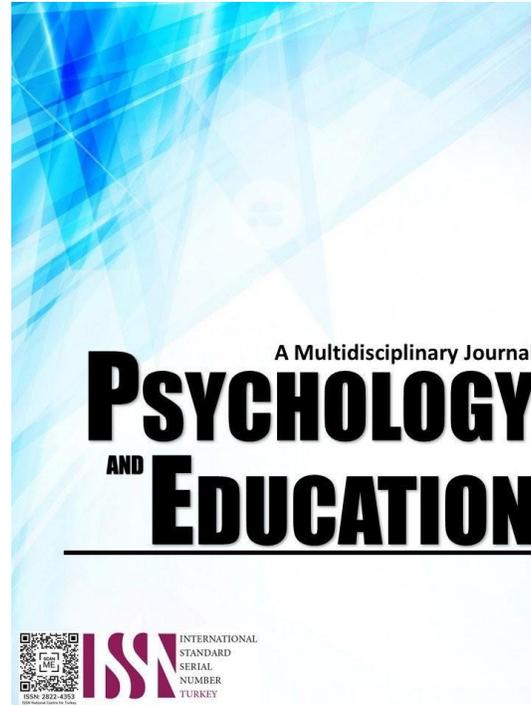


PROFESSIONAL ATTRIBUTES AND TEACHING PERFORMANCE: TOWARD CONTINUOUS IMPROVEMENT IN PRIVATE BASIC EDUCATION



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Professional Attributes and Teaching Performance: Toward Continuous Improvement in Private Basic Education

Francis C. Rayo

For affiliations and correspondence, see the last page.

Abstract

A teacher must acquire the necessary skills and attributes that are critical for an effective teaching-learning process. In private institutions, enhancing teaching performance has become a central concern in ensuring quality education and student success. To address this concern, this study employed quantitative methodology, specifically a descriptive-correlational research design, to determine the relationship between professional attributes and teaching performance among teachers in private basic education institutions in Bocaue, Bulacan. The study's findings revealed that the levels of professional attributes and teaching performance are high, with scores of 4.91 in work ethics and professionalism, 4.91 in adaptability and resilience, and 4.41 in oral communication, indicating a strong presence of these attributes among the respondents. This indicates that the respondents possess a high level of professional attributes and a very satisfactory level of performance, both of which are considered essential for nurturing effective learners who are socially responsive and critical thinkers. Despite the respondents' outstanding performance and professional attributes, the statistical analysis revealed no relationship between these attributes and teaching performance, as the p-value of 0.948 is greater than the significance level of 0.05. This suggests that factors beyond professional attributes may influence teaching effectiveness and performance. Further implications and recommendations for further development of this research based on the current findings were discussed and suggested.

Keywords: *professional attributes, teaching performance, instructional effectiveness, Philippine Professional Standards for Teachers (PPST), Results-Based Performance Management System, private education institutions*

Introduction

In today's increasingly complex and challenging educational landscape, the role of teachers has grown beyond classroom instruction. In response to this, as "high-level knowledge workers", teachers should be able to develop professionally and holistically. Thus, teachers should be equipped with the necessary skills, aptitudes, and dispositions to respond to these issues and challenges (Ventista & Brown, 2023). Furthermore, teachers must urgently respond to the emergence of new technologies, such as Artificial Intelligence, and Environmental Challenges (Brown & Luzmore, 2021; Brown et al., 2022).

In private institutions, enhancing teaching performance has become a central concern in ensuring quality education and student success. Teachers are expected to deliver content effectively and demonstrate strong professional attributes that influence how students engage, understand, and succeed. In this context, promoting high-quality, continuing professional learning and development is critical for the institutions. In other words, for schools to transform themselves into learning organizations (Ventista & Brown, 2023).

Various studies reveal consistent findings across multiple studies on teaching performance and the Philippine Professional Standards for Teachers (PPST) in the Philippines. According to PPST standards and satisfactory to very satisfactory performance ratings, teachers generally demonstrate proficient levels of competence (Anud, 2022). Studies consistently show significant positive relationships between PPST competence and teaching performance (Roberto & Madrigal, 2018; Maloloy-on & Arnado, 2023). However, in the findings of Alang & Ebisa (2025), they found that there is no significant correlation between PPST understanding and performance. The study also emphasizes that there is a need for contextualized professional development programs, particularly in ICT integration and addressing learner diversity. In addition, in the research findings of Roberto and Madrigal (2023), demographic factors such as sex, marital status, educational attainment, and employment status show no significant differences in teaching standards, competence, or performance.

Whereas recent studies emphasize that professional attributes such as instructional competence, communication skills, work ethics, adaptability, and commitment to continuous growth are also critical to effective teaching. As mentioned by Hermoso and Brobo (2023), motivational competence and teaching ability are among the strongest predictors of high teaching performance, directly impacting the quality of student learning outcomes. Similarly, Lontoc and Velasco (2024) underscore that performance appraisal practices are closely linked to attributes like innovation, creativity, and long-term professional planning. These findings suggest that professional development must be intentional, targeted, and responsive to the evolving demands of both learners and the education system.

Further insights from Borja (2022) and Paez (2024) highlight that professional attributes are equally important in non-traditional learning contexts such as the Alternative Learning System (ALS), where challenges like limited resources and high workloads demand stronger instructional delivery and pedagogical skills. Their recommendations for enhanced training, material development, and clear assessment strategies reflect a broader call for comprehensive and sustainable professional growth mechanisms for educators.

In addition to individual competencies, the organizational culture within schools plays a key role. As Muljadi et al. (2019) suggest, a

supportive culture anchored in discipline and collaboration improves teacher motivation and job satisfaction, inevitably affecting teaching quality. According to Sayer et al. (2013), as cited in Glatthorn and Fox (1995), they advocate for continuous professional development that respects teachers' unique backgrounds and needs, from induction programs for new educators to long-term training for seasoned professionals.

Despite the number of related literatures showing a significant relationship between the professional attributes and teaching performance, a continuous monitoring plan is still required in private schools in Bulacan for continuous improvement rooted in empirical evidence and responsive to teachers' lived experiences. Professional development should not be merely a procedural requirement but a transformative journey that cultivates essential attributes and creates a culture of excellence and growth among private schools.

Therefore, this study sought to determine the relationship between professional attributes and teaching performance among teachers in private basic education institutions in Bulacan. This study's findings will help establish a strategic monitoring plan for continuous monitoring and development that will strengthen and improve the teachers' competencies and enhance educational quality for all learners.

Research Questions

This study aimed to determine the relationship between professional attributes and teaching performance. This study also intended to formulate and propose a monitoring plan for continuous improvement based on the findings to monitor and improve teaching effectiveness in private school institutions.

Specifically, this study sought to answer the following questions:

1. How may the professional attributes be described in terms of the following variables aligned with PPST:
 - 1.1 instructional competence;
 - 1.2 communication skills;
 - 1.3 work ethics and professionalism;
 - 1.4 adaptability and resilience; and
 - 1.5 commitment to professional development?
2. How may the teaching performance be described in terms of the following variables:
 - 2.1 self-management;
 - 2.2 professionalism and ethics;
 - 2.3 result focus;
 - 2.4 teamwork;
 - 2.5 service orientation;
 - 2.6 innovation;
 - 2.7 oral communication;
 - 2.8 written communication; and
 - 2.9 computer/ICT skills?
3. Is there a significant relationship between professional attributes and teaching performance among the teachers in private institutions in Bulacan?
4. Based on the findings, what strategic monitoring plan can be proposed to continuously monitor and improve the instructional effectiveness of the teachers in the private institutions in Bulacan?

Methodology

Research Design

This study utilized quantitative methodology, specifically a descriptive-correlational research design, to explore the relationship between professional attributes and teaching performance. According to Paniamogan and Dioso (2024), as cited in Miller (1994), descriptive-correlational research is a quantitative methodology that examines relationships between variables without manipulating them, focusing on describing existing conditions and determining the degree of association among variables. In addition, it involves careful data collection, analysis, and interpretation to describe phenomena and establish variable relationships. However, limitations exist in establishing causal relationships, as researchers cannot control independent variables in natural settings.

Further, this study aimed to determine if there is any significant relationship between professional attributes and teaching performance among private institutions in Bulacan. Thus, it will document the professional attributes and teaching performance through utilizing the descriptive-correlational research design, and the study's goal will be fulfilled.

Respondents

The study was conducted in a private basic education institution in Bocaue, province of Bulacan, Philippines. In addition, the respondents of this study were private basic education teachers, specifically the junior and senior high school teachers from Bocaue,

Bulacan. Further, convenience sampling was used since the participants were readily available, allowing efficient collection of data from the respondents within the area.

Instrument

A structured questionnaire was utilized as the primary data collection instrument to obtain the necessary data for this investigation. Specifically, the study used a Likert-type scale that is widely recognized in educational and social science research to measure attitudes, perceptions, and behavioral tendencies. Furthermore, this instrument consisted of statements related to the study variables, each accompanied by a five-point response scale ranging from "Strongly Disagree" to "Strongly Agree." In addition, the Likert scale is appropriate for this study, as it facilitates the systematic and reliable measurement of latent constructs such as professional attributes and teaching performance.

This study utilized two (2) questionnaires to determine the relationship between professional attributes and teachers' teaching performance in private schools.

The first instrument was adopted from the Philippine Professional Standards for Teachers (PPST) context to ensure alignment with national benchmarks of teacher quality. The questionnaire consists of twenty-five (25) items and is furtherly divided into five (5) subvariables: Instructional Competence, Communication Skills, Work Ethics and Professionalism, Adaptability and Resilience, and Commitment to Professional Development. This questionnaire has a Cronbach's alpha of 0.933, which implies that the instrument is significantly valid.

The second instrument was adapted to the Teachers' Performance Instrument or the Results-based Performance Management System (RPMS). The questionnaire contains forty-six (46) items subdivided into nine (9) variables/indicators: Self-management, Professionalism and Ethics, Result Focus, Teamwork, Service Orientation, Innovation, Oral Communication, Written Communication, and Computer/ICT Skills. It is a 5-point Likert scale questionnaire that assesses teachers' performance. This questionnaire has a Cronbach's alpha of 0.816, implying that this instrument has significant validity.

Procedure

Before conducting the study, a permission letter for data collection was submitted to Lipa City Colleges for the approval of the ethics committee and the dean. After it was approved, a consent letter was submitted to the respective school heads and presidents, seeking approval for the data collection among teachers. The approved consent letter was incorporated into the Google Forms survey and administered to the respondents. The researcher distributed the Google Forms link to the target respondents. Adequate time was provided for respondents to complete the survey. Upon completion, the researcher retrieved the responses from the Google Forms platform and reviewed the data for completeness and accuracy. All collected information was treated with strict confidentiality, and after the study was concluded, the data were securely stored to ensure the privacy and protection of the respondents.

Statistical Treatment of Data

The data gathered from the respondents were systematically encoded, organized, and subjected to appropriate statistical analyses to address the research problems and test the study's hypotheses. The statistical treatment of the data was aligned with the nature of the variables and the specific objectives of the research.

Descriptive statistics were employed to analyze and summarize their responses to each survey item. Further, following the research design, Pearson's correlation was utilized. This is to determine the relationship between professional attributes and teaching performance. Additionally, all analyses were conducted using reliable statistical software such as SPSS, Microsoft Excel, and Google Sheets to ensure accuracy and validity. Also, the statistician processed and analyzed the data collected, ensuring the accuracy and validity. The significance level was set at $\alpha = 0.05$, and decisions on hypothesis testing were based on this criterion.

Ethical Considerations

This study strictly adheres to ethical research standards to protect all respondents' rights, dignity, and welfare. Respondents were informed of their right to withdraw from the study at any point without fear of penalty or negative consequences. Prior to data collection, ethical clearance was sought from the appropriate institutional review board or ethics committee. Also, permission was secured from the respective school heads of participating institutions.

Respondents were informed of the study's objectives, procedures, and their rights as participants, including their right to withdraw at any point without fear of penalty or negative consequences. Participation in the study was entirely voluntary, and informed consent was obtained from all respondents.

Furthermore, confidentiality and anonymity were always upheld in accordance with the Data Privacy Act of 2012. Respondents' identities and the names of their respective schools will not be disclosed in any part of the study or its subsequent dissemination. All data collected was used solely for academic purposes and will be stored securely to prevent unauthorized access.

Results and Discussion

This section presents the results, discussion, and supporting literature that the researcher gathered through the process of conducting an investigation of the study on the performance and professional attributes of teachers in selected private institutions in Bulacan.

The Level of Professional Attributes

Table 1. Instructional Competence

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
I design lessons that align with the curriculum standards.	4.56	Outstanding
I apply appropriate teaching strategies for different types of learners.	4.63	Outstanding
I use assessment data to improve my instruction.	4.60	Outstanding
I integrate ICT and other tools to enhance learning.	4.60	Outstanding
I maintain classroom discipline to maximize instructional time.	4.93	Outstanding
Average	4.66	Outstanding

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

Table 1 indicates that the respondents obtain an average of 4.66, suggesting that the proficiency of the teachers in instructional competence is outstanding. Most notable in integrating ICT and other tools to enhance learning, which garnered a sound 4.93. This result can also suggest that the teachers possess a high-level proficiency across different dimensions, such as curriculum and instruction, diversity of the learners, and ICT integration into the lesson. As stated in the research of Dacanay (2024), teachers generally evaluate themselves as proficient across PPST domains, notably in managing learning environments. In addition, as mentioned by Lucero (2018), teachers have very extensive levels of instructional competence in curriculum planning, assessment, teaching all students, family engagement, and professional culture.

Table 2. Communication Skills

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
I clearly communicate lesson objectives and instructions to learners.	4.89	Outstanding
I provide constructive feedback to students.	4.36	Very Satisfactory
I actively participate in professional discussions with colleagues.	4.87	Outstanding
I communicate professionally with parents and stakeholders.	4.86	Outstanding
I listen actively and respond appropriately to students' questions.	4.89	Outstanding
Average	4.77	Outstanding

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

Table 2 reveals that the respondents demonstrate an outstanding level of communication skills, as reflected in the average of 4.77. Especially in communicating the lesson objectives and instruction to the learners, and communicating professionally with the parents and stakeholders, which has a mean of 4.89, respectively. Furthermore, as supported by the research of Maborang et al. (2023), the communication skills of the teachers are of high-level proficiency, especially in speaking and listening, and reasonable proficiency in nonverbal communication and writing. This suggests that teachers are highly effective in facilitating clear two-way communication in the classroom, ensuring that students understand the goals of each lesson and feel heard during discussions. These skills are critical for fostering an inclusive and supportive learning environment.

Table 3. Work Ethics and Professionalism

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
I come to class prepared and on time.	4.79	Outstanding
I complete assigned tasks with integrity and diligence.	4.86	Outstanding
I show respect and courtesy to students and colleagues.	4.97	Outstanding
I uphold the code of ethics for professional teachers.	4.97	Outstanding
I take responsibility for my actions and decisions.	4.97	Outstanding
Average	4.91	Outstanding

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

Table 3 depicts that the respondents possess outstanding professionalism and work ethics, with an average of 4.91. Notably, in the

following indicators, such as showing respect and courtesy to the students and colleagues, upholding the code of ethics for professional teachers, and taking responsibility for actions and decisions. These results significantly suggest that the teachers are consistently demonstrating ethical behavior, accountability, and respectful conduct in their professional environment, which are essential and vital traits for fostering a positive and trustworthy school culture. In addition, in the findings of Osias & Ladica (2024), teachers' work ethics significantly correlate with their attitude, professional behavior, and performance, with those demonstrating strong work ethics showing more positive attitudes toward their profession and students.

Table 4. Adaptability and Resilience

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
I can adjust my teaching strategies based on student needs and context.	4.89	Outstanding
I remain calm and composed of challenging classroom situations.	4.47	Outstanding
I seek alternative solutions when faced with limited resources.	4.89	Outstanding
I bounce back positively from professional setbacks.	4.47	Outstanding
I can implement sudden changes in teaching modalities when necessary.	4.87	Outstanding
	Average 4.91	Outstanding

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

Table 4 shows an average of 4.91, which means that the respondents are adaptive and resilient. In particular, in the adjustment of their teaching strategies based on the student needs and context, as well as the alternative solutions when faced with limited resources, garner an average of 4.89. In the research of Zara et al. (2022), teachers exhibited pedagogical resilience through being flexible and adaptable, especially during the COVID-19 pandemic. In addition, in the findings of the study presented by Llamas et al. (2025), teachers demonstrate a great ability to handle challenges, significantly correlating with professional competence and adversity quotient.

Table 5. Commitment to Professional Development

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
I participate in Learning Action Cell (LAC) sessions and training programs.	4.62	Outstanding
I pursue opportunities for continuing professional education.	4.88	Outstanding
I reflect on my teaching practices regularly.	4.91	Outstanding
I collaborate in school-based or action research activities.	4.77	Outstanding
I set goals for my own professional improvement.	4.93	Outstanding
	Average 4.82	Outstanding

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

As shown in Table 5, the respondents possess an outstanding commitment to professional development with an average of 4.82. This finding points to the fact that the teachers are committed to their professional development, not just for promotion but for the continuous improvement of teaching and learning. Particularly in setting goals for their professional improvement. As stated in the study of Gonio and Bauyot (2024), they found that the teachers are highly receptive to professional development, demonstrating commitment through participation in various training, integrating new approaches into teaching and learning. Moreover, in the case of HEI faculty members, they showed a high professional level that significantly correlates with professional development and performance commitment (Tallungan et al., 2023).

The Level of Teaching Performance

Table 6. Self Management

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
Sets personal goals and direction, needs and development.	4.37	Very Satisfactory
Undertakes personal actions and behaviors that are clear and purposive and takes into account.	4.29	Very Satisfactory
Displays emotional maturity and enthusiasm for and is challenged by higher goals.	4.31	Very Satisfactory
Prioritize work tasks and schedules (through Gantt	4.30	Very Satisfactory

charts, checklists, etc.) to achieve goals.

Sets high quality, challenging, realistic goals for self and others. 4.26 Very Satisfactory

Average 4.31 Very Satisfactory

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

Based on Table 6, the respondents obtained an average of 4.31, implying that the teachers are good at self-management. Exceptionally in setting goals and direction, needs, and development. This suggests that the teachers possess self-management capabilities, which are essential for effective teaching performance. According to Lualhati (2019), time-management practices are common among faculty members, which shows an effective implementation in terms of scheduling, setting goals, prioritizing tasks, and managing paperwork. However, excessive paperwork and reports are still common challenges.

Table 7. Professionalism and Ethics

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
Demonstrates the values and behavior enshrined in the Norms of Conducts and Ethical Standards for public officials and employees (RA 6713)	4.47	Very Satisfactory
Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	4.49	Very Satisfactory
Maintains a professional image being trustworthy, regularity of attendance and punctuality, good grooming and communication.	4.53	Outstanding
Makes personal sacrifices to meet the organizational needs.	4.42	Very Satisfactory
Acts with a sense of urgency and responsibility to meet the organizational needs, improve systems and help others improve their effectiveness.	4.45	Very Satisfactory
	Average 4.47	Very Satisfactory

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

Table 7 reveals that the respondents possess a high level of professionalism and ethics, with an average of 4.47. Notably, in maintaining a professional image of being trustworthy, attending regularly and punctually, good grooming, and communication. This implies that the teachers strongly value and exhibit professionalism in their appearance, reliability, and interpersonal communication, which are essential for building trust and respect in the educational environment. In addition, the teacher code of ethics plays a fundamental role in maintaining educational quality, as proper implementation enhances integrity, responsibility, and learning outcomes, while violations can undermine public trust and teaching effectiveness. In the research of Tweve (2019), teacher professionalism and ethics are significantly linked to improved pedagogy and student outcomes, with unethical behavior negatively impacting teacher performance and quality assurance.

Table 8. Result Focus

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
Achieves results with optimal use of time and resources most of the time.	4.35	Very Satisfactory
Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	4.29	Very Satisfactory
Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and competencies with no supervision.	4.24	Very Satisfactory
Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	4.33	Very Satisfactory
Makes specific changes in the system or in their work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently or improving quality, customer satisfaction, morale, without setting any specific goal.	4.30	Very Satisfactory
	Average 4.30	Very Satisfactory

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

Table 8 indicates that the respondents' result focus is rated as very satisfactory, with an overall weighted mean of 4.30. Particularly in

achieving results with optimal use of time and resources, most of the time. These results indicate that teachers maintain a strong focus on quality and effectiveness in their work, although there is still room for further refinement to reach an outstanding level. This reflects a positive orientation towards achieving goals and improving work processes, which are crucial for enhancing teaching performance and institutional success.

Table 9. Teamwork

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
Willingness does his/her share of responsibility.	4.55	Outstanding
Promotes collaboration and removes barriers to teamwork and goal accomplishments across the organization.	4.47	Very Satisfactory
Applies negotiation principles in arriving at win-win agreements.	4.42	Very Satisfactory
Drives consensus and team ownership of decisions	4.38	Very Satisfactory
Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.	4.48	Very Satisfactory
	Average 4.46	Very Satisfactory

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

Table 9 shows that the respondents are collaborators with an overall mean of 4.46. Specifically, in their willingness to share responsibility with others. This suggests that while teachers generally engage well in teamwork and support collective goals, there may still be opportunities to strengthen skills related to conflict resolution and build stronger consensus. The data reflects a positive collaborative spirit among the teachers, which is essential for fostering a cohesive and productive school community. In the findings of Donque & Valle (2025), secondary school teachers perceive their school climate positively, with role clarity, socio-emotional support, and commitment serving as significant predictors of teamwork.

Table 10. Service Orientation

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
Can explain and articulate organizational directions, issues and problems.	4.25	Very Satisfactory
Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.	4.35	Very Satisfactory
Initiates activities that promote advocacy for men and women empowerment.	4.25	Very Satisfactory
Participates in updating of office vision, mission, mandates and strategies based on strategies and directions.	4.31	Very Satisfactory
Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.	4.32	Very Satisfactory
	Average 4.30	Very Satisfactory

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

Table 10 demonstrates that the respondents have a very satisfactory level of responsibility and engagement with an overall weighted average of 4.30. Remarkably, in taking personal responsibility for dealing with and correcting customer service issues and concerns. The result implies that the teachers possess a positive orientation towards service, which is vital for fostering a supportive and responsive school environment. Service orientation among teachers demonstrates better outcomes (Sigilai, 2020).

Table 11. Innovation

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
Examines the root cause of problems and suggests effective solutions.	4.33	Very Satisfactory
Fosters new ideas, processes and suggests better ways to do things.	4.33	Very Satisfactory
Demonstrates an ability to think beyond the box.	4.27	Very Satisfactory
Continuously focuses on improving personal		

productivity to create higher value and results.		
Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	4.33	Very Satisfactory
Translate creative thinking into tangible changes and solutions that improve the work unit and organization.	4.24	Very Satisfactory
Uses ingenious methods to accomplish responsibilities. Demonstrate resourcefulness and the ability to succeed with minimal resources.	4.21	Very Satisfactory
Average		4.29 Very Satisfactory

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

As shown in Table 11, the respondents exhibit a very satisfactory level of innovation, with an overall weighted mean of 4.29. Especially in examining the root cause of problems and suggesting effective solutions, fostering new ideas, processes, and suggesting better ways to do things, and promoting a creative climate and inspiring co-workers to develop original ideas or solutions, each scoring a mean of 4.33. This suggests that teachers are willing to explore better methods and inspire colleagues to develop original solutions. Based on the findings of Ramos (2025), they found that teachers are frequently applying innovations through the integration of tools such as simulations, smartphones, and social media to improve the engagement and learning experience of the students. Moreover, in the study of Abella (2016), tangible products such as visual aids, ICT tools, and intangible sub as positive attitudes and collaboration, are the innovations identified among the given sample population.

Table 12. Oral Communication

Indicators	Mean	Verbal Interpretation
Follows instructions accurately.	4.55	Outstanding
Expresses self clearly, fluently, and articulately.	4.33	Very Satisfactory
Uses appropriate medium for the message.	4.39	Very Satisfactory
Adjust communication style to others.	4.39	Very Satisfactory
Guides discussions between and among peers to meet an objective.	4.39	Very Satisfactory
Average		4.41 Very Satisfactory

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

Table 12 reveals that the respondents' oral communication is at a very satisfactory level, with an overall mean of 4.41. Particularly in following instructions accurately, with a mean of 4.55. This implies that teachers are highly effective in understanding and implementing verbal directions, ensuring clarity and precision in communication, which is critical in the teaching profession. As supported by Picoy and Daing (2024), oral communication was being used in teaching strategies; the most frequently utilized communication strategies are asking for clarification and repetition. Furthermore, in the study of Gacasan and Oliva (2022), they found that there is a significant correlation between beliefs, instructional practices, and oral proficiency among 400 secondary school teachers, implying that there is a systematic relationship in communicative competence.

Table 13. Written Communication

Indicators	Mean	Verbal Interpretation
Knows the different written communication formats used in the Department of Education	4.19	Very Satisfactory
Writes routine correspondents/communications, narrative and descriptive report based on readily available information data with minimum spelling or grammatical errors.	4.19	Very Satisfactory
Secures information from required references for specific purposes.	4.29	Very Satisfactory
Self-edits words, numbers, phonetic, phonetic notation and content, if necessary.	4.23	Very Satisfactory
Demonstrate clarity, fluency, impact, conciseness and effectiveness in his/her written communications.	4.23	Very Satisfactory
Average		4.23 Very Satisfactory

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

Table 13 depicts that the respondents possess a very satisfactory level of written communication skills, with an overall weighted mean of 4.23. Particularly in securing information from required references for specific purposes. This suggests that the teachers are generally effective in their written communications, enhancing clarity, fluency, and impact further. Even though the results are very satisfactory, studies and available literature suggest that the teachers are consistently facing a significant challenge in the written communication of ideas. As a support, based on the study of Alviz (2019), high school teachers are proficient in reading comprehension but find it difficult to express themselves in written form. As well as in the research of Cocjin (2021), widespread errors that include omissions of past tense markers, auxiliary words, run-on sentences, and grammatically inappropriate structures are found in the 11 pre-service teachers' written texts.

Table 14. Computer/ICT Skills

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
Prepares basic compositions (e.g. letters, reports, spreadsheets and graphics presentation using word processing and excel.	4.31	Very Satisfactory
Identifies different computer parts, turns the computer on/off, and work on a given task with acceptable speed and accuracy and connects computer peripherals (e.g. printers, modems, multimedia projectors, etc.).	4.29	Very Satisfactory
Prepares simple presentation using power point.	4.37	Very Satisfactory
Utilizes technologies to access information to enhance professional productivity, assist in conducting research and communicate through local and global professional networks.	4.19	Very Satisfactory
Recommends appropriate and updated technology to enhance productivity and professional practice.	4.21	Very Satisfactory
<i>Average</i>	<i>4.27</i>	<i>Very Satisfactory</i>

Legend: 1.00-1.49 (Poor) 1.5-2.49 (Unsatisfactory) 2.5-3.49 (Satisfactory) 3.5-4.49 (Very Satisfactory) 4.5-5.0 (Outstanding)

Table 14 indicates that the respondents have a very satisfactory level of computer and ICT skills, which is 4.27 in the overall weighted mean. Teachers demonstrate solid abilities in preparing basic documents such as letters, reports, spreadsheets, and presentations, with the highest rating of 4.37 for creating PowerPoint presentations. This implies that the teachers are competent in ICT skills relevant to their professional duties and proficient in using essential software tools that support instructional and administrative tasks. Teachers demonstrate basic to proficient level of ICT/computer skills depending on the specific technology. In the findings of Gamboa (2020), high school teachers are able to demonstrate high competency in MS Word; however, Excel and PowerPoint are only basic competencies. Also, in the study of Marcial (2017), 383 teachers are able to demonstrate good competency in ICT and ethical domains. However, there are identified challenges that must be addressed, such as limited equipment access, digital divide, and inadequate training and professional development (Caluza et al., 2017; Villegas & Buquia, 2023)

The Relationship between Professional Attributes and Teaching Performance

Table 15. Correlation between Professional Attributes and Teaching Performance

		<i>Professional Attributes</i>	<i>Teacher's Performance</i>
Professional Attributes	Pearson Correlation	1	.005
	Sig. (2-tailed)		.948
	N	150	150
Teacher's Performance	Pearson Correlation	.005	1
	Sig. (2-tailed)	.948	
	N	150	150

Results of statistical analysis revealed that there is no significant relationship between professional attributes and teachers' Performance. Therefore, the null hypothesis was not rejected. Across various studies, the researchers found that the professional attributes, including personal qualities, competencies, commitment, and development activities, showed no substantial link to teaching effectiveness. Further, it expands in diverse contexts such as in pre-service teachers, higher education, and secondary education, ranging from a sample size of 85 to 405 participants. The findings do not statistically significant correlation between professional attributes and performance metrics. This indicates that teaching effectiveness and performance may be influenced by factors beyond professional

attributes (Corcoran & O’Flaherty, 2018; Guzman & Aguilar, 2025; Omar, 2025; Prasetyo et al., 2017; Rosa & Vargas, 2021; Tugume et al., 2024).

On the other hand, a few studies highlight that there is no significant relationship between professional attributes and teaching performance such as on the research of Maloloy-on & Arnado (2023), they found out that there is a significant relationship between elementary teachers' proficiency based on the Philippine Professional Standards for Teachers (PPST) and their teaching performance, with Content Knowledge Pedagogy, Diversity of Learners, and Professional Growth being key predictors. Additionally, Sabido (2024) found that there is a significant correlation between professionalism and content knowledge/pedagogy among 222 respondents across the given sample population. Moreover, in the findings of Lontoc and Velasco (2024), there is a significant relationship between performance appraisal practices and professional attributes, including creativity, innovation, passion, collaboration, and adaptability, among 136 elementary teachers.

Monitoring Plan for Continuous Improvement

This plan was crafted based on the results of the study. Hence, the proposed plan is to continuously monitor and improve the instructional effectiveness of teachers in private basic education institutions in Bocaue, Bulacan. It seeks to ensure that teachers maintain high standards of instructional competence aligned with the Philippine Professional Standards for Teachers (PPST) and the Results-Based Performance Management System (RPMS). Furthermore, continuous monitoring will be achieved through regular classroom observations, peer mentoring, learning action cell (LAC) sessions, and feedback mechanisms that promote reflective practice among teachers. Moreover, teachers must be guided in aligning lesson design, assessment strategies, and ICT integration with curriculum standards to address the diverse needs of 21st-century learners. Also, professional development programs must be sustained and data-driven, focusing on identified areas for improvement, such as instructional strategies, classroom management, and assessment. The monitoring process will emphasize collaboration among administrators and lay administrators, department heads, unit heads, and teachers to promote a culture of shared accountability and continuous growth. This is to ensure that instructional practices remain innovative, learner-centered, and responsive to the ever-evolving educational landscape.

Conclusion

To conclude, the high level of professional attributes and teaching performance of the private school teachers implies that teachers are able to provide effective instruction, enabling the students to develop key skills such as critical thinking and achieve higher academic success, contributing to the quality of education provided by the school. Furthermore, this also suggests a strong foundation for continuous improvement and a positive learning environment. In addition, results indicate that the respondents possess a high level of professional attributes such as instructional competence, communication skills, work Ethics and professionalism, adaptability and resilience, and commitment to professional development and a very satisfactory level of performance based on the RPMS such as self-management, professionalism and ethics, result focus, teamwork, etc. which are all vital in nurturing effective educators and fostering learning environments responsive to diverse learner needs, especially in 21st-century education. Moreover, private school teachers with high professional attributes exhibit a high level of subject matter mastery, excellent communication skills, strong personal qualities like patience and empathy, and effective teaching methods, all of which are essential to achieve excellent teaching performance and positive student learning outcomes. These qualities can be developed and maintained through continuous professional development, active reflection on their practice, and collaboration with colleagues, often guided by professional standards such as the Philippine Professional Standards for Teachers (PPST) in the process. Even so, there are various studies suggesting that there is a significant link between professional attributes and performance. Despite this, there are still multiple studies mentioning that teaching performance may be influenced by factors beyond professional attributes.

Lastly, it is recommended that teachers pursue continuous professional growth through graduate education and targeted workshops, undergo regular performance assessments to identify improvement areas, and develop critical skills like communication, problem-solving, and teamwork. To support these efforts, schools should create a supportive environment for teachers to be motivated to partake in professional development. Moreover, schools should create a supportive environment that motivates teachers to engage in professional development, aligning with the goal of continuous growth. The study should consider various parameters and factors that can impact teaching performance, especially in the context of emerging Artificial Intelligence technologies and the aftermath of the COVID-19 pandemic. Furthermore, to create a comprehensive monitoring plan for long-term improvement, it is suggested that public schools and higher education institutions be included in the sampling and research locale of the study.

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Affiliations and Corresponding Information

Francis C. Rayo, LPT, MAEd
Bulacan State University – Philippines