study aimed to examine the relationship between teachers' attributes, which encompassed communication skills, classroom management, and teaching attitude, and their productivity in terms of instructional planning, learner achievement and assessment, professional development, and school and community engagement. This study used a descriptive-correlational research design. The subjects were 121 teachers from the Don Carlos District III, Division of Bukidnon, for the School Year 2025-2026. The data gathering tool used was a validated survey questionnaire.

The results showed that the teachers have a very high level of attributes in all the areas studied. It implies that the teachers have high professional qualities, which are important for effective teaching. In addition, the teachers have a very high level of productivity in all the areas studied. It implies that the teachers have the capacity to be productive in all the areas studied. The correlation study showed that there was a positive relationship between the teachers' communication skills, teaching attitude, and their productivity. However, there was no significant relationship between the teachers' classroom management and their productivity.

The study concluded that teachers' attributes play a vital role in enhancing productivity, and teachers' attitude was found to be a significant factor affecting teachers' performance. The study has also emphasized that quality teachers transcend their technical competence, which includes positive professional attributes.

In line with the findings, a recommendation may be made that the attributes of the teachers should be maintained and improved upon, especially communication skills and the attitudes

of the teachers. Moreover, collaborative and community-based strategies should be encouraged to sustain a high level of productivity.

KEYWORDS: *Teachers' Attributes and Teachers' Productivity.*

INTRODUCTION

In modern educational institutions, the qualities and levels of teachers' productivity have become central determinants of the institution's effectiveness. A teacher has various roles within the institution, most of which go beyond the classroom. Still, many teachers today continue to face difficulties in developing their qualities to enhance their productivity, especially within public institutions, despite institutional efforts to improve teacher productivity (Reyes & Abad, 2023). It contributes to the justification of the importance of practical studies on the relationship between the attributes of teachers and their input.

In Philippine public schools, teachers' performance remains inconsistent despite the institutionalization of performance standards and accountability systems. Due to a lack of time and resources, teachers frequently have to balance the delivery of instruction with administrative duties and participation in school programs. Institutional frameworks primarily emphasize outcomes and efficiency; however, productivity outcomes vary widely among teachers, suggesting that individual attributes are strong determinants of performance variation. Dela Cruz & Marquez, 2022.

Teacher productivity can be measured by task completion, work quality, efficiency, and persistence in professional undertakings. Previous studies have shown that educators' human qualities, such as motivational drive, work ethic, flexibility, and toughness, are associated with increased productivity and cannot be entirely explained by workload and structural factors. Educators with positive professional qualities performed better under pressure when they had desirable professional attributes, according to Tolentino (2024). Productivity varies according to identifiable personal attributes that need to be researched systematically.

Recent studies have also validated the assertion that teachers' attributes predict their own productivity. Teachers who display proper attitudes in their profession, are ready to work on everyday activities with others, and have strong professional accountability are more likely to show stronger engagement and performance in their duties. Facilitating environments in schools may promote these qualities to improve the outcomes of teaching activities; nevertheless, differences in these qualities among teachers remain observable, suggesting the need to explore their various correlations with productivity (Dela Peña & Alcaraz, 2022).

Theoretical Framework

This study is aligned with Human Capital Theory (Becker, 1964), which, along with the Trait Theory of Performance, highlights the importance of personal attributes in influencing performance and productivity in the workplace. In the context of education, teachers' attributes are considered a form of human capital that influences teachers' performance in their tasks and roles.

Attributes of teachers in this study include communication skills, classroom management, and teaching attitude. These are personal attributes that are observable and affect behavior and performance in the workplace. Communication skills, for instance, are essential in effectively imparting knowledge, classroom management is important in maintaining a well-organized classroom, and teaching attitude relates to teachers' professionalism and work ethic.

Teacher productivity is a concept that measures the level of efficiency and effectiveness in the performance of teachers, including the quality and outcome of work, work completion, and teachers' involvement in work. Research has shown that teachers' productivity is not only affected by external factors but also by personal attributes, where positive attributes contribute to teachers' performance even in difficult conditions. The study, therefore, is based on the assumption that a direct relationship exists between teachers' attributes, the independent variable, and teachers' productivity, the dependent variable, and can be determined using a quantitative correlational study.

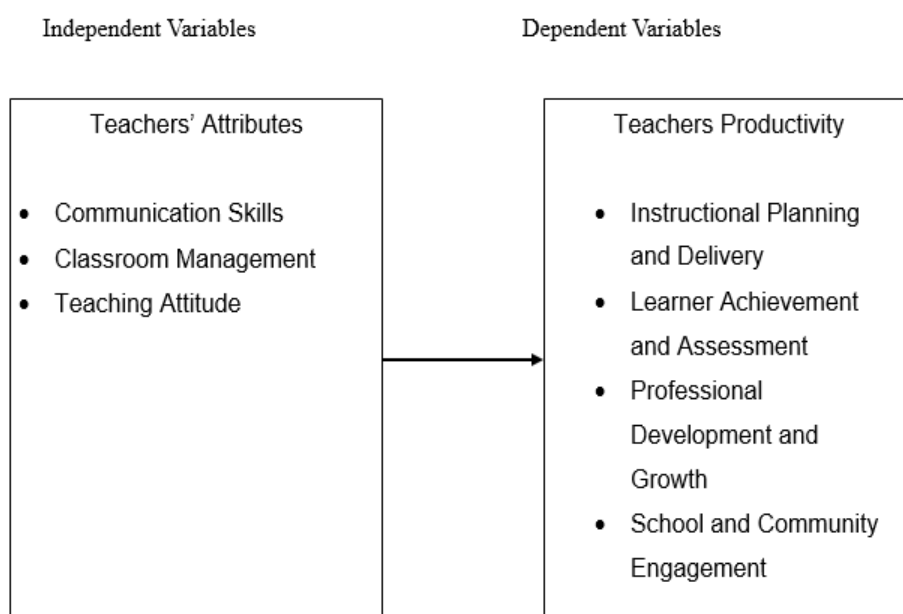


Figure 1. A Schematic Diagram Showing the Relationships between Teachers' Attributes and their Productivity.

Review of the Literature

Attributes of teachers have been recognized in recent literature as critical factors in influencing teachers' productivity in the educational environment. In the context of contemporary education, teachers' productivity cannot be defined or understood in terms of the completion of tasks and assignments only, but it has come to encompass other factors as well, including the quality of instruction, learner performance, innovation, and teachers' engagement. Thus, teachers' attributes, including competence, communication skills, and attitudes, influence their productivity.

Several studies have shown that teachers' individual attributes play a significant role in their work performance. Utami and Vioreza (2021), for instance, have shown that teachers' productivity is closely linked to their personality and work behavior, which means that teachers' responsibility, engagement, and initiative, among other factors, directly affect their work performance. Pubtexto (2024) has also shown in its study that teachers' individual characteristics, including competence and engagement, significantly affect their work performance as teachers. It means that teachers' productivity is not entirely dependent on external factors, as it is also closely linked to teachers' internal factors.

On this basis, the attributes of teachers are directly linked to effective classroom management, which is a vital aspect of teaching productivity. Effective classroom management enables a teacher to optimize teaching time while keeping learners engaged. According to a study conducted by Suico (2021), the attributes of teachers, as well as self-efficacy, are critical in predicting the effectiveness of classroom management. Teachers with good attributes can manage a conducive learning environment, which enables them to be efficient in teaching. Effective classroom management, therefore, enhances teaching efficiency, which directly translates to higher levels of teaching productivity.

In addition, the significance of professional competence, with a focus on 21st-century education, has been emphasized in recent studies. In the context of the digital revolution, the argument made by Hizam et al. (2021) was that digital competence has emerged as one of the important attributes of teachers in the modern educational scenario. When the teachers are digitally competent, they will be able to perform their work more efficiently, thus increasing their productivity as teachers. Thus, it becomes evident that the use of technology helps teachers perform their tasks more effectively.

Moreover, to the acquisition of digital competence, the attitudes of teachers are also important in the context of enhancing their productivity as teachers. A study published in *Acta Psychologica* (2024) highlighted the fact that the mindsets of teachers are important in

the context of enhancing their productivity as teachers. Teachers who are psychologically empowered are more likely to adopt innovative approaches while discharging their responsibilities as teachers. Thus, it becomes evident that the socio-emotional attributes of teachers are important in the context of enhancing their productivity as teachers, thereby making them more effective in different educational settings. It suggests that emotional and psychological attributes enable teachers to remain productive even in challenging and dynamic educational environments.

Another important factor to take into account is the role that teachers' attributes play in developing innovation and continuous improvement. When teachers exhibit positive attributes, they can be encouraged to engage in self-improvement and look for innovative ways to improve their work. As cited by Aban-Perez (2023), teacher attributes, along with support, play a significant role in improving teachers' performance. It indicates that, although support is essential, teachers' attributes and professionalism are important in developing higher levels of productivity.

Furthermore, teacher communication skills, as an important teacher attribute, have also been recognized as an important factor in improving teaching performance and collaboration. Effective communication enables the teacher to communicate effectively, create understanding, and develop positive relationships with learners and other teachers. Studies have shown that teacher communication skills greatly contribute to teacher performance, as effective communication enables the teacher to engage learners, prevent communication barriers, and enhance learners' participation, thus improving teacher productivity.

Teachers' Attributes

Teachers' attributes have traditionally been viewed as a key factor in the determination of educational effectiveness. Over the years, researchers have consistently shown that some of the personal and professional attributes of teachers, such as communication skills, classroom management, and teaching attitude, not only affect the quality of teaching and learning but are also critical in enhancing the overall productivity of teachers (Darling-Hammond et al., 2021; OECD, 2021). These attributes of teachers, therefore, provide a framework for effective teaching and learning in the classroom.

Of all the characteristics, communication skills are the most crucial. Communication skills are extremely important to ensure that the knowledge and ideas being imparted to the learners are conveyed in the right manner, so that they can be understood, learned, and implemented by the learners. Effective communication among teachers helps them establish a learning

environment where students feel comprehended and encouraged to express themselves, thereby promoting their class participation. It helps students to be actively involved in the learning process, thereby promoting their self-confidence.

Communication in teaching, however, goes far beyond the simple act of providing oral instructions. It has been shown that effective communication in teaching covers a broad range of communication strategies, which not only help in communicating information but also in creating understanding, interest, and motivation in the minds of the learners. Chan et al. (2024) have shown that the use of positive language and examples of different cultures has a significant impact in creating a learning environment in which the learners feel a sense of belonging and, therefore, increases their self-confidence, which in turn helps in reducing anxiety and increasing their willingness to participate in class, thereby showing that communication has a direct impact on the emotional and intellectual faculties of the learners.

In addition, Bandiera et al. (2025) highlighted the importance of reflective communication, which enables learners to critically evaluate their own understanding, pose questions, and think critically about different perspectives. This form of communication not only facilitates learning but also fosters the cultivation of academic resilience, which allows learners to persist and be resilient in the face of adversity. Reflective communication facilitates metacognition, which allows learners to monitor their learning process and develop strategies for coping with difficulties and challenges. Thus, it transforms the classroom from a place of reception into a learning space where learners take responsibility for their learning journey.

Also, effective teacher communication has a strong relationship with teacher management of the classroom. Clear expression of the teacher's expectations, feedback, and both verbal and non-verbal communication assist in the development of a structured learning environment. Research has indicated that through communication, the classroom becomes more engaged, less disruptive, and the students work collaboratively, according to Smith & Lee (2023). Additionally, to the immediate effects of teacher communication, communication has a critical role to play in the long-term academic success of the students. The creation of a motivating environment by the teacher helps learners to enhance critical thinking skills, problem-solving skills, and self-confidence in learning.

A further important factor, which has a strong relationship with effective teaching, is that of classroom management, which has consistently emerged as a vital predictor of teaching productivity through various research studies. Classroom management is a set of strategies that the teacher uses to create a learning environment where the students can meaningfully engage with the learning material. Classroom management is a combination of structure,

consistency, and guidance to the students, which not only affects the behavior of the students but also their learning experience.

Similarly, Gupta and Singh (2022) have emphasized the need for effective routines in the management of the classroom. Their quantitative study found that teachers who follow effective routines and guidelines help create a classroom environment where students are aware of the classroom behaviors and processes, which reduces confusion and increases the students' engagement in the task at hand. Classrooms where effective management strategies have been followed have shown increased academic engagement and cooperative behaviors. In contrast, classrooms where management strategies have not been followed have shown increased disruptions and lower student participation.

As well as the management of student behaviors, recent studies have shown the importance of the ethical dimension in the management of the classroom. For instance, Hernández Ramos and Ezquerro (2024) have found that when teachers equitably follow classroom rules, students perceive the classroom environment as a fair and respectful place. It strengthens the teacher-student relationship, and the student-teacher bond is enhanced, leading to a positive classroom environment. Ethical management in the classroom not only ensures student compliance with rules but also helps the student internalize the need to be fair and cooperative in the classroom.

Furthermore, the physical layout of the classroom has also been found to impact the engagement and collaboration of the students. Kim and Sohn (2024) found that the physical layout of the classroom, which allows for free movement, group work, and unobstructed visual access, impacts the collaboration of the students. A well-organized classroom, therefore, can be seen as a facilitator of learning, where the students can interact effectively, easily access learning resources, and maintain their focus on the learning activities.

All the above research, therefore, highlights the fact that classroom management is not only a complex and dynamic process but also encompasses the creation of a well-structured, ethical, and physically conducive learning environment. It not only covers the efficient management of the students but also helps the teacher to take the class efficiently with no interruptions, creating a positive, respectful, and productive learning environment. Therefore, the classroom management, which covers the engagement and well-being of the students, is an integral part of the effectiveness of the teacher, which in turn affects the learning outcome and the productivity of the teacher.

Likewise, attitude teaching, which is described as a teacher's attitude towards the teaching profession, their learners, and their own professional development, has always been identified

as a key variable in the research on teaching effectiveness. A positive attitude towards teaching means the teacher is patient, committed to the learners' learning, open to innovation in teaching, and takes a proactive approach towards their work. Such attitudes of teachers are not only personal qualities but also affect their productivity as teachers and the learners they teach. Therefore, a positive attitude of teachers towards their work is both a psychological and a teaching asset.

For example, in a study by Sun and Montgomery (2023), it was revealed that teachers with positive attitudes were more likely to use learner-centered teaching methods and be flexible in their teaching methods in response to individual learning needs of the students. The study showed that having a positive attitude in teaching not only motivated students to be actively engaged in learning, but it also motivated teachers to be actively engaged in self-reflection and professional development, as well as flexible in their teaching methods in response to the learning needs of the students.

Furthermore, in another study by Jackson and White (2024), the researchers sought to examine the effect of teaching attitude on teacher resilience, especially for early career teachers. The study showed that teachers with high vocational commitment and professional identity were able to effectively cope with teaching challenges, including work demands, learner diversity, and teaching-related stressors, and sustain their teaching effectiveness and job satisfaction, which is a key contributor to productivity in the profession.

Moreover, the teaching attitude is also a vital factor that influences the teacher-student relationship. Perez et al. (2025) observed that when students are genuinely interested in their learning and development, a better teacher-student relationship is established through trust. For example, students of a teacher who exhibits a caring attitude towards their students' development were found to have higher engagement, perseverance, and self-efficacy. Therefore, this shows that a teacher's attitude has a direct and measurable effect on students' success.

Lastly, teaching attitude is also linked to teacher development. For instance, a study done by Lin and Huang in 2022 revealed that when a teacher is proactive and has an interest in developing new skills and strategies, it improves their teaching. Therefore, it is evident that a teacher's attitude is related to teacher development, which is also an important aspect of school effectiveness.

In the literature published recently, it is clear that a consensus has been reached regarding the complex relationship between the characteristics of the teacher, like communication skills, classroom management skills, and attitude toward teaching, and the construct of classroom

productivity. Communication skills, in particular, allow teachers to impart knowledge in a way that can be easily understood and appreciated by the student. It lays a foundation on which the student can participate and comprehend the knowledge. Another dimension of this foundation is classroom management, which aims to provide an environment and maximize the time spent in class. Finally, teaching attitude is a further dimension, which has a direct impact on the manner in which teachers sustain themselves in the face of various challenges, and this, in turn, has a direct impact on teacher productivity and student outcomes.

Teachers' Productivity

Teacher competence is seen as a primary factor in ensuring high productivity since it not only includes knowledge of the subject matter but also involves teaching skills and competence. Dizon (2024) emphasized that teachers' productivity is greatly improved when teachers are provided with adequate preparation time, performance standards, and supervision. It enables them to systematically plan their lessons, effectively manage their time, and separate their teaching and administrative roles. When teachers understand their roles and their institutions' expectations, they can deliver their lessons effectively, manage their classes effectively, and provide meaningful learning experiences for their students.

In a similar context, Alcantara and Mendoza (2023) underscored the point that professional development becomes an important means of building teacher competence. Through participation in seminars, workshops, and other learning activities, the teacher's understanding of the subject matter is reinforced. At the same time, exposure to innovative teaching techniques and modern approaches to teaching becomes an added advantage. Such experiences help build renewed enthusiasm, creativity, and interest in teaching. Teachers might reflect positively on the teacher's performance, including increased enthusiasm among students, which might result in increased learning outcomes. Professional development also helps the teacher to develop their reflective practice, where the teacher's teaching approaches are critically evaluated, helping to identify areas for improvement. Such a process of refining one's teacher's knowledge further boosts the teacher's confidence, flexibility, and overall teaching capabilities, thus increasing their productivity in the teaching-learning context.

Recent studies highlight that teachers' productivity is shaped not only by their individual competence and personal attributes but also by the strength of institutional support and collaborative engagement (Abad & Dizon, 2024; Alcantara & Mendoza, 2023).

In a nutshell, therefore, competence among teachers is a dynamic attribute and not a static attribute. When teachers are competent, they can successfully handle the challenges of the

classroom in the modern world, meet the ever-changing needs of the learners, and achieve high levels of productivity, which has a profound effect on their performance.

In addition, collaboration among teachers is an essential aspect that boosts teacher productivity significantly, given the fact that collaboration among teachers is a powerful tool for sharing knowledge, resources, and other teaching innovations. Balderas and Domingo (2025) pointed out that a study of different institutions with a collaborative mechanism, i.e., Learning Action Cells (LACs), revealed a higher performance indicator with regard to teacher productivity. It is because the collaborative mechanism among teachers is useful in sharing knowledge. Furthermore, collaboration enhances problem-solving skills, thus addressing teacher isolation, which is critical in enhancing teacher productivity.

Expanding the above argument, Villanueva and Torres (2025) noted that collaboration becomes even more productive if aligned with the vision of the institution. Such an alignment enhances a sense of unity, shared accountability, and a culture of excellence, thus indicating that the collaboration of individual competencies with institutional visions becomes critical in enhancing teacher productivity. In other words, collaborative mechanisms among educators transform individual efforts into a collaborative outcome that enhances teacher productivity.

Likewise, digital literacy and the integration of technology have been recognized as significant elements that can promote teachers' productivity. In fact, Cabahug & Ramos (2024) emphasized the significance of digital literacy as a tool to manage teachers' tasks efficiently, administer assessments properly, and involve students actively. Moreover, Castillo & Ybanez (2023) emphasized the significance of intrinsic motivation together with the integration of technology to effectively promote teachers' effectiveness.

Aside from the aspect of efficiency, the integration of technology can also help teachers apply appropriate teaching strategies effectively, such as the "Learner-Centered Approach." Through technological learning, teachers can facilitate learners' engagement through collaborative online projects, multimedia presentations, and feedback. It can greatly contribute to learners' engagement and can promote higher-order thinking among learners. In this way, teachers' competence in digital literacy can greatly contribute to their productivity and teaching effectiveness, as well as their teaching-learning experience.

Teacher motivation and institutional support have been identified as vital factors in the overall equation of teacher productivity, as teachers have a direct bearing on their ability to function optimally in the classroom. De Jesus and Alvarado (2024) pointed out, in this respect, the significance of instructional leadership in the classroom, where the teacher is motivated and encouraged through empathetic and supportive feedback and the establishment

of performance goals, leading to increased job satisfaction and teaching competence. It establishes the point that teachers need not only to possess the requisite skills but also a conducive environment where their work is appreciated and encouraged towards the overall goal.

It is further reinforced by Enriquez and Lim (2025) in the need to attain a work-life balance, where teachers who have been able to harmonize their work and life have shown increased creativity, flexibility, and work performance. Finally, socio-emotional skills, such as emotional intelligence, have also shown a vital role in the overall equation of teacher productivity, where teachers have shown increased ability in dealing with stressful situations and flexible problem-solving, a phenomenon common in the classroom environment (Teachers & Pineda, 2024).

It would further enhance the level of teacher productivity by providing a structure and a purpose to the teaching-learning process. Abad and Lucero (2024) asserted that effective and meticulous planning would result in a more organized classroom, increased learner engagement, and the elimination of inefficient teaching. Moreover, Almonte and David (2023) stressed the need to use a variety of teaching strategies, such as collaborative, inquiry-based, and experiential learning, in addressing the divergent needs and learning styles of the learners, which would result in increased learner motivation and teacher participation. It would enhance the teacher's level of productivity.

Finally, Bautista and Manalili (2025) emphasized the use of ICT tools in creating a more interactive and learner-centered teaching-learning process. It would not only enhance the level of communication but would also allow the teacher to use differentiated learning and make the teaching-learning process more efficient. These findings suggest the need to use meticulous planning, flexibility, and the effective use of technology in enhancing the level of teaching efficiency and maintaining a high level of productivity.

Assessment is a vital tool in the evaluation and improvement of teacher productivity, as it offers a diagnostic and developmental tool in the processes of teaching and learning. The significance of formative assessments, which enable the teacher to identify the learning gaps in time and make the necessary adjustments to optimize the learning of the students, was emphasized by Flores and Roldan (2024). Expanding on this, Galang and Rivera (2025) underscored the need to offer learners not only feedback on their performance but also to build self-confidence, motivation, and a growth mindset. Besides, Hernandez and Cruzado (2024) noted that, aside from the monitoring of learning outcomes, assessment should foster

critical thinking and creativity, thus establishing a relationship between instructional evaluation and the acquisition of crucial 21st-century skills.

Moreover, assessment models that incorporate aspects of transparency, fairness, and informed decision-making, as highlighted in Alvarez and Domingo's study (2024) and Barrios and Lim's study (2025), assist educators in making informed decisions and enable learners to take ownership of the learning process. The aforementioned studies suggest that effective assessment is not only a monitoring tool of learners' performance but also a means of improving instructional quality, teaching strategies, and teacher productivity.

It is recognized that "sustained teacher effectiveness is inextricably linked to teachers' continuous professional growth and development." This can be done through active participation in workshops, seminars, and training programs aimed at improving teachers' competence, flexibility, and teaching performance, as emphasized by Abad and Villanueva in 2025. It is in line with the recognition made by Bautista and Corpuz (2024) on the collaborative activities with other teachers through Learning Action Cell (LAC) and peer mentoring, which help teachers share knowledge and think, leading to quality teaching.

On the other hand, Hernandez and Bravo (2023) recognized that "reflective practice enables teachers to develop awareness of themselves, their emotions, and their ability, which are critical for teachers' high performance and productivity." It is supplemented by the acknowledgment of mentoring relationships, as highlighted by Ignacio & Perez (2024), as well as the development of professionalism and ethical standards, as a foundation upon which the credibility of teachers is established.

In addition, the productivity of teachers is seen in their active participation in the programs conducted within the school and the community. Santos and Beltran (2025) discovered that the active participation of the teachers in the activities conducted within the school helped to create a more collaborative learning environment, thus improving their relationships with the students. In the same way, the active participation of the parents is viewed to be of utmost significance to the teaching profession. The research done by Villareal & Cruz (2024) and Reyes et al. (2025) showed that the active role played by the parents helped the children to perform better. The role played by teachers in teachers' productivity cannot be overlooked; this role improves the learning experiences, as shown by Fernandez and Lopez (2024) and Ramos and Castillo (2023).

Furthermore, advocacy and service-related programs, as studied by Ferrer (2025) and Dela Cruz and Ramos (2024), help in the promotion of civic awareness and students' shared accountability for their learning and socio-emotional growth. These studies, therefore,

collectively indicate that highly productive teachers not only perform well in their professional tasks but also contribute significantly to the overall and holistic development of the school and the community, thereby emphasizing the importance of teachers in the promotion of holistic and meaningful learning.

Literature has always emphasized that the productivity of teachers is the result of a complex interplay of personal characteristics, professional development, and engagement with the community. Competencies such as subject knowledge, communication skills, classroom management skills, and teaching attitude constitute the bedrock on which teaching effectiveness is built (Alcantara & Mendoza, 2023). When these competencies are further enhanced through professional development activities such as workshops and training, they result in the development of teachers who are more adaptable, creative, and innovative in their teaching practices (Bautista & Corpuz, 2024).

Collaboration among educators and a common institutional goal will promote productivity through a culture of common responsibility, exchange of best practices, and a common vision for the school (Villanueva & Torres, 2025). At the same time, technological literacy and technology integration will facilitate administrative efficiency, interactive learning, and an efficient teaching process (Castillo & Ybanez, 2023). Teacher motivation, socio-emotional skills, and work-life balance will also contribute to productivity by helping teachers manage their stress, remain resilient, and effectively interact with their students (De Jesus & Alvarado, 2024; Enriquez & Lim, 2025; Teachers & Pineda, 2024).

Additionally, a productive teaching process will also be achieved through effective planning and assessment strategies. Thorough planning, multiple teaching strategies, and ICT tools will facilitate engagement, motivation, and differentiated teaching approaches for students (Bautista & Manalili, 2025). Similarly, effective assessment strategies, feedback mechanisms, and promotion of critical thinking will empower students while enabling teachers to measure their productivity through learning outcomes.

Lastly, highly productive teachers go beyond the classroom to influence learners, participating in programs, parental engagement, and activities for the learner. Such a move not only enhances learners' achievements but also creates a positive school culture, a sense of accountability, and social consciousness (Santos & Beltran, 2025). From the above literature, it is clear that teacher productivity is not a one-dimensional construct but a multidimensional one, with a combination of various factors, including personal characteristics, professional growth, support, and collaboration, which influence teacher productivity. Thus, to enhance

teacher productivity, a holistic approach that incorporates skills, emotional, cognitive, and collaborative dimensions is essential to achieve its social impact.

Also, teachers identify teaching as a significant factor in teachers' productivity. A positive attitude towards teaching engenders commitment to the work, enthusiasm, and responsibility, characteristics that then imply fruitful engagement in instructional planning, practical assessment of learners, and regular performance of professional duties. Negative attitudes may curtail productivity due to motivational, efficiency, and classroom-related factors. This insight, therefore, reinforces the role that attitude plays in productive teaching performance.

The findings also demonstrate that productive teachers contribute to more than instructional effectiveness; they contribute to broader school and community engagement. Proactive teachers, who cooperate and are accountable, are also more likely to participate in school programs, collaborate with colleagues, and engage with parents and other community stakeholders. It would lead to enhanced institutional functioning and a collaborative culture in schools, fostering shared goals and better performance.

Research Methodology

This chapter presents the methods and procedures to be used in this study. It includes the research design, research locale, study respondents, sampling procedure, research instrument, data-gathering procedure, scoring procedures, instrument validation, statistical analysis of the gathered data, and ethical considerations.

Findings

From the study, it was established that the teachers have a "very high" level of teaching attributes. The results showed that the teachers' attitude towards teaching, the way they communicate, and how they organize the classrooms were all rated as very high. It implies that the teachers have the necessary professional qualities that help them carry out their duties efficiently.

On the basis of the assessment of the level of teachers' attributes, results revealed that teachers' productivity was "very high" in the domain of instructional planning and delivery, learners' achievement and assessment, professional growth and development, and school and community engagement. These results indicate that teachers not only possess their professional attributes to a great degree but also exhibit high productivity while utilizing their attributes to be beneficial to the larger learning community.

In addition, the study also examined the relationship between teachers' attributes and their productivity. From the study, it was evident that communication skills and attitude in teaching have a positive and significant impact on teachers' productivity. It implies that teachers who have good communication skills and a good attitude in teaching tend to be more productive. Conversely, classroom management skills were found not to have a significant impact on teachers' productivity, implying that there might be other factors that affect this attribute of teachers' productivity. It indicates that there could be other factors that influence teachers' classroom management skills. Overall, these findings reveal that teachers' professional attributes are essential in improving their productivity.

Table 2. Level of Teachers' Attributes in terms of Communication Skills.

INDICATORS	M	SD	QD
1. Checks if students understood the lesson.	4.99	0.09	VH
2. Listens to students' questions.	4.98	0.13	VH
3. Uses examples to help students understand.	4.98	0.13	VH
4. Explains lessons clearly.	4.97	0.18	VH
5. Uses simple language.	4.97	0.18	VH
6. Uses positive words to motivate learners.	4.97	0.18	VH
7. Encourages students to share opinions.	4.96	0.20	VH
8. Answers questions patiently.	4.95	0.22	VH
9. Gives clear instructions for tasks.	4.95	0.22	VH
10. Speaks loudly enough for everyone to hear.	4.94	0.23	VH
OVERALL MEAN	4.97	0.09	VH

LEGEND:

Limits	Qualitative Interpretation
4.20-5.00	Very High (VH)
3.40-4.19	High (H)
2.60-3.39	Moderate (M)
1.80-2.59	Low (L)
1.00-1.79	Very Low (VL)

Table 2 shows the level of teachers' communication skills, and the results show that teachers have a very high level of communication, with a mean of 4.97 and a standard deviation of 0.09. This shows consistency in the perception of the respondents, implying that teachers have a high level of communication skills in the classroom. This aligns with findings in the literature, which emphasize that communication skills are a core component of teaching and play a crucial role in enhancing both effectiveness and productivity. Darling-Hammond et al. (2021) and OECD (2021) suggest that effective communication skills help in creating a conducive environment where learners understand and are engaged in the learning process,

and where teachers and learners work in collaboration, leading to positive learning outcomes. According to Darwish and Al Adwan (2022), effective communication skills include clarity, active listening, feedback, and non-verbal communication, all of which help in creating a conducive environment where learners can learn.

Table 3. Level of Teachers' Attributes in terms of Organizational Classroom Management.

INDICATORS	M	SD	QD
1. Helps students work well together.	4.99	0.09	VH
2. Sets clear rules for behavior.	4.99	0.09	VH
3. Makes sure students follow rules.	4.99	0.09	VH
4. Arranges seating to help learning.	4.99	0.09	VH
5. Uses class time effectively.	4.98	0.44	VH
6. Deals with problems quickly.	4.95	0.22	VH
7. Keeps students focused during lessons.	4.93	0.25	VH
8. Handles noise and disruptions calmly.	4.91	0.29	VH
9. Rewards good behavior.	4.89	0.51	VH
10. Starts class on time.	4.88	0.32	VH
OVERALL MEAN	4.96	0.12	VH

LEGEND:

Limits	Qualitative Interpretation
4.20-5.00	Very High (VH)
3.40-4.19	High (H)
2.60-3.39	Moderate (M)
1.80-2.59	Low (L)
1.00-1.79	Very Low (VL)

The table has ten indicators, with a weighted mean included to represent the average level, a standard deviation to indicate the spread of the results, and a qualitative understanding of the results. At the end of the table, the overall mean of the results of all the indicators is included, which indicates the general level of well-being of the teachers based on the organization.

Table 3 shows the level of teachers' attributes in terms of organizational classroom management. The results show a very high overall weighted mean of 4.96 with a standard deviation of 0.12. This indicates that respondents hold a strong perception of teachers' classroom management skills, recognizing them as a significant factor in teaching effectiveness. The low standard deviation indicates that teachers consistently employ effective management strategies in the classroom, fostering a productive and positive learning environment. This is supported by other research findings that highlighted the importance of classroom management as a critical predictor of teaching productivity. Brown and Stevens

(2023) highlighted the importance of a well-structured and organized classroom environment in promoting students' concentration and achievement. They noted that a classroom with a set of rules helps in improving students' concentration and achievement. Gupta and Singh (2022) observed that a well-defined classroom routine helps in improving students' engagement in classwork.

Table 4: Level of Teachers' Attributes in terms of Teaching Attitude.

INDICATORS	M	SD	QD
1. Treats all students fairly.	5.00	0.00	VH
2. Encourages students to do their best.	5.00	0.00	VH
3. Is willing to help students after class.	5.00	0.00	VH
4. Shows respect to students and colleagues.	5.00	0.00	VH
5. Shows interest in teaching.	4.99	0.09	VH
6. Accepts mistakes as part of learning.	4.98	0.13	VH
7. Is friendly and approachable.	4.98	0.16	VH
8. Continues learning to improve teaching skills.	4.98	0.16	VH
9. Keeps a positive attitude even when challenges arise.	4.93	0.25	VH
10. Is a patient with students.	4.93	0.26	VH
OVERALL MEAN	4.98	0.05	VH

LEGEND:

Limits	Qualitative Interpretation
4.20-5.00	Very High (VH)
3.40-4.19	High (H)
2.60-3.39	Moderate (M)
1.80-2.59	Low (L)
1.00-1.79	Very Low (VL)

Table 4 shows the level of teachers' attributes in terms of teaching attitude, and the findings show a very high overall weighted mean at 4.98 with a standard deviation of 0.05. This shows a consistent perception among the respondents regarding teachers' teaching attitude. The low standard deviation further shows that the respondents have a common perception that teachers have a positive attitude in their profession, which shows commitment, enthusiasm, and professionalism in teaching and learning. This is in line with previous findings, which show that teaching attitude is a vital aspect in enhancing teachers' effectiveness and productivity.

Table 5. Summary of the Level of Teachers' Attributes.

INDICATORS	Weighted Mean	Standard Deviation	Qualitative Interpretation
1. Teaching Attitude	4.98	0.05	Very High Level
2. Communication Skills	4.97	0.09	Very High Level
3. Organizational Classroom Management	4.96	0.12	Very High Level
OVERALL MEAN	4.97	0.09	Very High Level

LEGEND:

Limits	Qualitative Interpretation
4.20-5.00	Very High (VH)
3.40-4.19	High (H)
2.60-3.39	Moderate (M)
1.80-2.59	Low (L)
1.00-1.79	Very Low (VL)

Table 5 shows the summary of the level of teachers' attributes, focusing on the overall performance of the teachers in the three important areas: teaching attitude, communication skills, and classroom management skills. The results show a very high overall weighted mean of 4.97, with a standard deviation of 0.09. This shows a high level of consensus among the respondents regarding the high level of teachers' attributes. The low standard deviation shows consistency in the results, indicating that teachers have these attributes universally across the board. This overall result is consistent with the views of various researchers who emphasize the importance of teachers' personal and professional attributes, including attitude, communication skills, and classroom management skills, as critical factors in enhancing teaching effectiveness/productivity (Darling-Hammond et al., 2021; OECD, 2021). Utami & Vioeza (2021) note that teachers' productivity is affected not only by external factors but also by internal attributes, which help them effectively manage classrooms and learners to achieve the desired educational outcomes.

Table 6. Level of Teacher's Productivity in terms of Instructional Planning and Delivery.

INDICATORS	M	SD	QD
1. I adapt lessons to meet diverse learner needs.	5.00	0.00	VH
2. I implement formative assessments to monitor learner progress.	5.00	0.00	VH
3. I prepare well-structured and clear lesson plans.	4.98	0.13	VH
4. I use varied teaching strategies to engage learners.	4.98	0.13	VH
5. I ensure teaching materials are relevant and learner-centered.	4.98	0.13	VH
6. I integrate ICT tools effectively in my teaching.	4.97	0.18	VH
7. I reflect on and improve my teaching practices regularly.	4.97	0.18	VH

8. I communicate learning objectives clearly to learners.	4.96	0.20	VH
9. I provide timely and constructive feedback to learners.	4.96	0.20	VH
10. I promote critical and creative thinking during lessons.	4.88	0.33	VH
OVERALL MEAN	4.97	0.08	VH

LEGEND:

Limits	Qualitative Interpretation
4.20-5.00	Very High (VH)
3.40-4.19	High (H)
2.60-3.39	Moderate (M)
1.80-2.59	Low (L)
1.00-1.79	Very Low (VL)

Table 6 shows the level of teachers' productivity in terms of planning and delivery. From the data, it is evident that the weighted mean is 4.97, which is accompanied by a low standard deviation of 0.08. This implies that the level of teachers' productivity is very high. This general finding is in line with Abad and Dizon (2024), who emphasized that the competence of the teacher, which includes knowledge, pedagogical skills, and time management skills, is a basic factor that determines the level of teachers' productivity. This is because competent teachers can plan the lesson plan, which is a crucial aspect in enhancing the level of teaching effectiveness. In the same vein, Alcantara and Mendoza (2023) emphasized that the continuous development of the teachers' competence, creativity, and enthusiasm enhances the level of teachers' productivity.

Table 7, meanwhile, illustrates the level of teachers' productivity, particularly in terms of learners' achievement and assessment.

Table 7. Level of Teacher's Productivity in terms of Learner Achievement and Assessment.

INDICATORS	M	SD	QD
1. I encourage learners to engage in self-assessment and reflection.	5.00	0.00	VH
2. I adjust teaching based on learner performance data.	4.99	0.09	VH
3. I design assessments that accurately measure learning outcomes.	4.98	0.13	VH
4. I use assessment results to inform instructional decisions.	4.98	0.13	VH
5. I communicate learner achievement effectively to parents and stakeholders.	4.98	0.13	VH
6. I promote fairness and transparency in grading.	4.98	0.13	VH
7. I participate in school activities aimed at improving learner outcomes.	4.98	0.13	VH
8. I provide clear explanations of assessment criteria to learners.	4.98	0.16	VH
9. I align my assessments with curriculum standards.	4.98	0.16	VH
10. I track and document learner progress systematically.	4.95	0.22	VH
OVERALL MEAN	4.98	0.06	VH

LEGEND:

Limits	Qualitative Interpretation
4.20-5.00	Very High (VH)
3.40-4.19	High (H)
2.60-3.39	Moderate (M)
1.80-2.59	Low (L)
1.00-1.79	Very Low (VL)

Table 7 indicates the level of teachers' productivity in terms of learners' achievements and assessment. The findings indicate that the overall weighted mean was 4.98, with a standard deviation of 0.06. This can be interpreted as a very high level of productivity. The findings indicate that teachers generally exhibit a high level of performance in monitoring learners' achievements, developing assessments, and utilizing learners' assessment results to guide their work. The low standard deviation indicates a high level of agreement among the respondents regarding their level of success in these areas. These findings support Abad & Dizon (2024), who emphasized that teachers' competence, planning, and clarity regarding their instructional goals directly influence their productivity.

Table 8 shows the level of teachers' productivity in terms of professional development and growth. In evaluating each of the indicators presented in the table, the weighted mean was used to measure the average level of the teachers' productivity, and the standard deviation was used to measure the consistency of the teachers' productivity.

Table 8. Level of Teachers' Productivity in terms of Professional Development and Growth.

INDICATORS	M	SD	QD
1. I apply new knowledge and skills gained from professional development.	4.99	0.09	VH
2. I uphold high standards of professionalism and ethics.	4.99	0.09	VH
3. I collaborate with colleagues to improve teaching practices.	4.98	0.13	VH
4. I seek feedback to enhance my professional competencies.	4.98	0.16	VH
5. I contribute to school improvement initiatives.	4.98	0.13	VH
6. I practice reflective teaching for self-improvement.	4.98	0.13	VH
7. I keep myself updated with the latest educational trends and policies.	4.97	0.18	VH
8. I participate actively in workshops and training programs.	4.95	0.22	VH
9. I pursue continuous learning aligned with my professional goals.	4.95	0.22	VH
10. I mentor or support less experienced teachers.	4.95	0.22	VH
OVERALL MEAN	4.97	0.09	VH

LEGEND:

Limits	Qualitative Interpretation
4.20-5.00	Very High (VH)
3.40-4.19	High (H)
2.60-3.39	Moderate (M)
1.80-2.59	Low (L)
1.00-1.79	Very Low (VL)

The level of performance for each indicator was assessed through a weighted mean, which measures the average level of performance, as well as a standard deviation, which measures the level of variability among teachers.

Table 9. Level of Teachers' Productivity in terms of School and Community Engagement.

INDICATORS	M	SD	QD
1. I advocate for learners' welfare within and beyond the school.	4.99	0.09	VH
2. I respond proactively to community concerns related to education.	4.99	0.09	VH
3. I engage in partnerships that support learner development.	4.99	0.09	VH
4. I actively participate in school programs and activities.	4.98	0.13	VH
5. I establish good relationships with parents and community members.	4.98	0.16	VH
6. I involve parents in supporting learners' education.	4.98	0.13	VH
7. I utilize community resources to enrich learner experiences.	4.98	0.16	VH
8. I encourage learners to participate in community service.	4.98	0.13	VH
9. I collaborate with community stakeholders for school improvement.	4.97	0.18	VH
10. I promote a positive school culture through collaboration.	4.97	0.18	VH
OVERALL MEAN	4.98	0.07	VH

LEGEND:

Limits	Qualitative Interpretation
4.20-5.00	Very High (VH)
3.40-4.19	High (H)
2.60-3.39	Moderate (M)
1.80-2.59	Low (L)
1.00-1.79	Very Low (VL)

Each of the indicators was assessed using a weighted mean, which shows the level of performance, and a standard deviation, which shows the consistency of the teachers' response. Table 9 shows the results of the level of teachers' productivity with regard to their engagement with the school and the community. The results show a weighted mean of 4.98 with a standard deviation of 0.07. This is considered very high. The low standard deviation

shows a high degree of agreement with the results, which confirms that teachers are actively engaged in activities to connect the school with the community. Literature confirms the results with regard to teachers' engagement with the community, as it is considered to enhance the teachers' impact on the academic performance of the learners as well as their socio-emotional development (Santos & Beltran, 2025; Villareal & Cruz, 2024). Teachers extending their professional activities beyond the school is a manifestation of their commitment to the creation of a holistic learning environment.

Table 10 presents a summary of teachers' productivity levels in instructional planning and delivery, learner achievement and assessment, professional development and growth, and school and community engagement. Each metric's weighted mean and standard deviation are used to grade the indicators, and the weighted mean is used to provide a qualitative interpretation.

Table 10. Summary of the Level of Teachers' Productivity.

INDICATORS	Weighted Mean	Standard Deviation	Qualitative Interpretation
1. Learner Achievement and Assessment	4.98	0.06	Very High Productivity
2. School and Community Engagement	4.98	0.07	Very High Productivity
3. Instructional Planning and Delivery	4.97	0.09	Very High Productivity
4. Professional Development and Growth	4.97	0.08	Very High Productivity
OVERALL MEAN	4.98	0.07	Very High Productivity

LEGEND:

Limits	Qualitative Interpretation
4.50 – 5.00	Very High Productivity
3.50 – 4.49	High Productivity
2.50 – 3.49	Moderate Productivity
1.50 – 2.49	Low Productivity
1.00 – 1.49	Very Low Productivity

Table 10 shows a summary of the teachers' productivity with regard to four aspects: instructional planning and delivery, learner achievement and assessment, professional development and growth, and school and community engagement. The overall weighted mean is 4.98 with a standard deviation of 0.07. This shows a very high level of productivity. A low standard deviation is an indication of consistency among the respondents, showing that

teachers generally demonstrate a high level of effectiveness in all aspects of their teaching profession. This is also evident in the study by Abad and Dizon (2024) with regard to the enhancement of teachers' productivity, which is seen when there is an aspect of competence, instructional planning, and a sense of responsibility among teachers. Alcantara and Mendoza (2023) also stated that there is an enhancement of teaching efficiency when there is an aspect of professional development, reflection, and engagement with the learning community.

Table 11. Correlation Analysis between Teachers' Attributes and Productivity.

Variables	r- value	p- value	Interpretation
TEACHERS' ATTRIBUTES			
COMMUNICATION SKILLS	0.300**	0.001	Significant
CLASSROOM MANAGEMENT	.012 ^{ns}	0.899	Not Significant
TEACHING ATTITUDE	0.451**	0.000	Significant

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

ns- Not Significant

r- Correlation Coefficient

p- Level of Significance

Table 11 shows the correlation between the attributes of the teachers and their productivity. Among the attributes of the teachers that were considered, communication skills and teaching attitude were the ones that significantly correlated with the productivity of the teachers. However, classroom management was found not to have a significant correlation. In particular, communication skills were found to have a correlation coefficient of 0.300 with a p-value of 0.001. This implies a significant positive correlation between teachers' communication skills and their overall productivity. In particular, clearer explanations, attentive listening, and constructive feedback are directly associated with higher levels of teaching effectiveness. This is consistent with the findings of Darwish and Al Adwan (2022), who emphasized that strong communication skills enhance student engagement, minimize misunderstandings, and contribute to a more efficient teaching–learning process. The teaching attitude attribute, however, had a stronger positive correlation coefficient value, 0.451, and a p-value of 0.000, which was again significant at the 0.01 level. This, therefore, suggests that teachers who demonstrate enthusiasm, patience, fairness, and a willingness to learn and develop are likely to be more productive. This is further supported by literature, for example, Sun and Montgomery (2023) and Jackson and White (2024) underscored the importance of teaching attitude, arguing that a positive teaching attitude is likely to lead to

learner-centered teaching, professional reflexivity, and hardiness, all of which contribute to teaching productivity. A strong teaching attitude, thus, not only contributes to teaching productivity but is also likely to contribute to long-term teacher productivity.

FINDINGS

From the study, it was established that the teachers have a "very high" level of teaching attributes. The results showed that the teachers' attitude towards teaching, the way they communicate, and how they organize the classrooms were all rated as very high. It implies that the teachers have the necessary professional qualities that help them carry out their duties efficiently.

On the basis of the assessment of the level of teachers' attributes, results revealed that teachers' productivity was "very high" in the domain of instructional planning and delivery, learners' achievement and assessment, professional growth and development, and school and community engagement. These results indicate that teachers not only possess their professional attributes to a great degree but also exhibit high productivity while utilizing their attributes to be beneficial to the larger learning community.

CONCLUSIONS

Based on the findings of the study, the following conclusions can be drawn:

Teachers possess well-developed professional qualities, and these play an important role in effective teaching and the development of a positive learning environment. The positive teaching attitudes, communication skills, and effective teaching management by the teachers reveal their willingness to address the needs of the learners.

The results also conclude that teachers have a very high level of productivity in all professional areas. The fact that they can plan and implement instruction, assess learner performance, develop themselves, and actively engage with the community demonstrates a strong commitment to their profession. The results of this study indicate that teachers are proficient in the instructional aspects of their profession and are also actively engaged in the community's educational goals.

Recommendations

Based on the conclusions drawn from the study, the following recommendations are made.

The role of the school administrators and the education leaders is very crucial in the maintenance and development of the professional qualities of the teachers by providing continuous support and training on the development of communication skills, teaching

attitude, and classroom management. Though these qualities are already well-developed among the teachers, continuous professional development would help to further improve and maintain their professional qualities so that they could be better able to address the different learning needs and create a more engaging and supportive learning environment.

Furthermore, since it was established that there was a significant relationship between communication skills, teaching attitude, and teachers' productivity, it is recommended that these two attributes be emphasized more in teacher development programs. More training should be given on these two attributes and skills, which significantly impact teachers' performance. Although it was established that classroom management does not significantly impact teachers' productivity, it should be emphasized more in teacher development programs because it is an essential attribute of effective teaching. Other variables may also be established to impact teachers' productivity in future studies to help create a better understanding of all the factors that impact teachers' performance.

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