

---

***AN EXPLORATION ON THE PERSONAL AND PROFESSIONAL  
QUALITIES OF ELEMENTARY SCHOOL TEACHER***

---

**\*Zezelle M. Bautista**

---

Valencia Colleges (Bukidnon) Incorporated Hagkol, Valencia City Philippines.

---

Article Received: 29 February 2026 \*Corresponding Author: Zezelle M. Bautista

Article Revised: 19 March 2026

Valencia Colleges (Bukidnon) Incorporated Hagkol, Valencia City Philippines.

Published on: 09 April 2026

DOI: <https://doi-10.1555/ijrpa.4597>

---

### **ABSTRACT**

The main objective of the study was to describe the personal qualities of elementary school teachers; determine the professional qualities of elementary school teachers and to examine the significant relationship between the personal and professional qualities of elementary school teachers.

The respondents of the study were the 100 elementary school teachers in District 2, Division of Malaybalay City, School Year 2025-2026. Total enumeration sampling was employed in this study. The survey questionnaire for learning action cell implementation and the professional qualities of elementary school teachers was adapted from Cubero (2022). Data were analyzed quantitatively to ensure objectivity and accuracy of results.

The findings show that elementary school teachers exhibit exemplary personal qualities across all measured dimensions, particularly in punctuality, values formation, respectful use of humor, and patient support to learners. While still rated exemplary, relatively lower indicators involved fairness and consistency, risk-taking to motivate learners, and applying humor or patience in complex situations. Overall, the results indicate strong personal commitment and interpersonal competence, with opportunities for continuous growth in innovative and resilient classroom practices.

Teachers also demonstrated exemplary professional qualities in terms of subject mastery, learner diversity, teaching strategies, and field-specific knowledge. Strengths were evident in recognizing multicultural backgrounds, promoting higher-order thinking, and adjusting instruction based on learner progress, while lower ratings were noted in technology integration, assessment alignment, and cooperative learning strategies. These findings suggest solid professional competence alongside the need to strengthen the consistent use of modern, learner-centered, and digital approaches.

A significant relationship was found between personal and professional qualities, with humor, patience, enthusiasm, and communication skills showing the strongest associations. In contrast, passion and values and attitudes did not exhibit a statistically significant relationship with professional qualities. This implies that interpersonal traits directly affecting classroom interaction and engagement are more closely linked to professional effectiveness and instructional impact.

**KEYWORDS:** personal qualities of teachers, professional qualities of teachers.

### **INTRODUCTION**

In the ever-evolving landscape of education, the role of teachers remains indispensable in shaping learners' academic and personal development. In the Philippine basic education system, especially at the elementary level, teachers are considered key agents of change, expected to demonstrate not only pedagogical competence but also strong moral and ethical character. However, in many public schools, there persists a gap between the expected qualities of teachers and the realities observed in their classroom practices. Reports of inconsistencies in learner performance, low engagement, and even classroom mismanagement often point to gaps in both personal and professional attributes of teachers. These issues are compounded by emerging challenges in education, including increasing class sizes, limited instructional resources, and complex learner needs.

One pressing concern is the perceived disconnect between some teachers' professional preparation and their actual classroom behavior and mindset. While most teachers possess the required academic qualifications and pass licensure exams, not all are equipped with the soft skills and personal values necessary for effective teaching. Traits such as empathy, resilience, emotional regulation, communication skills, and commitment are often undervalued in formal assessments but remain crucial for nurturing holistic learner development. Furthermore, professionalism—reflected in teachers' work ethics, punctuality, instructional planning, and willingness to engage in continuous improvement—is frequently compromised by systemic fatigue, lack of motivation, and inadequate support systems.

Additionally, the implementation of the Philippine Professional Standards for Teachers (PPST) by the Department of Education highlighted several developmental needs among public school teachers. Despite its vision to promote teacher quality, its rollout has revealed disparities in how teachers perceive and enact their roles. This situation creates a problematic environment where some teachers struggle to balance their personal attributes with

professional demands, especially when under administrative pressure, socio-cultural expectations, or limited access to professional development. Thus, there is a need to explore and reexamine how personal and professional qualities co-exist and influence teaching effectiveness in real school settings.

Literature supports the idea that the success of educational delivery hinges significantly on the personal and professional qualities of teachers. According to Lucido (2021), a teacher's personality and values contribute immensely to the learning climate of the classroom. He emphasized that qualities such as patience, honesty, and adaptability serve as hidden curricula that affect learner behavior and attitude. Similarly, Corpuz and Salandanan (2019) noted that professional competence must go hand in hand with emotional intelligence and moral grounding. In their discussion on effective teaching, they pointed out that learners respond more positively to teachers who show authenticity, empathy, and consistency in behavior.

Further, Bernardo (2020) explained that personal qualities such as a growth mindset and intrinsic motivation among teachers are predictors of their commitment to continuous learning and reflective practice. These internal dispositions often distinguish high-performing teachers from those who stagnate professionally despite attending seminars or acquiring higher academic degrees. Moreover, Cruz (2022) revealed that professionalism is not merely a checklist of behaviors but a manifestation of a teacher's ethical convictions and willingness to serve beyond compliance. His qualitative research in various elementary schools across Luzon indicated that the most respected teachers in communities are those whose personal integrity matches their classroom practice.

In another study, Navarro and Garcia (2021) found that learners are more likely to thrive in classrooms managed by teachers who are not only competent in content and pedagogy but who also model compassion, fairness, and cultural sensitivity. These findings underscore the need to understand the interplay of personal and professional factors that contribute to the teacher's holistic impact on learners. As such, this study seeks to explore these dimensions among elementary school teachers and provide a nuanced understanding of how these qualities shape the overall educational experience.

### ***Conceptual Framework***

This study is anchored on the premise that the effectiveness of elementary school teachers is influenced by an interplay of their personal and professional qualities. Personal qualities refer to the individual characteristics and values that shape how a teacher relates to learners, colleagues, and the school community. These include empathy, integrity, patience, self-

discipline, adaptability, and a positive attitude. Teachers with strong personal traits often demonstrate an ability to connect with learners, build trust, handle classroom challenges with emotional intelligence, and contribute to a nurturing school climate. In the elementary level, where learners are at a crucial stage of social and emotional development, a teacher's character plays a pivotal role in creating a safe and supportive learning environment.

In parallel, professional qualities encompass a teacher's knowledge, skills, and practices in delivering quality instruction. These include pedagogical content knowledge, classroom management, lesson planning, assessment literacy, and commitment to professional development. Teachers who possess strong professional competencies are better able to facilitate learning, differentiate instruction based on learner needs, and assess learning outcomes effectively. According to the Philippine Professional Standards for Teachers (DepEd, 2017), professional growth and competence are essential in ensuring that learners attain the desired educational goals. As such, the integration of professional standards and continuous improvement is vital in promoting quality basic education.

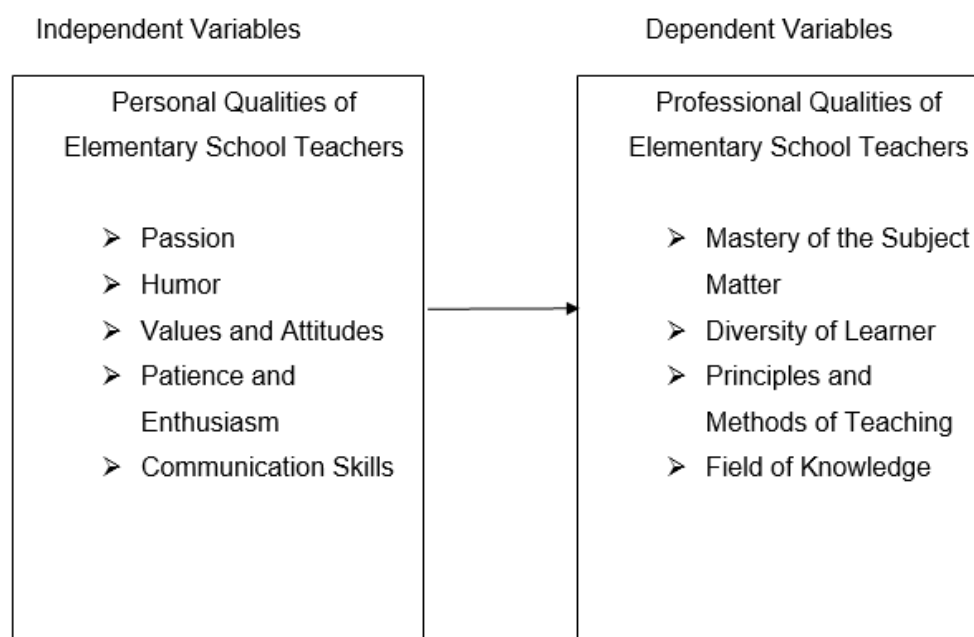
The conceptual framework of this study is guided by Shulman's Theory of Pedagogical Content Knowledge (1986) and Bandura's Social Cognitive Theory (1986). Shulman emphasized that effective teaching is not solely based on mastery of content, but on a teacher's ability to translate subject matter into comprehensible and meaningful instruction for learners. This underscores the importance of professional competence. On the other hand, Bandura posited that human functioning is shaped by the dynamic interaction between personal factors, behavior, and environment. This theory supports the notion that personal beliefs, self-efficacy, and values significantly influence how teachers behave in the classroom and how they respond to teaching challenges.

Furthermore, local frameworks such as the Philippine Professional Standards for Teachers (PPST) provide a comprehensive view of what constitutes a quality teacher in the Philippine context. The PPST outlines domains that reflect both personal and professional dimensions, such as professional ethics, personal and professional development, curriculum and planning, and community linkages. Filipino educators like Corpuz and Salandanan (2025) and Gregorio (2024) also emphasized that effective teaching is a blend of technical competence and moral character. These authors note that teaching is not just a profession but a vocation, where personal commitment and professional expertise must go hand in hand to bring about learner success.

In light of these theoretical and contextual foundations, the study aims to explore how elementary teachers demonstrate these personal and professional qualities in practice. It seeks

to understand how these traits affect their instructional delivery, classroom climate, and relationships with learners. The framework assumes that both sets of qualities are interdependent and that their combined influence directly contributes to teaching effectiveness, learner engagement, and overall school performance. By examining these qualities in depth, the study hopes to inform teacher development programs, performance appraisal systems, and recruitment processes, ensuring that the teaching force is not only professionally competent but also personally grounded.

As shown in the schematic diagram, the independent variable on the left side contains the personal qualities of elementary school teachers in terms of: passion, humor, values and attitudes, patience and enthusiasm, and communication skills. On the right side of the diagram are the professional qualities of elementary school teachers in terms of mastery of the subject matter, understanding the diversity of learners, understanding the principles and methods of teaching, and understanding other fields of knowledge. Figure 1 presents the schematic diagram of the study.



*Figure 1. A schematic diagram showing the relationships of variables.*

### ***Statement of the Problem***

This study aimed to assess the exploration of the personal and professional qualities of elementary school teachers of the Division of Malaybalay during the school year 2025-2026. Specifically, it sought to answer the following questions:

1. What is the level of personal qualities of elementary school teachers in terms of passion, humor, values and attitudes, patience and enthusiasm, and communication skills?
2. What is the level of professional qualities of elementary school teachers in terms of: mastery of the subject matter, diversity of learners, principles and methods of teaching, and field of knowledge?
3. Is there a significant relationship between the personal and professional qualities of elementary school teachers?

### ***Significance of the Study***

This study on the personal and professional qualities of elementary school teachers holds significant value across various stakeholders in the educational system. By exploring how these qualities influence teaching effectiveness and school performance, this research offers insights that can shape more learner-centered, values-driven, and performance-oriented teaching practices in the Philippine context.

To the learners, they stand to benefit most from this study as it investigates the foundational attributes that make teachers more effective mentors, role models, and facilitators of learning. By identifying the personal traits and professional competencies that enhance classroom management, motivation, and instructional delivery, this study contributes to the improvement of the learning environment. When teachers possess empathy, adaptability, emotional intelligence, and pedagogical excellence, learners are more likely to experience academic success, socio-emotional growth, and increased engagement in school.

To the teachers, the findings of this study provide valuable reflection points for teachers regarding their current practices and characteristics. It emphasizes the importance of developing not only content and pedagogical skills but also emotional, ethical, and interpersonal strengths. This awareness can inspire teachers to pursue holistic professional development and self-assessment, fostering a deeper commitment to continuous improvement aligned with the Philippine Professional Standards for Teachers (PPST). Teachers will also be better equipped to understand how their behavior, mindset, and values directly influence learner outcomes.

To the school administrators, school leaders and administrators would gain empirical insights into how teacher qualities affect overall school performance and learner achievement. The study's results can support evidence-based decisions in teacher hiring, mentoring, training, and evaluation programs. It may also guide the development of more focused interventions for faculty development, such as coaching, emotional wellness programs, and values-based

leadership training. Administrators can use the findings to design school policies that prioritize both professional competence and character formation among teaching staff.

To the future researchers. This study adds to the growing body of local and international literature examining the complex interplay between personal and professional attributes of educators. It offers a contextualized framework rooted in Philippine elementary school realities, serving as a reliable foundation for further inquiry. Future researchers may expand on this study by exploring how these qualities vary across grade levels, school types, or geographic regions. They may also examine how personal and professional characteristics evolve with teaching experience or under specific interventions.

### ***Delimitation of the Study***

This study was focused on exploring the personal and professional qualities of elementary school teachers in the Division of Malaybalay City during the School Year 2025–2026. Specifically, the research investigates the various personal attributes—such as integrity, empathy, adaptability, and emotional resilience—as well as professional competencies, including pedagogical knowledge, classroom management, assessment literacy, and commitment to lifelong learning, that collectively influence teaching effectiveness.

The scope of the study includes all currently employed elementary teachers within the district, encompassing both permanent and probationary status. The study gives attention to how these qualities are demonstrated in actual teaching practices, interpersonal relationships with learners and colleagues, and professional responsibilities within the school setting.

However, the study was limited to the teachers of Malaybalay City only, thereby excluding those from other districts within the Division of Malaybalay. It also does not include secondary or tertiary level teachers, as the study is anchored on the unique roles and challenges experienced by educators at the elementary level. Additionally, the study focuses on self-reported perceptions and documented observations rather than direct measurement of learner academic performance or external classroom observations.

While the study provides insights into the qualities that shape effective teaching, it does not delve into external factors such as community context, socio-economic influences, or school resources that may also affect teacher performance. Likewise, it does not evaluate teacher effectiveness through standardized test scores or performance-based ratings, but rather through qualitative and survey-based measures aligned with the Philippine Professional Standards for Teachers (PPST).

## *Review of the Literature*

### *Personal Qualities of Elementary School Teachers*

Galang, Rivera, and Bautista (2024) observed that teachers who exhibit high emotional intelligence also report elevated levels of teaching performance and productivity. Specifically, they found a strong positive correlation between emotional self-awareness, stress management, and instructional efficacy, suggesting that personal emotional competence significantly enhances professional performance.

However, contrasting findings were reported by Jacinto, Santos, and De Leon (2025), who found no significant correlation between emotional intelligence and formal teaching performance ratings. Their results, therefore, suggest that structural and contextual variables, such as institutional evaluation systems, may influence how personal qualities are reflected in measured teaching effectiveness.

Despite this discrepancy, Tolentino (2023) emphasized that emotional intelligence and teaching experience are significantly related to teaching performance. The study further revealed that teachers with greater emotional maturity and longer years of practice were more effective in managing classroom tasks and adapting to diverse learner needs.

### *Passion*

Espinosa (2024) highlighted that character strength and resilience, among teachers' key components of passion, are strongly linked to professional commitment. Although overall teacher performance did not directly correlate with character strength, the study emphasized that internal motivation driven by these personal qualities sustains perseverance. Moreover, passion rooted in personal conviction was found to fuel resilience, particularly in challenging teaching contexts, thereby enhancing longevity in the profession.

Similarly, Bilbao, Corpuz, Llagas, Salandan, and Yazon (2021) argue that passion directly influences teachers' motivation, perseverance, and ethical responsibility in fulfilling their roles. As a result, passionate teachers tend to invest more time, effort, and emotional energy in their work, resulting in more meaningful learning experiences. In the Philippine context, where teachers often face resource constraints and diverse learner needs, passion becomes a critical internal resource. Therefore, the exemplary overall rating affirms that teachers' passion serves as a driving force behind sustained instructional quality.

### *Humor*

Manlongat, Castor, and De Chavez (2022) emphasized that teachers' use of humor varies according to experience level and is generally perceived positively by students. Specifically, their study revealed that humor tailored to learners' maturity and academic performance enhances student motivation and engagement, indirectly supporting effective classroom management and teacher–student rapport.

Moreover, Luaña and Campoamor-Olegario (2021) highlight that Filipino teachers employ different types of humor, categorized by appropriateness and impact, showing that humor is culturally embedded in classrooms. In particular, their work emphasizes that context-sensitive humor can promote student comfort and engagement, while inappropriate humor may adversely affect learners' self-esteem. Consequently, appropriate humor eases tension and makes learning more relatable, creating a positive classroom environment. Therefore, the overall high humor rating in the table aligns with local evidence on its educational benefits.

### *Values and Attitudes*

Salinas and Quines (2025) emphasized that work values play a mediating role in the relationship between reflective thinking and positive personality traits among elementary teachers. Specifically, their study revealed that values such as diligence, integrity, and collaboration shape professional behaviors, influencing how reflective practices develop into constructive personal traits. Consequently, these findings suggest that strong work values provide a foundation for effective teaching personalities and professional attitudes.

Moreover, Laurenio Jr and Cabal (2023) underscore the critical role of teachers' personal values in shaping both professional attitudes and learner outcomes. In particular, a study on Filipino work values and job satisfaction found that Filipino elementary teachers' work values, including interpersonal and organizational values, significantly influence their professional attitudes and overall satisfaction, suggesting that deeply held values reinforce positive work behaviors and outlooks. Such values include respect, responsibility, and commitment, which align with the high mean scores in your table for attitudes such as promoting values formation and displaying a positive work ethic. Therefore, in the Philippine educational system, where value formation is institutionalized through the curriculum and professional standards, teachers' internalization of values influences both classroom climate and learner development. Accordingly, the exemplary overall rating reflects not just personal disposition but engagement with widely recognized educational values among Filipino

teachers, foregrounding the idea that values and attitudes are essential for maintaining professionalism, classroom harmony, and relational trust in schools.

### ***Patience and Enthusiasm***

Hermogeno and Dulos (2021) emphasized that strong teaching attitudes, particularly patience and persistence, were highly manifested among teachers, even though these attitudes were not always directly reflected in formal performance metrics. Consequently, the study suggested that such enduring attitudes support classroom resilience and sustained dedication despite systemic and institutional challenges.

Moreover, Maca, De La Cruz, Garcia, and Santos (2022) highlight that Filipino elementary teachers who consistently exhibit patience and enthusiasm significantly improve learner engagement, motivation, and persistence in classroom tasks. Specifically, their study emphasizes that teachers' affective traits directly impact students' willingness to participate and learn. Furthermore, the research shows that enthusiasm enhances instructional delivery, while patience allows teachers to accommodate varied learner needs without frustration. Therefore, the exemplary overall rating aligns with Filipino evidence that patience and enthusiasm are key determinants of effective teaching performance.

### ***Research Methodology***

#### ***Research Design***

The investigation utilized the descriptive-correlational research design. The data gathered was analyzed quantitatively. Descriptive method will be used for the study to describe the personal qualities of elementary school teachers in terms of passion, humor, values and attitudes, patience and enthusiasm and communication skills; find out the professional qualities of elementary school teachers in terms of mastery of the subject matter, understanding the diversity of learner, understanding the principles and methods of teaching, and understanding of other field of knowledge; and correlate the significant relationship between the personal and professional qualities of elementary school teachers.

#### ***Research Locale***

This research was conducted in District 2 of Malaybalay, Division of Malaybalay City, during the School Year 2025–2026. District 2 comprises 7 public elementary schools located in different barangays of Malaybalay City. These schools include Kibalabag Integrated School, Baganao Elementary School, Can-ayan Integrated School, Incalbog Elementary

School, Tintinaan Elementary School, Sumpong Central School, Kilap-agan Integrated School.

Malaybalay City is the capital of the province of Bukidnon, situated in Region X – Northern Mindanao, Philippines. The schools under District 2 represent a mix of urban and rural educational settings, catering to diverse learner populations with varied socio-economic backgrounds. This variety provides a rich context to explore how administrative processes such as reclassification influence teachers' career growth and motivation across different environments.

The choice of all District 2 schools as the locale of this study is deliberate to ensure comprehensive coverage of teacher experiences within the division. Since these schools consist of permanent teachers who have undergone or are undergoing reclassification, the study captures a wide spectrum of perceptions related to the fairness, transparency, and impact of the reclassification process. This broad yet focused scope allows the study to draw conclusions that are relevant and applicable across the district, with insights that can inform local educational policies and practices.

Geographically, Malaybalay City lies in a mountainous region with a climate conducive to agriculture, with communities that rely on farming as a livelihood. The socio-cultural fabric of the area includes indigenous peoples and various local traditions that shape community life and schooling conditions. These factors influence the teaching context, making the study of career growth and motivation amidst reclassification particularly relevant to understanding challenges and opportunities faced by teachers.

Overall, this locale provides an appropriate and meaningful setting for examining the impact of reclassification on teachers' career growth and motivation, reflecting the realities of public elementary education in a Philippine City Division with both urban and rural characteristics.

### ***Findings***

The study revealed that elementary school teachers generally demonstrate exemplary personal qualities across all measured dimensions, including passion, humor, values and attitudes, patience, enthusiasm, and communication skills. Among these, the highest ratings were observed in indicators such as demonstrating punctuality, reducing learner anxiety through respectful humor, promoting values formation, and offering repeated assistance without frustration. The lowest-rated indicators, although still exemplary, pertained to handling learners with fairness and consistency, taking calculated risks to inspire learners, and effectively incorporating humor or patience in complex classroom scenarios. These

results indicate that teachers consistently exhibit strong personal commitment and interpersonal skills, while minor variations suggest areas for continuous development, especially in risk-taking, resilience, and integration of innovative strategies.

Elementary school teachers demonstrated exemplary professional qualities in all assessed areas, including mastery of subject matter, addressing learner diversity, applying principles and methods of teaching, and proficiency in their field of knowledge. Highest scores were associated with recognizing multicultural learner backgrounds, creating opportunities for higher-order thinking, and revising teaching plans based on student progress. The slightly lower mean scores were observed in indicators such as incorporating technology, aligning assessments with instructional goals, and applying cooperative learning activities. These findings reflect that teachers possess strong professional competence, yet there are minor gaps in consistently integrating modern instructional strategies, differentiated instruction, and digital tools to maximize learner engagement and achievement.

The analysis of the relationship between personal and professional qualities indicated a significant overall correlation, with the strongest associations observed in humor, patience, enthusiasm, and communication skills. Passion, values, and attitudes, while important, showed no statistically significant relationship with professional qualities. This suggests that certain personal traits, particularly those that influence classroom interactions, motivation, and engagement, are more directly linked to professional effectiveness. Therefore, fostering interactive, patient, and communicative personal qualities may enhance teachers' professional performance and instructional impact.

### ***CONCLUSIONS AND RECOMMENDATIONS***

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

Elementary school teachers demonstrate exemplary personal qualities across passion, humor, values and attitudes, patience, enthusiasm, and communication skills. These qualities enable teachers to establish positive classroom climates, promote learner engagement, and respond effectively to learners' socio-emotional and academic needs. Despite consistently high performance, minor differences in indicators such as fairness, risk-taking, and resilience suggest that complex classroom challenges and diverse learner needs occasionally require greater adaptability and institutional support. Thus, while teachers exhibit strong personal competence, continuous reinforcement of adaptive interpersonal skills is essential to sustain excellence and address emerging educational demands.

Teachers exhibit high professional competence in subject mastery, diversity of learners, teaching principles and methods, and field-specific knowledge. The exemplary scores reflect strong instructional planning, responsiveness to learner differences, and the integration of evidence-based strategies that support higher-order thinking, inclusivity, and meaningful learning experiences. Slightly lower performance in cooperative learning strategies, alignment of assessment tools, and digital integration indicates areas for growth, particularly in leveraging collaborative methods, technology, and assessment-driven instruction to maximize student outcomes. Consequently, professional effectiveness is closely linked to the teacher's ability to consistently implement innovative and differentiated pedagogical approaches.

The study confirms a significant relationship between certain personal qualities, specifically humor, patience, enthusiasm, and communication skills, and professional effectiveness. Teachers who exhibit these traits are better able to create learner-centered environments, facilitate meaningful engagement, and implement instructional strategies effectively. In contrast, passion and values, while important, showed no significant correlation with professional performance, suggesting that these traits alone are insufficient to influence measurable instructional outcomes. This highlights the importance of interactive, relational, and motivational personal qualities as critical drivers of professional competence in elementary education.

Based on the findings and conclusions, the following are recommended:

Schools may develop structured programs to strengthen adaptive personal traits such as resilience, patience, humor, and risk-taking in instructional contexts. Professional development initiatives may include workshops on emotional intelligence, stress management, and strategies for maintaining learner engagement in challenging situations. Mentoring and peer coaching can further support teachers in translating these traits into classroom practices, ensuring that personal qualities consistently contribute to positive learner outcomes. Additionally, schools should provide supportive and collaborative environments that empower teachers to take calculated risks and innovate without fear of failure.

Targeted interventions may be designed to address gaps in cooperative learning implementation, assessment alignment, and technology integration. Teachers may be encouraged to use differentiated instruction strategies, scaffolded learning activities, and

digital tools to enhance engagement and meet diverse learner needs. Continuous professional development, including seminars, peer observations, and instructional coaching, can reinforce mastery of subject content, inclusive teaching practices, and evidence-based methodologies. Schools should also promote reflective teaching practices that allow educators to evaluate and refine their instructional approaches based on learner feedback and performance data.

School leaders may prioritize cultivating personal traits that directly influence professional effectiveness, particularly humor, enthusiasm, patience, and communication skills. Programs that combine skill-building with reflective practice can help teachers recognize how their personal attributes impact instructional quality. Encouraging collaborative learning communities and professional networks allows teachers to share strategies, enhance motivation, and model best practices. Moreover, institutional policies may support teacher well-being, encourage innovation, and provide recognition for effective application of personal qualities in professional practice. By intentionally aligning personal and professional development, schools can enhance overall teacher effectiveness and improve learner outcomes.

## REFERENCES

1. Abella, F. P., Ramirez, H. S., Catubig, C. A., & Ulanday, C. R. (2024). Research competence of public elementary school teachers in the Philippines. *International Journal of Learning, Teaching and Educational Research*, 23(4), 114–132.
2. Abo, C. P., & Villegas, M. S. (2025). Interactive lesson intervention in enhancing student engagement and performance through self-pacing modality. *Psychology and Education: A Multidisciplinary Journal*, 37(3), 45–60.
3. Aimar, E. L. (2024). Teaching with Passion: A Narrative Inquiry into Elementary Teachers' Identity Development, Personal and Professional Knowledge, and Love of Teaching. Electronic Theses and Dissertations, Georgia Southern University.
4. Al Jaber, M. A., Al Sarraf, S., & Bouazza, A. (2024). The relationship between emotional intelligence and academic satisfaction among elementary school students: The mediating role of teacher interaction. *International Journal of Educational Research*, 126, 102–118.
5. Alan, S., & Ertac, S. (2021). Teaching patience in classrooms to improve student behavior. J-PAL study.
6. Alcantara, P. A., & Sison, M. L. (2023). Scaffolding strategies in elementary reading and math instruction. *Asian Journal of Education and Social Studies*.

7. Alutaya, C. M., & Guhao Jr., E. S. (2023). Psychological capital, emotional intelligence, and work engagement of teachers: A structural equation model. *Asia Pacific Education Review*, 24(2), 215–229.
8. Aquino, M. P., Santos, R. M., & De Guzman, J. T. (2022). Innovative instructional methods in Philippine elementary education: Learner-centered and technology integration. *Philippine Journal of Education Research*, 14(3), 45–60.
9. Arias-Pastor, Á., Bermejo-Toro, L., & Prieto-Ursúa, M. (2023). Predictors of inclusive attitudes in pre-service teachers: The role of empathy and emotional regulation. *Teaching and Teacher Education*, 132, 104156.
10. Azarcon-Sanchez, I., Chua, L., & Saranza, C. (2024). Evaluating 21st-Century Skills in English Language Teaching: A Needs Assessment. *International Journal of Social Sciences and Humanities Research*, 7(5).
11. Bakar, F. A., & Kumar, V. (2023). How students perceive the teacher's use of humour and its role in learning. *European Journal of Humour Research*, 10(4).
12. Baslan, R. T. (2025). Teacher change and interpersonal communication skills among elementary teachers. *International Journal of Novel Research in Education and Learning*, 12(2), 44–47.
13. Bernardo, A. (2020). Teacher Motivation and Growth Mindset: The Inner Qualities of Effective Educators. *Philippine Normal University Research Journal*, 28(2), 15-30.
14. Bilbao, P. P., Corpuz, B. B., Llagas, A. T., Salandanan, G. G., & Yazon, A. D. (2021). *The teaching profession* (4th ed.). Lorimar Publishing.
15. Bogasan Jr., J. P. (2025). The 21st-century teachers' qualities and instructional performance. Pamantasan ng Lungsod ng Valenzuela thesis
16. Bogasan Jr., A. J. A. (2024). The 21st century teacher's qualities and their instructional performance: Basis for proposed training design. *International Journal of Research and Innovation in Social Science (IJRISS)*, 8(4), 1378– 1385.
17. Bontilao, A., & Genuba, R. (2024). Emotional Well-Being and Organizational Commitment of Teachers' Instructional Delivery. *International Journal of Research and Innovation in Social Science*.
18. Cabal, E. M., & Fernandez, M. J. (2024). Inclusive teaching toward learners with hearing impairment. *International Journal of Multidisciplinary Research and Analysis*, 7(4).

19. Camral, A. C., & Sumayo, G. S. (2025). CPD engagement and pedagogical competence. *International Journal of Multidisciplinary Studies in Higher Education*.
20. Canuto, P. P., Choycawen, M., & Pagdawan, R. (2024). Influence of teaching competencies on performance in science education. *Problems of Education in the 21st Century*
21. Corpuz, B. B., & Salandanan, G. G. (2022). *Principles of teaching 1* (3rd ed.). Lorimar Publishing.
22. Cruz, M. T., De La Rosa, J. R., & Santos, A. P. (2021). Enhancing classroom communication: The role of tone, clarity, and structure in Philippine elementary education. *Philippine Journal of Teacher Education*, 16(2), 88–104.
23. Cruz, M. L., Mendoza, J. R., & Dela Rosa, P. V. (2020). The impact of teacher enthusiasm and adaptive strategies on learner engagement in Philippine elementary classrooms. *Philippine Journal of Education Research*, 15(2), 45–62.
24. Cordova, W., & Linaugo, J. (2022). Pedagogical Content Knowledge Practices of Public School Science Teachers. *Technium Social Sciences Journal*, 37(1), 37–50
25. Corpuz, B. B., & Salandanan, G. G. (2019). *Principles of Teaching 1*. Lorimar Publishing, Inc.
26. Cruz, R. J. (2022). Professionalism in Teaching: A Narrative Inquiry of Public School Teachers. *Asia Pacific Journal of Multidisciplinary Research*, 10(1), 44–53.
27. Cruz, J. P., Mendoza, A. T., & Villar, R. J. (2024). Teacher disposition in constrained educational settings. *Journal of Philippine Education Studies*.
28. Cruz, M. T., Navarro, L. P., & Santos, A. P. (2021). Recognizing diversity in Philippine classrooms: Inclusive practices and learner engagement. *Philippine Journal of Teacher Development*, 16(1), 45–60.
29. Cuarto, M. J. R., & Herrera, J. B. (2025). Teachers' competency based on the Philippine Professional Standards for Teachers I–III: Basis for a training program.
30. Cubero, L. M. (2022). Emotional intelligence and academic performance of pre-service teachers. *EPRA International Journal of Multidisciplinary Research*, 8(6).
31. Danilo Jr., B. (2023). Practices of values education in the Philippine teaching context: Integration, delivery, and assessment. (Unpublished research document).
32. Decir, E. G. B., & Paglinawan, J. L. (2024). Communication competence and organizational commitment on school improvement plan implementation of school heads. *International Journal of Scientific and Management Research*, 7(11), [Article].

33. Del Mundo, A. L., & Reyes, B. A. (2023). Interdisciplinary teaching and learning enhancements in elementary education. *International Journal of Research and Innovation in Social Science*.
34. Delos Reyes, J. P., Navarro, M. R., & Cruz, L. A. (2021). Assessment-driven instruction and content clarity in Philippine elementary classrooms. *Philippine Journal of Teacher Development*, 14(2), 55–70.
35. Del Rosario, L. (2024). The Teacher as a Person and as a Professional. Learning episodes resource.
36. Del Rosario, R. M., Santos, J. L., & Aquino, M. P. (2021). Inquiry-based and experiential learning in Philippine classrooms: Promoting higher-order thinking. *Philippine Educational Review*, 16(2), 35–50.
37. Delos Santos, J. R., Navarro, L. P., & Reyes, A. T. (2022). Subject mastery and instructional competence among Filipino elementary teachers. *Philippine Educational Review*, 18(2), 61–78.
38. Del Rosario, R. M., Santos, J. L., & Navarro, M. T. (2021). Humor and patience as predictors of teacher effectiveness in Philippine elementary schools. *Philippine Journal of Educational Development*, 15(2), 55–70.
39. Dulang, F. Y., & Rodriguez, P. P. (2022). Flexible grouping in diverse classrooms. *International Journal of Social Sciences and Humanities Research*, 5(2), 44–59.
40. Escarlos, A. C., & Santillan, J. D. (2023). Teachers' emotional intelligence and digital literacy as predictors of teaching competence. Proceedings of the International Conference on Education (ICEDU).
41. Esguerra, R. A., & Qunito, D. (2025). Teachers' professional development and school leadership management. *International Journal of Research and Scientific Innovation*
42. Espinosa, J. P. M. (2024). Character Strength, Resilience, and Teacher Performance: Their Relationships. *AIDE Interdisciplinary Research Journal*, 9, 122.
43. Esguerra, C. A., & Villaflores, R. T. (2025). Integrating mathematics and home economics: Practical numeracy development. *The Normal Lights*.
44. Estilo, R. (2024). Emotional intelligence and classroom environment of elementary teachers. *International Journal of Research and Innovation in Social Science*, 8(1).
45. *Frontiers in Public Health*. (2025). From passion to pressure: exploring the realities of the teaching profession.

46. *Frontiers in Psychology*. (2024). Enhancing emotional intelligence in teacher education: A longitudinal study on social-emotional training for pre-service teachers. *Front. Psychol.*, 15, 1234567.
47. Galang, M., Rivera, L., & Bautista, R. (2024). Emotional intelligence and job performance among teachers. *EPRA International Journal of Multidisciplinary Research*, 10(2).
48. Gamboa, M. P., & Quicho, M. R. (2024). Teacher development behaviors and learner reading comprehension. *Asian Association of Research in Education Journal of Multidisciplinary Research Abstracts*.
49. Galang, M., Rivera, L., & Bautista, R. (2024). Emotional intelligence and job performance among teachers. *EPRA International Journal of Multidisciplinary Research*, 10(2).
50. Garcia, M. J., & Blanco, R. C. (2023). Inquiry-based strategies for science instruction in elementary education. *International Journal of Research and Innovation in Social Science*.
51. García-Martínez, I., Hernández-Lloret, C. M., & González-Castro, P. (2021). Academic achievement and emotional intelligence in future teachers: A correlational study. *International Journal of Educational Research Open*, 2, 100080.
52. Garcia, L. P., Mendoza, R. M., & Aquino, M. P. (2020). Teacher values and professional competencies: Exploring measurable outcomes in Philippine classrooms. *Philippine Journal of Teacher Education*, 14(1), 40–55.
53. Garcia, L. P., Mendoza, J. T., & De La Cruz, A. R. (2021). Higher-order thinking and accurate content clarification in Philippine elementary education. *Journal of Philippine Educational Research*, 13(3), 33–50.
54. Garcia, L. P., Mendoza, J. T., & Villanueva, A. R. (2021). Reflective teaching through feedback in Philippine classrooms: Enhancing communication skills and learner engagement. *Journal of Philippine Education Research*, 12(3), 45–60.
55. Garcia, L. P., Navarro, M. T., & De Guzman, J. T. (2022). Reflective and adaptive teaching practices in Philippine elementary education. *Philippine Journal of Teacher Development*, 17(1), 40–55.
56. Garcia, L. P., Navarro, M. T., & Cruz, J. R. (2022). Reflective and adaptive teaching practices in Philippine elementary education. *Philippine Journal of Teacher Development*, 17(1), 40–55.

57. Garcia, A. M., Salazar, R. J., & Aquino, L. R. (2021). Patience, active listening, and optimism in effective teaching practices: Evidence from Philippine elementary schools. *Asian Journal of Educational Practice*, 7(1), 33–48.
58. Garcia, L. P., Villanueva, A. R., & De Guzman, J. T. (2022). Culturally responsive teaching and learner engagement in Philippine elementary schools. *Journal of Philippine Education Research*, 13(2), 33–50.
59. Gardoza, P. R., Villareal, L. F., & Castro, C. J. (2025). Learning styles and differentiated instruction. *International Journal of Multidisciplinary: Applied Business and Education Research*.
60. Gatchalian, T. C., & Buendia, R. M. (2024). Integrating community values into social studies teaching. *Asian Journal of Education and Social Studies*.
61. Gula, L. P. (2024). The Teaching Profession: A Critical Analysis on the Reflective Experience of a Classroom Teacher. *Universal Journal of Educational Research*.
62. Hermogeno, K. J. C., & Dulos, C. C. (2021). Work Attitude and Performance of Elementary School Teachers. *International Journal of Scientific and Management Research*.
63. Isagan, K. I. R., Enecito, V. R., Ungsod, J. P. S., Nagal, C. R., & Biray, E. T. (2023). Humor as a teaching and learning strategy in a language classroom. *The Research Probe*.
64. Jacinto, J., Santos, M., & De Leon, P. (2025). The relationship of emotional intelligence and performance rating of teachers. *EPRA International Journal of Multidisciplinary Research*, 11(1).
65. Jiang, Q., & Tong, Y. (2024). Teacher enthusiasm predicted by work engagement and teaching enjoyment: Evidence from Chinese EFL teachers. *Asian-Pacific Journal of Second and Foreign Language Education*, 9, 67.
66. Kilag, O. K. T., Catacutan, A. B., & Miñoza, M. S. (2023). Optimizing the teaching of values education through integration and contextualization. *Excellencia: International Multi-Disciplinary Journal of Education*.
67. Klassen, R. M., & Tze, V. M. C. (2024). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, 12, 59–76.
68. Lansangan, R. G. (2024). A quantitative analysis between the influence of teachers' attitude and teaching approaches to student motivation. *International Journal of Research and Innovation in Social Science*, 2025(25), 3091–3103.

69. Laurenio Jr, W. A., & Cabal, E. M. (2023). Filipino Work Values and Job Satisfaction among Teachers. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(12), 4587–4627.
70. Laurenio Jr., W. A., & Cabal, E. M. (2023). Filipino work values and job satisfaction among teachers of selected elementary schools in the Division of Zambales. *International Journal of Multidisciplinary: Applied Business and Education Research*.
71. Lebeco, E. E., & Verano, M. L. E. (2023). Teachers' perceptions on the implementation of inclusive education in public elementary schools in Northern Samar. *International Journal of Research and Innovation in Social Science*.
72. Llego, M. A. (2022). Teacher resilience and professional commitment in Philippine basic education. *Philippine Journal of Education*, 101(2), 45–58.
73. Li, F., Wang, Y., & Zhu, Q. (2025). Emotional intelligence and mental health in teachers: The mediating effect of job satisfaction. *Journal of Educational Administration*, 63(1), 143–159.
74. Libiado, F. D., & Canuto, P. P. L. (2023). Teaching competencies and mathematics performance. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(7)
75. Lopez, C. P., Bautista, A. M., & Rivera, J. (2024). Cooperative learning and reading comprehension in primary classrooms. *Asian Journal of Education and Social Studies*.
76. Lopez, M. T., Dela Cruz, J. A., & Domingo, H. F. (2023). Differentiated instruction in multi-grade reading: An experimental study. *Asian Journal of Education and Social Studies*.
77. Lourenço, A., Dominguez-Lara, S., & Valente, S. (2025). Teaching with humor: reflections on its relevance. *Journal of Advanced Research in Education*, 4(3), 35–46.
78. Luaña, J. P. G., & Campoamor-Olegario, L. (2021). A typology of humor in the Philippine classrooms. *Israeli Journal of Humor Research*.
79. Lucido, P. I. (2021). Humanizing the Teaching Profession: Building Teacher Values in the 21st Century. *Journal of Education and Development*, 6(1), 12–20.
80. Maca, C. R., De La Cruz, V. E., Garcia, J. P., & Santos, R. M. (2022). Patience and enthusiasm as determinants of learner engagement in elementary education. *Philippine Educational Review*, 18(3), 77–94.

81. Manigbas III, R. E., Agting, C. C., & Espiritu, C. M. (2024). Teachers' competency in content knowledge and pedagogy in Buhi South District, Philippines.
82. Manigbas III, J. P., Ollet, A. L., Noble, M. P. L., Angeles, J. R., Cayetano, N. M., & Fucio, M. P. (2024). Teachers' competency in content knowledge and pedagogy in Buhi South District, Philippines.
83. Manlongat, M. D., Castor, A. D., & De Chavez, R. L. (2022). Use of humor as teaching strategy in junior high. *IOER International Multidisciplinary Research Journal*.
84. Mansanadez, L. J. (2021). Emotional intelligence of educators and pupil performance. *International Journal of Research Studies in Education, 10(3)*.
85. Mantos, F. C., dela Cruz, J. R., & Barit, A. R. (2025). Teacher development and educational resilience: Anchoring on the Philippine Professional Standards for Teachers. *International Journal of Social Science and Human Research, 8(5)*, 2713–2720.
86. Mendoza, L. R. (2024). Professional competencies and identity of beginning teachers. *International Journal of Social Sciences and Humanities Research, 3(7)*
87. Meriç, E. (2023). Patience as a predictor of teachers' classroom management skills. *International Online Journal of Education and Teaching, 10(2)*.
87. National Learning Camp Study (2025). Empowered Learning, Evolving Pedagogies. *International Journal of Research and Innovation in Social Science*.
88. Navarro, J. R., & Garcia, F. M. (2021). Personal and Professional Qualities of Public School Teachers and Their Effects on Learner Engagement. *Philippine Social Science Journal, 4(2)*, 56–65.
89. Navarro, L. P., Garcia, M. T., & Cruz, J. R. (2022). Professional responsiveness to learner diversity in Philippine elementary education. *Philippine Journal of Education Innovation, 11(3)*, 55–70.
90. Orale, R. L., & Sarmiento, J. P. (2021). Professional identity, passion, and innovation among Filipino teachers. *Asia Pacific Journal of Multidisciplinary Research, 9(4)*, 1–9.
91. Pilar, E. J., & Santos, R. T. (2025). Contextualizing science teaching for enhanced learning. *International Journal of Research and Innovation in Social Science*.
92. Pilvera, M., Trinidad, J. P., & Sabud, J. (2024). Emotional intelligence and instructional efficacy among educators. *Asian Research Journal of Arts and Social Sciences, 22(4)*, 1–12.

93. Polinar, R. S., & Gemota, M. C. (2025). From home to classroom: beginning teachers' experiences in Philippine education system. *International Journal of Research and Innovation in Social Science*.
94. Quinto, H. L., & Mendoza, S. D. (2025). Problem-based approaches to mathematics teaching in elementary classes. *International Journal of Research and Innovation in Social Science*.
95. Reyes, J. L., Aquino, M. R., & Lopez, T. P. (2020). Responsive communication and active listening in Philippine elementary schools. *Philippine Educational Review*, 14(1), 33–49.
96. Reyes, J. L., Mendoza, R. M., & Aquino, M. P. (2021). Inclusive and differentiated instruction for diverse learners in Philippine classrooms. *Philippine Educational Review*, 15(2), 60–75.
97. Reyes, J. A., Navarro, P. L., & Villanueva, M. T. (2021). Teacher patience and learner comprehension in Philippine elementary schools. *Journal of Teacher Development Studies*, 12(4), 101–115.
98. Rivera, A. M., & Alonto, Z. T. (2024). Mother Tongue-Based Multilingual Learning and its impact on early literacy. Capiz State University Repository.
99. Salinas, S. S., & Quines, L. A. (2025). Mediating Effect of Work Values on Positive Personality Traits in Teachers. *American Journal of Education and Technology*.
100. Santos, R. M., Aquino, M. P., & Villanueva, A. T. (2020). Lesson continuity and content adaptation for diverse learners in Philippine classrooms. *Asian Journal of Education Research*, 7(1), 44–59.
101. Santos, J. L., Cruz, R. M., & Villanueva, A. R. (2021). Learner-centered pedagogies in Philippine elementary schools. *Journal of Philippine Education Innovation*, 12(2), 50–65.
102. Santos, J. L., Cruz, R. M., & Aquino, M. P. (2022). Communication and enthusiasm in Philippine elementary education: Impacts on professional practice. *Journal of Philippine Education Research*, 16(3), 60–75.
103. Santos, J. L., Del Rosario, R. M., & Villanueva, A. R. (2021). Learner-centered pedagogies in Philippine elementary schools. *Journal of Philippine Education Innovation*, 12(2), 50–65.
104. Santos, R. M., Navarro, P. L., & De Guzman, V. E. (2022). The impact of teacher communication skills on learner comprehension and engagement in the Philippines. *Asian Journal of Education and Development*, 8(1), 77–91.

105. Santos, F. R., & Cruz, E. P. (2024). Storytelling and role-play in teaching Araling Panlipunan. *The Normal Lights*.
106. Santos, R. M., Villanueva, M. R., & De La Cruz, A. T. (2020). Differentiated instruction and scaffolding in Philippine elementary education. *Asian Journal of Education and Development*, 8(1), 40–55.
107. Satur, C. D., Labadan, C. B., Elbanbuena, C. O., & Comon, J. D. (2023). Teaching-Learning Skills on Teachers' Performance: Basis for Learning Action Cell Training Design. *American Journal of Arts and Human Science*, 4(2).
108. Sawac, C. P. (2025). Beyond Words: Understanding the Power of Non-Verbal Communication in Elementary Classrooms. *World Education Connect Multidisciplinary e-Publication*, 5(III), 66–67.
109. Teachers' Technological Pedagogical Content Knowledge (TPACK) and readiness under Matatag Curriculum (2025). *International Journal of Research and Innovation in Social Science*
110. Teaching and Teacher Education (2019). Teacher competence and student outcomes: role of enthusiasm.
111. Tolentino, C. R. (2023). Emotional intelligence and teacher performance. *AIDE International Research Journal*, 5(3).
112. Valdez, R. A., & Rosal, B. F. (2022). Guided discovery in science classrooms. University of the Philippines Open University Repository.
113. Villa, M. R., & Valle, D. C. (2025). Emotional intelligence and resilience among basic education teachers. *International Journal of Multidisciplinary Research and Analysis*, 9(1).
114. Villanueva, A. R., Garcia, L. P., & Mendoza, R. M. (2021). Holistic teacher development: Linking personal attributes to professional performance. *Philippine Journal of Educational Practice*, 13(2), 45–60.
115. Villanueva, A. R., Garcia, L. P., & Mendoza, R. M. (2020). Cooperative learning, assessment alignment, and technology integration in Philippine classrooms. *Philippine Journal of Educational Practice*, 11(1), 30–45.
116. Villanueva, M. R., Garcia, L. P., & Santos, A. T. (2022). Professional mastery and pedagogical responsiveness in Philippine elementary education. *Philippine Journal of Education Innovation*, 10(3), 50–68.

117. Villanueva, M. R., Navarro, L. P., & Garcia, A. T. (2022). Communication, feedback, and instructional organization: Foundations of effective teaching in Philippine elementary schools. *Philippine Journal of Education Innovation*, 10(2), 55–70.
118. Villanueva, M. R., Reyes, L. P., & Cruz, A. T. (2022). Fostering learner persistence through teacher affective traits in the Philippines. *Philippine Journal of Educational Innovation*, 9(2), 55–70.
119. Villanueva, A. R., Santos, J. L., & De Guzman, J. T. (2023). Integrating personal and professional growth for effective teaching in Philippine schools. *Philippine Educational Review*, 17(1), 35–50.
120. Villanueva, J. V. R., Valdehueza, M. R. S., & Suminguit, M. D. (2023). Learning Action Cell instructional designs and teachers' performance: Focus on diversity of learners. Master's Thesis, Cagayan de Oro division study.
121. Yague, C. (2023). Communication styles of teacher education students in HEI. *International Journal of Research Studies in Education*, 12(9), 11–19.
122. Yap, J. R., & Galang, M. E. (2024). Multisensory strategies for vocabulary acquisition. *Asian Journal of Education and Social Studies*.
123. Yazon, A. D., Ang-Manaig, K., Buenviaje, L. B., & Tesoro, J. F. (2023). Teacher motivation, school climate, and instructional effectiveness in Philippine public schools. *International Journal of Educational Management and Development Studies*, 4(1), 23–37.