

Communicative Behaviors of Public Secondary School Teachers of Cabadbaran City Division in Relation to Interpersonal Relationship

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Abstract

This research aimed to determine the communicative behaviors of public secondary school teachers of Cabadbaran City Division in relation to their interpersonal relationships with student and co-teachers. This study tested the significant relationship between teachers' communicative behaviors and teachers' interpersonal relationships.

A descriptive-correlational design was used in this study. A researcher-made questionnaire was used to gather the needed data from 105 students and 164 teachers of all public secondary schools sampled as respondents and identified through Raosoft software and random sampling. In analyzing the data, frequency, percentage, weighted mean, and Pearson correlation coefficient were used to determine the teachers' communicative behaviors in relation to teachers' interpersonal relationships developed among students and co-teachers categorized as friendship, love, hatred, and work relationships.

Findings revealed that teachers' communicative behaviors in relating with students and co-teachers always developed love, friendship, better working relationships as well as hatred. Further, revealed in this study was a significant relationship between teachers' communicative behaviors and teachers' interpersonal relationships among students and co-teachers. In conclusion, awareness of one's communicative behaviors is critical in building harmonious interpersonal relationships within the workplace. It is therefore recommended that intervening activities be conducted to enhance awareness of one's communicative behaviors that somehow communicates with others and subsequently results to either positive or negative interpersonal relationships

Keywords: Communicative behaviors, Interpersonal relationship

CHAPTER I

THE PROBLEM AND ITS SCOPE

Introduction

Communication is a one-way street of letting others know about one's self, feelings, ideas, and experiences. Most of the communication starts from a certain behavior. The way a person behaves already navigates communication. Certainly, behaviors are exactly a form of communication, may they be positive or not. Some of the causes of miscommunication is coming from a misinterpreted behavior. This behavior being interpreted is somehow a manifestation that one's viewpoint differs from others' point of view which result to miscommunication gap and misimpressions of thoughts to someone's behavior. This is how

misunderstanding starts. In fact, most of the disagreements that exist in an organization comes from misinterpreted behavior to someone who fails to communicate in words to the rest of the group.

In short, the behaviors being enacted and manifested vary and embody from person-to-person standpoints. These behaviors may include body movements, vocalizations, facial expressions, simple gaze and gestures and so much more. With these, such information about one's interest, self-concept, attitudes towards others and experiences are distinct and apparent only to the person who holds the behavior.

According to Roberts (2018), the lengthy yawn during a long meeting, the glance at your watch when someone grabs you when you're in a rush, arms folded tightly across your chest when confronted with someone are subconscious behaviors that communicate a clear message to the other person.

Therefore, as teachers, it is a mere obligation to take extensive precautions with behaviors to prevent conflicts and misjudgments. In this regard, desirable outcomes as to sound environment can be attained.

Accordingly, teachers must be proactive and equipped with good behaviors to be well-prepared for the issues in the future, to significantly contribute towards the students' attitudes and motivation of learning and at the same time, a great influence to peers and co-teachers for a productive working environment. Several studies were conducted that there is really great impact of behaviors to interaction and communication.

Therefore, behaviors can improve relationships at home, work, and even social gatherings and worst if not properly administered can be an agent of disagreement that will develop to disunion and factions in an organization. By looking at the aftermath, good values will be formed, misunderstanding will be reduced, clearer perspectives will blossom and top most on them unity and harmony will be achieved when these behaviors are maneuvered

It is important to note that behaviors can draw up alliance, intimacy and sense of belongingness that will lead to social relations known as interpersonal relationships. These relationships at work constitutes interaction between colleagues, peers, students, and administrators. In this regard, a person can easily relate and create a healthy relationship. It includes deep understanding of the mechanism behind nature and condition in a working environment. However, these relationships command level of comprehension to interact harmoniously with others' thoughts, actions, activities, feelings, and behaviors. To boil down, these relationships are governed by behaviors and greatly affect the organization.

Wrapping these up, behaviors cannot only promote good and effective communication but also establishes a productive and lively environment where individuals care for each other and seek support from colleagues and comrades to accomplish goals. In the same manner, cultivates emotional and psychological satisfaction giving a person's sense of purpose in life.

This present study is about communicative behaviors of secondary school teachers which can influence interpersonal relationships with students and fellow teachers.

Theoretical Framework

Teachers' communicative behaviors refer to the actual performances going about with communication as to students and co-teachers.

This study is anchored on the theory of Giles (1971) the Communication Accommodation. The basis of the theory lies in the idea that people adjust or accommodate their style of speech to one another. Doing this helps the message sender gain approval from the receiver, increases efficiency in communication between both parties and helps the sender maintain a positive social identity. This theory is concerned with the links between language, context, and identity. It focuses on both the intergroup and interpersonal

factors that lead to accommodation, as well as the ways that power, macro, and micro-context concerns affect communication behaviors.

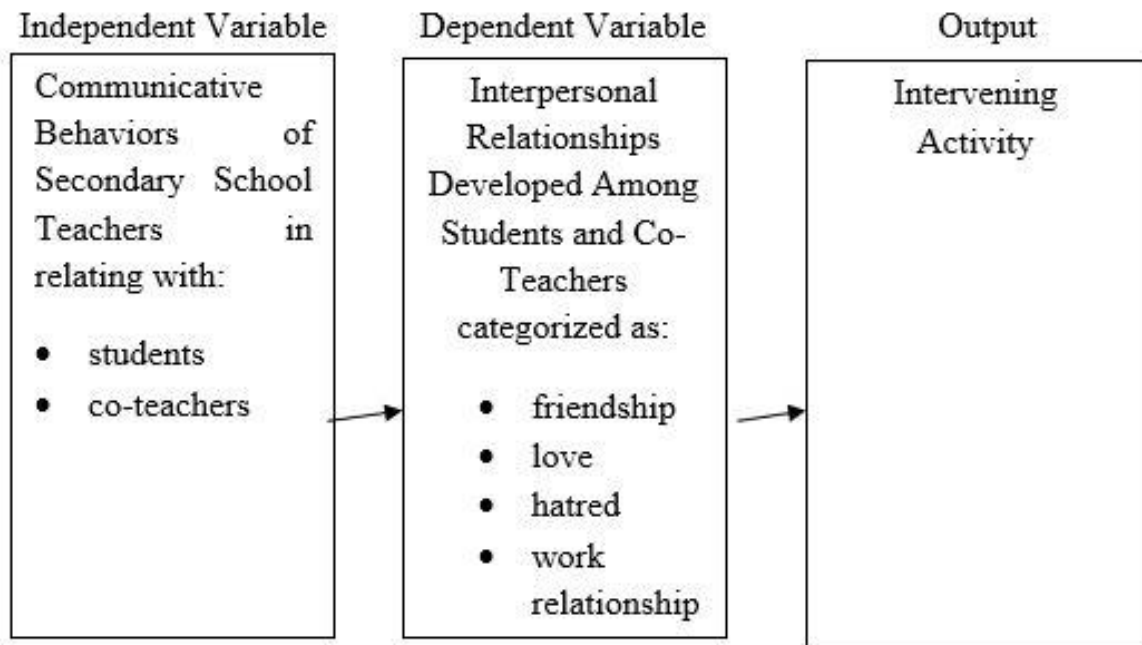
On the same way, accommodation is usually considered to be between the message sender and the message receiver but the communicator also often accommodates to a larger audience- either a group of people that are watching the interaction or society in general. On the other hand, communication accommodation theory also focuses on the patterns of convergence and divergence of communication behaviors, particularly relating to people’s goals for social approval, communication efficiency and identity. Convergence refers to strategies through which individuals accentuate the speech and non-verbal differences between themselves and their interlocutors.

Hence, it sought to explain the motivations underlying certain shifts in people’s styles during social encounters and some of the social consequences arising from them. Communication does not only include speech but also the non-verbal and discursive dimension of social interaction. Generally, it is a theoretical framework for both interpersonal and intergroup communication. It seeks to explain and predict why, when, and how people adjust their communicative behaviors during social interaction and what social consequences result from these adjustments.

This study seeks answers on the communicative behaviors of secondary school teachers in relation to interpersonal relationship developed by friendship, love, hatred and work relationship.

Research Schematic Diagram

Figure1. Schematic Diagram showing the interplay of the independent and dependent variables of the study.



Statement of the Problem

The main objective of this research is to determine the communicative behaviors of public secondary school teachers of Cabadbaran City Division, School Year 2021-2022, in relation to interpersonal relationship.

Specifically, this study seeks to answer the following questions:

1. What are the communicative behaviors of public secondary school teachers in relating with:

- 1.1 students
- 1.2 co-teachers?
2. What interpersonal relationships are developed by teachers' communicative behaviors among students categorized as:
 - 2.1 friendship
 - 2.2 love
 - 2.3 hatred?
3. What interpersonal relationships are developed by teachers' communicative behaviors among co-teachers categorized as:
 - 3.1 friendship
 - 3.2 love
 - 3.3 hatred
 - 3.4 work relationships?
4. Is there a significant relationship between the communicative behaviors and interpersonal relationship among students and teachers?
5. Based on the findings of this study, what intervening activity can be developed?

Hypothesis

This study is guided by the hypothesis stated in a null form.

HO. There is no significant relationship between the communicative behaviors and interpersonal relationships among students and teachers.

Scope and Delimitation

This study is focused on the communicative behaviors of public secondary school teachers of Cabadbaran City Division, in relation to interpersonal relationships developed. This study is conducted to secondary school teachers in 15 public secondary schools of the Division, School Year 2021-2022. The communicative behaviors of students and co-teachers are determined in relation to the interpersonal relationship developed such as friendship, love, hatred and work relationship.

Definition of Terms

To have a better understanding of the discussions, analysis, and findings of this study, the following terms are operationally defined:

Communicative behaviors. These are behaviors which are enacted by teachers in relating with students and co-teachers.

Co-teachers. These are the people who teach in school or a teaching personnel in an institution and serve as the respondents of the study.

Friendship. The connection with teachers in a workplace developed by teachers' interpersonal relationship.

Hatred. The emotion being developed when teachers' communicative behaviors are misinterpreted.

Interpersonal relationships. The social interaction of teachers in relating with students and co-teachers developed by teachers' communicative behaviors.

Love. The relationship of teachers in relating with students and co-teachers developed by teachers' interpersonal relationship.

Students. These are children at school who relate with teachers' communicative behaviors and interpersonal relationship and serve as one of the respondents of the study.

Work relationships. The relationship of teachers with fellow teachers which embody social interaction related to their work.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter reviews the related literature and studies which have bearing on the present study. These are considered to give meaning and substance to the topic presented for investigation.

Related Literature

According to Korneeva (2018), communicative behavior is characterized by linguistic competence, which involves the ability to reproduce and interpret the meaning of utterances constructed in accordance with the rules of a language. This includes knowledge of the sign symbolic system when communication takes place.

However, Kuraleva (2019) revealed that communicative behavior is defined by two forces, the speaker's desire to accurately convey the meaning and the projected communicative behavior which could either be intended or unintended.

Similarly, de Boer, Toni, and Willems (2016) emphasized that a certain behavior can indicate a multitude of different intentions, and at the same time intentions can be communicated with a variety of behaviors. Further, Kleiman and Barenholtz (2020), conveyed that one's own gaze is a behavior and is likely to be affected by one's eyes movement and may intend people to signal that they are paying attention.

Bambaeeroo and Shokrpour (2017) confirmed that a simple smile conveys a feeling much easier than words.

According to Kurtz, Silverman, Draper, van Dalen, and Platt (2017), those who get along with conversation engage in more eye contact and interact at closer interpersonal distances.

Consequently, Young and Travis (2017), confirmed that a person should understand why he/she assign meaning to actions like words and situations to avoid miscommunication.

Subsequently, Juneja (2016) pointed-out that feelings can be expressed through non-verbal modes like body movements, gestures, facial expressions, hand movements and even eye movements.

In addition, Raptou, Stamatis and Raptis (2017), revealed that through communicative behavior humans achieved in becoming fellows each other in the framework of their socialization process and finally have confidence in sharing with them.

Lou and Li (2017), affirmed that people in good interpersonal relationship tend to influence each other, share their thoughts and feelings, and engaged in activities together from fleeting to enduring.

Similarly, interpersonal relationships are not only interiorized in the image of another person, but also exteriorized based on such acts of interaction, as reactions, actions, and gestures Kleptsova and Balabanov (2016).

Related Studies

According to the study of Glotova and Wilhelm (2016), teachers own modes of behavior in difficult situation change which raises anxiety levels, triggers low-confidence, and will result in partial instruction

execution. On the other hand, most of those who accomplished the task to identify own modes of behavior are prone to demonstrate conformity to the ideals of professional behavior.

Homke, Holler and Levinson (2018) found out that facial gesture that maybe perceived as signaling constitutes communication.

According to Demir, Yurtsever and Çimenli (2016), teachers with communicative behaviors have self-efficacy and great willingness to use communicative activities in their speaking classes inside the classroom.

Further, Smith (2021), revealed that teachers with good communicative behaviors are more likely to exhibit less angry or impatient behaviors and have possessed good traits such as, leadership, understanding, friendly and admonishing,

Similarly, it is evident that the communication behaviors of teachers affect the nature of student's communication skills and is possible to influence indicators of classroom discourse (Sedova, Sedlacek, & Svaricek, 2016).

Moreover, Berchiatti, Badenes-Ribera, Ferrer, Longobardi, and Gastaldi (2020) affirmed that teachers have difficulty in establishing an interpersonal relationship based on affective closeness with mainstream students who were rejected by peers than those with low academic outcomes.

Moreover, it is revealed that when a close interpersonal bond exists between the teacher and students, a relationship of trust is formed between them, a more favorable language learning classroom environment is created, and students' foreign language enjoyment is facilitated (Xie and Derakhshan, 2021).

However, Sun, Pennings, Mainhard and Wubbels (2019), confirmed that the general relationship quality among teachers through teaching may differ between cultures such as teachers who work in schools with populations of students from multi-cultural backgrounds may have potentially different interpersonal meaning of behaviors. Likewise, teachers with different interpersonal backgrounds may contribute in different ways to the overall quality of teacher-student relationship.

According to Hagenauer, Hascher and Volet (2016), the interpersonal teacher-student relationship, and teacher emotions are strongly related. The ability to manage classrooms accordingly and to form positive interpersonal relationships with students can thus be regarded as important factors of teacher emotional wellbeing in the job. Therefore, positive teacher emotions may not only be essential for the wellbeing of teachers but may also affect students' wellbeing.

In the same manner, the acquisition of interpersonal relationships is evident when higher levels of instructional expertise were observed and experienced by all students in the classroom setting (van der Lans, Cremers, Klugkist and Zwart, 2020).

On the other hand, Tanjung, Musthafa and Wirza, (2021) concluded that teacher deals with an individual problem deftly and creates an environment in which everyone feels involved. Most lovable teachers have resonating voice and speak from the depth of their heart and their communication fuels relationship and personal connections.

Meanwhile, Hallinger (2014) affirmed that disruptive interpersonal relationships within the system could frustrate teachers' effort leading to poor performance.

In the same manner, good relationship in the workplace is important for various kinds of occupation and increase the feeling of involvement in the workplace. In contrary, bad relationships often constitutes a feeling of inferiority (Ivantchev and Stoyanova, 2016).

The review of literature and study give the researcher valuable information in constructing the whole framework of the present study.

**CHAPTER III
RESEARCH METHODOLOGY**

This chapter deals with the methodology that are employed in this study. It consists of the following sub-topics: research design, research locale, research respondents, sampling procedure, research instrument, data gathering procedure, and statistical treatment.

Research Design

The researcher used the descriptive-correlational research design in the study. This design ascertains the communicative behaviors in relation with interpersonal relationships of public secondary school teachers of Cabadbaran City Division. This study determines the significant relationship between teachers’ communicative behaviors and teachers’ interpersonal relationships.

Using such method in this study, the respondents communicative behaviors in relation to interpersonal relationship in relating with students and co-teachers are analyzed, discovered and ascertained.

Research Locale

This study is conducted in Cabadbaran City Division. The division has 15 public secondary schools. It is composed of four districts namely, North Cabadbaran District with three secondary schools, Concepcion Integrated School located at Barangay Concepcion, NORCACES Evening Opportunity High School found at Poblacion 8, and FC Jongko National High School situated at Barangay Kauswagan. For South Cabadbaran District, schools are AB Dagani Integrated School at Barangay Mabini, Calamba National High School at Barangay Calamba and Cabadbaran City National High School which is situated at Poblacion 12. On the other hand, Northwest Cabadbaran District comprises four schools namely AC Dagani Integrated School located at Barangay Tolosa, CJ Ramon Avancenian Integrated School at Barangay Sanghan and La Union National High School at Barangay La Union. For Southeast Cabadbaran District, Del Pilar National High School is located at the heart of Barangay Del Pilar, Lusong National High School which is the farthest school among the 15 schools of this study is located at Barangay Lusong and Mahaba Integrated School at Barangay Mahaba. Lastly, Puting Bato National High School which is found in one of the mountainous areas of Barangay Puting Bato, City of Cabadbaran.

Research Respondents

The respondents of this study are the sampled students and teachers of the public secondary schools in Cabadbaran City Division, School Year 2021-2022. There are 105 students and 164 teachers sampled as respondents and identified through Raosoft software and random sampling techniques. The number of respondents coming from the four districts are reflected in Table 1.

The highest number of 176 respondents composed of both teachers and students come from South Cabadbaran District; 39 respondents from Southeast Cabadbaran District; 37 respondents from Northwest Cabadbaran District and 13 respondents from North Cabadbaran District.

Table 1 Distribution of Respondents

District/Schools	Teachers		Students			Total			
	N	n	%	N	n	%	N	n	%
North Cabadbaran									

Concepcion Integrated School	3	1	1	48	1	1	51	2	1
NORCACES Evening Opportunity High School	7	3	3	116	3	2	123	6	2
FC Jongko National High School	5	2	2	141	3	2	146	5	2
Sub-Total		6			7			13	
South Cabadbaran									
AB Dagoni Integrated School	4	1	1	126	3	2	130	4	1
Calamba National High School	31	11	11	355	8	5	386	19	7
Cabadbaran City National High School	134	49	48	4564	104	64	4698	153	59
Sub-Total		61			115			176	
Northwest Cabadbaran									
AC Dagoni Integrated School	3	1	1	62	1	1	65	2	1
CJ Ramon Avancenia Integrated School	5	2	2	154	4	2	159	6	2
La Union National High School	33	12	12	742	17	10	775	29	10
Sub-Total		15			22			37	
Southeast Cabadbaran									
Del Pilar National High School	27	10	10	474	11	7	501	22	8
Lusong National High School	5	2	2	44	1	1	49	3	1
Mahaba Integraed School	6	2	2	151	3	2	157	5	2
Putting Bato National High School	14	5	5	222	5	3	236	10	4
Sub-Total		19			20			39	
Total	277	105	100%	7199	164	100%	7476	269	100%

Sampling Procedure

To get the sample size of the study, the Raosoft software is used. Out of 277 public secondary school teachers, 105 are taken as the sample size and out of 7,199 students, 164 are taken as the sample with a margin of error of 7% and with a confidence level of 93%. After determining the sample sizes of the

respondents per school, simple random sampling technique is done to specifically identify the respondents in every school This is done through drawing by lots.

Research Instrument

To collect data needed from the respondents, a researcher-made questionnaire is used in this study. Part I of the questionnaire determines the communicative behaviors of the teachers as perceived by the students and fellow teachers. Part II examines the interpersonal relationships developed by teachers' communicative behaviors in relating with students and fellow teachers.

The questionnaire undergoes content validation. The validating team from the Division Office particularly validates the instrument. The said instrument undertakes reliability test with a Cronbach's alpha coefficient of .811 for the Part I of the questionnaire and .919 for the Part II which means that the items or indicators in the instrument are highly correlated. Pilot-testing is done to the teachers and students of Agay National High School at Agay, RTR, Agusan del Norte.

The survey questionnaire is personally administered to the sampled teachers and students in public secondary school teachers of Cabadbaran City Division. For scoring and quantification of data, the following is a 5-point Likert scale being used:

Scale	Range	Description	Interpretation
5	4.21-5.00	Always	Behavior is shown at all times.
4	3.41-4.20	Oftentimes	Behavior is shown most of the time.
3	2.61-3.40	Sometimes	Behavior is shown in frequent time.
2	1.81-2.60	Rarely	Behavior is shown almost never.
1	1.00-1.80	Never	Behavior is not shown at all.

Ethical Standards

The researcher obtains a permit from the Schools Division Superintendent of Cabadbaran City Division and approved copies are furnished to the Districts Incharge and school heads for formality. The researcher takes the assurance that respondents' responses are dealt and treated with high regard as to confidentiality.

Data-Gathering Procedure

With the approval of the Schools Division Superintendent of Cabadbaran City Division, the schedule for administering the survey questionnaires is arranged with the concerned principals or school heads. As scheduled, the researcher personally administered the survey questionnaires to sampled students and teachers. Fortunately, the identified teacher-student respondents participated the survey.

The researcher finally administers the survey questionnaires to the respondents by giving instructions on what to do and how to answer the questionnaire for an easy flow.

The respondents are given sufficient time to answer and understand each question. After completion, retrieval was done and the data retrieved were tallied, tabulated, analyzed, and interpreted.

Statistical Treatment

The following statistical techniques are used in the study:

Frequency and percentage. These are used to describe and determine the modal characteristics of the respondents.

Weighted Mean. This is used to identify the respondents’ communicative behaviors and interpersonal relationships categorized as to friendship, love, hatred, and work relationship.

Pearson Product Moment Coefficient of correlation. This is used to measure the respondents’ relationship between their communicative behaviors and interpersonal relationships categorized as friendship, love, hatred, and work relationship while relating with students and co-teachers.

**CHAPTER IV
PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter presents the results and discussions of the data gathered. Data presented herein are supported by analysis and interpretation, arranged according to the order of presentation in the statement of the problem.

Problem 1. What are the communicative behaviors of public secondary school teachers in relating with students and co-teachers?

Teachers’ Communicative Behaviors in Relating with Students

Table 2 Teachers’ Communicative Behaviors in Relating with Students

Indicators	Weighted Mean	Verbal Description
Act as a role model	3.93	Oftentimes
Explain lessons clearly	3.91	Oftentimes
Attentive to the responses/answers of Students	4.04	Oftentimes
Listen to students’ problems, needs and Feelings	4.20	Oftentimes
Respect students’ strengths and Weaknesses	4.32	Always
Give parental guidance	4.26	Always
Motivate students to create new ideas	3.91	Oftentimes
Give feedback for improvement	4.02	Oftentimes
Refrain from cursing with students	3.70	Oftentimes
Assess family academic backgrounds	3.76	Oftentimes
Practice fair treatment	4.01	Oftentimes
Encourage students to give their best	4.32	Always

Boost students confidence	4.12	Oftentimes
Comfort students during hard times	4.09	Oftentimes
Show friendliness and responsiveness	4.19	Oftentimes
Average Weighted Mean	4.05	Oftentimes

Presented in Table 2 are teachers’ communicative behaviors in relating with students. The highest weighted means of 4.32, teachers always respect students’ strengths and weaknesses and encourage them to give their best. Likewise, teachers always give parental guidance to students with a weighted mean of 4.26. However, with the lowest weighted mean of 3.70, teachers oftentimes refrain from cursing the students. Data reveal that communicative behaviors in relating with students are oftentimes shown with an average weighted mean of 4.05.

This implies that teachers embrace students’ individual uniqueness and differences and possess distinct ability in dealing and understanding students’ strengths and weaknesses. In the same way, teachers provide proper conduct in the classroom like what parents do in their homes. Hence, teachers play a significant role in shaping students’ life. Undeniably, teachers act like an octopus with several tentacles to maneuver and with complex responsibilities at hand both personal and professional aspects. These findings are supported by Meador (2019) who pointed-out that most educators always show respect to their students including tense moments of conflict. Teachers should realize that this process is a two-way street. A teacher who respects students gets more respect from students at the same time students are more determined to do their best. As such, a teacher becomes so much more effective when students’ respect is earned.

In addition, Sudhakar (2017) emphasized the teachers’ primary role as second parent is to teach children to behave and to judge what is right and wrong. Thus, teachers always support their students by giving proper guidance, make students feel safe enough and never let fear be the image but love.

Consequently, Tindowen (2019) affirmed that whatever the circumstance is, teachers play a very important role in the success of every educational institution especially in pursuit of quality education and instruction to its primary client – the students. In fact, teachers are considered as future builders because the strength of every profession in every country grows out of the knowledge and skills that teachers help to instill on the children and students (Duncan, 2016).

Furthermore, teachers are limited and bounded on words and statements to utter towards students. Teachers should take extra careful regarding this crucial and sensitive matter. Thus, students nowadays, are hereby protected by the implementing rules and regulations under Republic Act 10627 otherwise known as Anti-Bullying Act which emphasized that any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting, and commenting negatively on victim’s looks, clothes and body will be charged liable and accountable. This act aims to protect children enrolled in kindergarten, elementary and secondary schools and learning centers from being bullied. This requires schools to adopt policies to address the existence of bullying in their respective institutions.

Teachers’ Communicative Behaviors in Relating with Co-Teachers

Table 3 Teachers Communicative Behaviors in Relating with Co-Teachers

Indicators	Weighted Mean	Verbal Description
Show empathy in times of distress	4.08	Oftentimes
Work harmoniously with the team	4.18	Oftentimes
Encourage healthy relationships	4.31	Always
Sympathize with others	4.08	Oftentimes
Accept workloads without complaining	3.91	Oftentimes
Appreciate the contribution of other teachers	4.20	Oftentimes
Listen to feedback for improvement	4.35	Always
Give positive criticisms after analyzing the situation	4.21	Always
Sincere in giving feedback	4.30	Always
Listen to the problem of fellow teachers and help find solutions to the problem	4.16	Oftentimes
Careful and mindful of actions towards others	3.97	Oftentimes
Encourage collaboration with fellow teachers	4.17	Oftentimes
Respect others’ views, opinions and decision-making	4.44	Always
Support the organization instead of giving critique	4.17	Oftentimes
Prefer to mind own work and do not	4.16	Oftentimes

involve in workplace gossips		
Average Weighted Mean	4.18	Oftentimes

Table 3 depicts the teachers’ communicative behaviors in relating with co-teachers. In this Table, five indicators yielded highest weighted mean, teachers always respect others’ views, opinions, and decision-making with a weighted mean of 4.44. Secondly, teachers always listen to feedback for improvement with a weighted mean of 4.35. This is followed by a weighted mean of 4.31 which indicates that teachers always encourage healthy relationships. Meanwhile, with a highest weighted mean of 4.30 teachers are always sincere in giving feedback and always give positive criticisms after analyzing the situation with a weighted mean of 4.21. However, with the lowest weighted mean of 3.91, teachers oftentimes accept workloads without complaining. Teachers’ communicative behaviors with co-teachers are oftentimes shown with an average weighted mean of 4.18.

This implies that teachers are equipped with good attitudes and develop healthy relationship with the members of the group regardless of principles in life. Meanwhile, teachers are noted to complain for additional workloads but still perform due to institutional vision and mission.

This is supported by Elmore (2016) who stated that teachers’ development is related with respect, group work and healthy relationships within schools. Teachers relate to each other in the course of their daily work for better achievement and performance.

For Dewey (2017), the teacher has a peculiar responsibility for the conduct of the interactions and communications which are the very life of the group as a community.

This is affirmed by Naseen (2016) who pointed-out that doing one task at a time is a great way to manage one’s task schedule and meeting deadlines. As moving from one task to another can make things more enjoyable, bearable, especially when one is particularly tackling something difficult. However, if one is contending with a heavy workload, work on task at a time is a worthwhile option for peace of mind.

Furthermore, Yussif (2021) attested that the more the teachers are working together, the more teachers tend to care for one another. This is because teachers are always be committed to helping and supporting one another whenever needed.

Summary of Teachers’ Communicative Behaviors in Relating with Students and Co-Teachers

Table 4 Summary of Teachers’ Communicative Behaviors in Relating with Students and Co-Teachers

Indicators	Average Weighted Mean	Verbal Description
Communicative behaviors in relating with students	4.05	Oftentimes
Communicative behaviors in relating with co-teachers	4.18	Oftentimes
Total Average Weighted Mean	4.12	Oftentimes

Table 4 presents a summary of teachers’ communicative behaviors in relating with students and co-teachers. The findings reveal that teachers’ communicative behaviors in relating with students are oftentimes shown with an average weighted mean of 4.05. Likewise, teachers’ communicative behaviors in relating with co-teachers are oftentimes shown as well that garnered an average weighted mean of 4.18. Teachers’ communicative behaviors in relating with students and co-teachers yielded a total average weighted mean of 4.12. This implies that teachers actualize what are expected from their profession and commitment to their duties and responsibilities. As professionals, teachers are expected to act and behave properly and constitutionally. Thus, teachers are mandated to maintain composure despite crisis and disputes brought about by personal and professional concerns.

This is supported by the Philippine Professionalization Act, Republic Act No.7836 S.1994 that “Teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession. Teachers strictly adhere to observe and practice sets of ethical and moral principles, standards, and values. In the same manner, Section 7 of Article III, further emphasized that “Every teacher shall maintain harmonious and pleasant personal and official relations with others professionals, with government officials, and with the people, individually or collectively. In line with the above statement, Section 9 of Article VIII of the same Act backed-up and strengthened the above-mentioned statement that “A teacher shall ensure conditions that contribute to the maximum development of learners are adequate and shall extend needed assistance in preventing or solving learners’ problems and difficulties.”

The idea of Smith (2021) concluded that teachers with good communicative behaviors are more likely to exhibit less moody or impatient behaviors and have possessed good traits such as leadership, understanding, friendly and admonishing.

Problem 2. What interpersonal relationships are developed by teachers’ communicative behaviors among students categorized as friendship, love, and hatred?

Friendship as an Interpersonal Relationship Developed among Students by Teachers’ Communicative Behaviors

Table 5 Friendship as an Interpersonal Relationship Developed Among Students by Teachers’ Communicative Behaviors

Indicators	Weighted Mean	Verbal Description
The teacher knows the kind of help or social support we need from him/her.	4.38	Always
The teacher always gives us favorable and positive feedback with our performance and outputs.	4.15	Oftentimes
The teacher speaks to us with humility even in bad mood.	4.00	Oftentimes
The teacher treats us like his/her own daughter/son.	4.34	Always

The teacher is willing to compromise when there is conflict.	4.24	Always
Average Weighted Mean	4.22	Always

Table 5 presents friendship as an interpersonal relationship developed by teachers’ communicative behaviors. It can be seen in the result that the teachers always know the kind of help or social support the students need from them with the highest weighted mean of 4.38. However, with the lowest weighted mean of 4.00, teachers oftentimes speak to students with humility even in bad mood. It is also revealed that with all the indicators presented, an average weighted mean of 4.22 is obtained. This implies that teachers are kind, socially attached and emotionally connected with students’ needs and are willing to extend a hand when needed to promote desirable student outcomes.

The findings conform to the study of Amadi and Paul (2017) who emphasized that learners gain better comportment when the teacher provides an atmosphere of friendliness. Hence, when teachers accept learners as friends the process of teaching and learning is well facilitated.

Mercer and Dörnyei (2020) concluded that a positive instructor–student relationship is identified with empathy, care, involvement, trust, and respect. To enhance deep engagement with them, teachers should be approachable and responsive to students’ individuality, supportive and passionate about students’ passion.

Finally, Shin, Ryan, and North (2019) illustrated that friendship of teachers with students are more likely allow them to focus on positive behaviors instead of negative behaviors. This is an indicator that students value the opinions of teachers.

Love as an Interpersonal Relationship Developed among Students by Teachers’ Communicative Behaviors

Table 6 Love as an Interpersonal Relationship Developed among Students by Teachers’ Communicative Behaviors

Indicators	Weighted Mean	Verbal Description
The teacher monitors and supports us in every class endeavor.	4.36	Always
The teacher is so nurturing and forgiving.	4.34	Always
The teacher is my confidant whenever I feel bad.	4.09	Oftentimes
The teacher always encourages us to do good in so many ways.	4.33	Always
The teacher embraces our flaws and inspires us to do good next time.	4.20	Oftentimes
Average Weighted Mean	4.26	Always

As indicated in Table 6, the teacher always monitors and supports students in every class endeavor which spots the highest weighted mean of 4.36. However, the teacher oftentimes serves as confidante whenever a student feels bad with the lowest weighted mean of 4.09. This finding confirmed that all these indicators are always developed among students with an

average weighted mean of 4.26. This implies that facilitative teachers develop love with students in their daily interaction.

This is supported by the study of Herodotou, Hlosta, Boroowa, Rienties, Zdrahal and Mangafa (2019) who affirmed that it is the teachers’ responsibility to monitor student behaviours in a proactive manner and provide support to students who may face some difficulties in order to help promote personal growth and development. Generally, Wiliam (2016) added that students are more engaged, more focused, and take ownership of their own learning with positive relationship and rapport with their teacher.

This is affirmed by Bosso (2017) who said that the bond that is forged between a teacher and a student is the result of the sense of duty among teachers. This is the reason why teachers feel a strong emotional connection with students and their work.

Hatred as an Interpersonal Relationship Developed among Students by Teachers’ Communicative Behaviors

Table 7 Hatred as an Interpersonal Relationship Developed among Students by Teachers’ Communicative Behaviors

Indicators	Weighted Mean	Verbal Description
The teacher reminds us to improve our way in dealing with time management.	4.24	Always
The teacher calls the attention of mischievous students diplomatically.	4.13	Oftentimes
The teacher practices fair treatment to student even to those who dislikes him/her.	4.04	Oftentimes
The teacher considers students’ individual differences.	4.20	Oftentimes
The teacher maintains composure despite his/her bad mood.	4.01	Oftentimes
Average Weighted Mean	4.12	Oftentimes

As shown in Table 7, teachers always remind students to improve their way in dealing with time management which attained the highest weighted men of 4.24. The lowest weighted mean of 4.01 indicates that teachers oftentimes maintain composure despite his bad mood. Summing up, teachers’ interpersonal relationship with students as to hatred are oftentimes shown with an average weighted mean of 4.12. The findings eventually imply that teachers are responsive to the needs of students even up to dealing with time management to produce responsible citizens in the generations to come.

The study of Akin, Yildirim and Goodwin (2016) concluded that teachers do interesting activities to draw students’ attention and keeping them engaged with the course by assigning tasks and responsibilities that could improve students’ way in dealing with time management.

Moreover, Huda, Sabani, Shahrill, Jasmi, Basiron and Mustari (2017) stressed that time management could foster self-regulation among students and serves as support to effective teaching-learning process.

Summary of Interpersonal Relationships Developed among Students by Teachers’ Communicative Behaviors

Table 8 Summary of Interpersonal Relationship Developed among Students by Teachers’ Communicative Behaviors

Indicators	Average Weighted Mean	Verbal Description
Friendship	4.22	Always
Love	4.26	Always
Hatred	4.12	Oftentimes
Total Average Weighted Mean	4.20	Oftentimes

Table 8 views the summary on students’ interpersonal relationships developed by teachers’ communicative behaviors categorized as friendship, love, and hatred. Among the indicators, love yields the highest average weighted mean of 4.26, followed by friendship with an average weighted mean of 4.22, and hatred as the last, with the lowest average weighted mean of 4.12. Overall, these three indicators resulted to a total average weighted mean of 4.20. This simply implies that teachers have emotional involvement and social connection in dealing with students’ individual differences. Further, teachers prefer to foster friendship and love over hatred and do their best to affect and influence students’ life positively, earn admiration and somehow produce successful students in the future.

The results coincide with the study of Hagenauer et al. (2016) who revealed that teachers’ positive relationships may not only be essential for the well-being of teachers but may also affect students’ well-being and may lead to the conclusion

that teachers’ ability to connect well with students can be regarded as an important skill in targeting professional development.

Further, the findings of McIntyre, Mulder and Mainhard (2020) confirmed that teachers make great impact on students’ lives which encompasses social, psychological, and emotional interactions. Therefore, effective instruction is usually actualized within the positive teacher–student relationship context Strachan (2020).

Moreover, the relationship between students and teachers is important because both are equally in charge of the successful realization of the instructional and learning processes (Delos Reyes and Torio 2020). These relationships fulfill students’ relational, rhetorical, and emotional needs and wants (Frymier, 2016). Ultimately, (Frisby, 2019; Mercer and Dörnyei, 2020) contended that a positive teacher–student relationship is identified with empathy, care, involvement, trust, and respect. It was theorized that in relational terms, teachers should be approachable, believe in all their students, empathetic, responsive to students’ individuality, support students’ autonomy, and passionate about their profession to enhance students’ deep engagement with teachers.

Problem 3. What interpersonal relationships are developed by teachers’ communicative behaviors among co-teachers categorized as friendship, love, hatred, and work relationship?

Friendship as an Interpersonal Relationship Developed among Co-Teachers by Teachers’ Communicative Behaviors

Table 9 Friendship as an Interpersonal Relationship Developed among Co-Teachers by Teachers’ Communicative Behaviors

Indicators	Weighted Mean	Verbal Description
The teacher is approachable and helpful.	4.15	Oftentimes
The teacher enjoys the frequent get-together with his/her colleagues.	4.06	Oftentimes
The teacher confides to his/her fellow teachers both personal and work-related problems.	3.79	Oftentimes
The teacher gives comforting words to colleagues who are undergoing difficulties in life.	4.05	Oftentimes
The teacher is willing to extend his/her help to his/her fellow teachers who are in need.	4.21	Always
Average Weighted Mean	4.05	Oftentimes

Table 9 illustrates friendship as an interpersonal relationship developed among co-teachers by teachers’ communicative behavior. With the highest weighted mean of 4.21, teachers are always willing to extend his help with his fellow teachers who are in need and oftentimes confide to his fellow teachers both personal and work-related problems with a lowest weighted mean of 3.79. With an average weighted mean of 4.05, teacher oftentimes develop friendship with colleagues. This implies that teachers are not hindered in helping their fellow teachers despite hectic schedules and complex work. Hence, teachers’ daily interaction with one another can shape friendly relationship and build a warehouse of trust, peace, and harmony in the workplace.

Boujut, Dean, Grouselle and Cappe (2016) concluded that teachers from specialized classes perceived their experiences more as challenges and less as threats when more support is received from colleagues and professionals. These teachers are less likely to burn-out. Similarly, Horn, Garner, Chen and Frank (2020), confirmed that teachers’ support might influence teachers’ way of interacting and socializing. Love as an Interpersonal Relationship Developed among Co-Teachers by Teachers’ Communicative Behaviors

Table 10 Love as an Interpersonal Relationship Developed among Co-Teachers by Teachers’ Communicative Behaviors

Indicators	Weighted Mean	Verbal Description
The teacher inspires other teachers to give the best version of themselves in order to be able to love others.	4.21	Always
The teacher is a peace-maker.	4.14	Oftentimes
The teacher interacts and socializes with his/her colleagues at the same level regardless of cultural diversities.	4.12	Oftentimes
The teacher respects his/her colleagues’ opinions and take their suggestions.	4.21	Always
The teacher promotes honesty and transparency with his/her colleagues for the betterment of the organization.	4.14	Oftentimes

Average Weighted Mean	4.16	Oftentimes
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As viewed in Table 10, the two indicators that gained similar highest weighted mean results of 4.21, are that teachers always inspire other teachers to give the best version of themselves to be able to love others and teachers always respect his colleagues’ opinions and take their suggestions. However, the teachers oftentimes interact and socialize with his colleagues at the same level regardless of cultural diversities got the lowest weighted mean of 4.12. The average weighted mean is 4.16 shows that love is oftentimes developed with co-teachers. This implies that showing respect and affection towards colleagues is a way to create productive relationships, mold strong collegial ties and refine connections among others.

This is supported by the findings of Steel (2018) who confirmed that when teachers feel supported by their administrators and colleagues, they feel emboldened, empowered, and become more comfortable in taking risks and can dare to be spectacular.

Hatred as an Interpersonal Relationship Developed among Co-Teachers by Teachers’ Communicative Behaviors

Table 11 Hatred as an Interpersonal Relationships Developed among Co-Teachers by Teachers’ Communicative Behaviors

Indicators	Weighted Mean	Verbal Description
The teacher is still motivated to work even his/her colleagues do not support him/her.	3.69	Oftentimes
The teacher remains cool and maintain his/her temper even in conflicting situations.	4.02	Oftentimes
The teacher is concerned in maintaining healthy relationships.	3.88	Oftentimes
The teacher continues working with his/her tasks even surrounded with toxic people.	3.89	Oftentimes
The teacher expresses his/her opinions even his/her fellow teachers dislike him/her.	3.73	Oftentimes
Average Weighted Mean	3.84	Oftentimes

Table 11 shows the highest weighted mean of 4.02, teachers who oftentimes remain cool and maintain his temper even in conflicting situations. Meanwhile, teachers are oftentimes motivated to work even if his colleagues do not support him bags the lowest weighted mean of 3.69. All in all, the five indicators yield an average weighted mean of 3.84. Given the results, this implies that teachers generally remain calm and keep emotions under control as a sense of obligation of their underlying profession. Having positive behaviors and outlook in life would lessen and combat toxicity in the workplace.

The findings are confirmed by Haring and Kelner (2022), who thought about why things went the way they did. When things do not go well, reflect, and ask yourself again, why you became a teacher. There are times when one might be going through a rough patch but somehow you are there to make a difference. However, Valente, Lourenco, and Nemeth (2020) confirmed that conflict can inspire innovations and creative strategies in addressing challenging issues as well as improving work, results and encourage organizations to achieve higher levels of quality and achievement.

Likewise, Göksoy and Argon (2016) revealed that school conflicts have positive and negative impacts on psychological, social, and organizational results.

Work-relationships as an Interpersonal Relationship Developed among Co-Teachers by Teachers’ Communicative Behaviors

Table 12 Work Relationships as an Interpersonal Relationship Developed among Co-Teachers by Teachers’ Communicative Behaviors

Indicators	Weighted Mean	Verbal Description
The teacher handles conflict in a fair and unbiased manner.	4.03	Oftentimes
The teacher has the assurance that he/she can run to his/her colleagues in times of difficulty.	3.87	Oftentimes
The teacher feels that there is no point in arguing with colleagues over work matters.	3.93	Oftentimes
The teacher encourages fellow teachers to work for unity and harmony.	4.16	Oftentimes
The teacher deals with issues in a diplomatic manner so that no one gets hurt.	4.15	Oftentimes
Average Weighted Mean	4.03	Oftentimes

Table 12 shows that teachers oftentimes encourage fellow teachers to work for unity and harmony with the highest weighted mean of 4.16. Meanwhile, with a lowest weighted mean of 3.87, teachers oftentimes have the assurance that he can run to his colleagues in times of difficulty. With all the indicators, the average weighted mean is 4.03. This implies that teachers oftentimes work in a group of people or teams and embody teamwork despite of individual differences and diverse personalities at work. Teachers cannot rely and depend with colleagues all the time due to underlying factors and set of priorities brought about by work and personal life.

This is supported by the study of Onyekwere and Douglas (2021) who confirmed institutional harmony enhances performance in an organization and creates peaceful working and co-existing environment that is attractive to tolerance, dialogue, and other alternative means of resolving disharmony. Consequently, Janowiak III (2019) concluded that having dependable colleagues or team can achieve more than an individual could do on their own and establish trust to the rest of the team members.

Summary of Interpersonal Relationships Developed among Co-Teachers by Teachers’ Communicative Behaviors

Table 13 Summary of Interpersonal Relationships Developed among Co-Teachers by Teachers’ communicative behaviors

Indicators	Average Weighted Mean	Verbal Description
Friendship	4.05	Oftentimes
Love	4.16	Oftentimes
Hatred	3.84	Oftentimes
Work relationships	4.03	Oftentimes

Total Average Weighted Mean	4.02	Oftentimes
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As shown in Table 13, among the interpersonal relationships developed with co- teachers, love gains the highest weighted mean of 4.16 while hatred captures the lowest weighted mean of 3.84 and with a total average weighted mean of 4.02. This implies that teachers at the workplace oftentimes care and love one another, develop friendship and camaraderie resulting to a desired work relationship.

This is affirmed by the study of Barsade and O’Neill (2016) who stated that emotions affect people in performing tasks, in engaging in being creative and committed and in making decisions.

Summary of Students and Co-teachers’ Interpersonal Relationship Developed by Teachers’ Communicative Behaviors

Table 14 Summary of Students and Co-Teachers’ Interpersonal Relationships Developed by Teachers’ Communicative behaviors

Indicators	Weighted Mean	Verbal Description
Interpersonal relationships with students	4.20	Oftentimes
Interpersonal relationships with co-teachers	4.02	Oftentimes
Total Average Weighted Mean	4.11	Oftentimes

Table 14 presents the summary of students’ and co-teachers’ interpersonal relationships developed by the communicative behaviors of teachers. The findings reveal that teachers’ interpersonal relationships with students are oftentimes shown with an average weighted means of 4.20 and 4.02 respectively. The total average weighted mean of 4.11 which implies that teachers oftentimes develop almost the same interpersonal relationship with both students and fellow teachers. With this, the sense of social responsibility and moral purpose connected to their work is manifested.

The findings of Emdin (2017) postulated that the kind of teacher one will become is directly related to the kind of teachers he or she is associated with.

Meanwhile, Pianta, Hamre and Allen (2016) highlighted that students’ perceptions of relationships with teachers are important for student development. Positive teacher-student relationships are important for students’ academic development (Martin and Collie, 2019).

Problem 4. Is there a significant relationship between the communicative behaviors and interpersonal relationships among students and teachers?

Table 15 Correlation Analysis Results on the Relationship Between Communicative Behaviors and Interpersonal Relationships Among Students and Co-Teachers

Variables	Correlation Coefficient (r)	P-value	Interpretation	Decision
Teachers communicative behaviors and teachers intrapersonal relationships developed by teachers’ communicative behaviors	.777**	.000	Significant	Reject H ₀

Table 15 shows the correlation analysis on the relationship between communicative behaviors of secondary school teachers and interpersonal relationships developed by teachers' communicative behaviors. It is contended those communicative behaviors of secondary school teachers and interpersonal relationships has a significant relationship. This is evidenced by the resulted p-value. The p-value of .000 is lesser than 0.05 level of significance and has higher significance value. Therefore, the null hypothesis which states that there is no significant relationship between communicative behaviors of secondary school teachers and interpersonal relationships developed by teachers' communicative behaviors is rejected. This means that better interpersonal relationships thrive best when teachers possess better communicative behaviors.

The findings are affirmed by Frymier (2016) who concluded that communicative behaviors fulfill students' relational, rhetorical, and emotional needs and wants. Further, Murtiningsih, Kristiawan and Lian (2019) revealed that interpersonal communication has a very significant relationship with working ethics of school teacher. Through communicative process, individuals of an organization are able to establish interpersonal connections (Bucata and Rizescu, 2017).

Problem 5. Based on the findings of this study, what intervening activity can be developed?

Proposed Intervening Activity

Program Title: Teachers' Communicative Behaviors in Relation to Interpersonal Relationship

Over-all Objective:

To develop awareness in communicative behaviors of teachers, school heads and non-teaching personnel in relation to interpersonal relationship.

Duration: August 2022- September 2022

Participants: Teachers, School Heads and Non-Teaching Personnel

Rationale: The findings of the study on "Communicative Behaviors of Public Secondary School Teachers" paved the way to this intervening activity. This intervention activity is designed to enhance and improve teachers' communicative behaviors in relation to interpersonal relationships of secondary school teachers of Cabadbaran City Division. This solely caters the needs of teachers in improving their communicative behaviors and interpersonal relationships among teachers within the workplace. Basically, this will be used to foster better working relationships and sensible atmosphere.

It is a fact that teachers, just like any individual do communicate either verbally or non-verbally. Although vague, behaviors do communicate and convey some meanings to teachers. These behaviors are referred to as "communicative behaviors" which is subject of this intervening activity. Teachers, school heads and even non-teaching personnel must be aware that communicative behaviors affect interpersonal relationships. And, interpersonal relationship is vital in the performance of teachers, and in the attainment of goals and objectives.

Specifically, this intervening activity will focus on the awareness among teachers' communicative behaviors and its' underlying strategies.

Objectives	Strategy/ Activities	Time Frame	Persons Involved	Budgetary Require-ment	Expected Outcome
Develop awareness on communicative behaviors and interpersonal relationships	Discuss topics on communicative behaviors and interpersonal relationships	August, 2022- during School LAC sessions	Teachers, School heads. Non-Teaching personnel and Resource speakers	Handouts, meals, tokens to resource speaker and snacks	Teachers are aware of communicative behaviors and interpersonal relationships developed by teachers' communicative behaviors.
Strengthen interpersonal relationships in the workplace.	Render brainstorming activity and small group discussion	August, 2022- during school LAC sessions	Teachers, School heads. Non-Teaching personnel and Resource speakers	Handouts, meals, tokens to resource speaker and snacks	Teachers strengthen interpersonal relationships in the workplace.
Instill on teachers on how communicative behaviors affect interpersonal relationships in the workplace.	Role-playing on communicative behaviors	September, 2022- during district LAC sessions	Teachers, School heads. Non-Teaching personnel and Resource speakers	Handouts, meals, tokens to resource speaker and snacks	Teachers instill on their minds on how communicative behaviors affect interpersonal relationships in the workplace.

**CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary, conclusions and recommendations based on the findings of this study.

Summary

This study is about teachers' communicative behaviours in relation to interpersonal relationships developed among students and co-teachers. Using the descriptive-correlation method design with 105 sampled public secondary school teachers and 164 sampled students as the respondents of this study. The results of this study shows that teachers' communicative behaviors always respect students' strengths and weaknesses, encourage students to give their best and give parental guidance. Further, findings reveal that among students, teachers' communicative behaviours always develop love and friendship but hatred is also oftentimes developed.

Furthermore, the communicative behaviors that are always developed as perceived by fellow teachers are: listening to feedback for improvements; giving positive criticisms after analyzing a situation; giving sincere feedback; and, respecting others' views, opinions, and decision-making. Among colleagues, love, friendship, hatred, and work relationship are oftentimes developed by communicative behaviors. It is attested in the correlation analysis that there is a significant relationship between teachers' communicative behaviors and teachers' interpersonal relationships with students and fellow teachers, thus, rejecting the null hypothesis.

Conclusions

Based on the findings, the researcher concludes that teachers' communicative behaviors affect the interpersonal relationships among students and fellow teachers. Meanwhile, teachers' communicative behaviors are positively correlated with interpersonal relationships.

Recommendations

To foster more positive teachers' communicative behaviors and better interpersonal relationships among students and co-teachers, the researcher humbly recommends the following:

- Deped, Cabadbaran City Division top management may perpetually implement the Family Day wherein one of the activities could be of communicative behaviors and their effects on interpersonal relationships;
- School Heads may develop awareness of their behaviors in school and in the community in their everyday interaction;
- Future researchers may conduct similar studies involving other variables not included in the present study.

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APPENDIX-A

February 5, 2022

JEANIE L. MATIVO, Ph.D., CESO VI

Schools Division Superintendent

Division of Cabadbaran City

City of Cabadbaran

Madam:

The undersigned is presently conducting a research study entitled “**Communicative Behaviors of Secondary School Teachers in Relation to Interpersonal Relationships**”, in partial fulfillment of the requirements for the degree of Master of Arts in Education major in Educational Management at Northern Mindanao Colleges, Inc., Graduate School, Cabadbaran City.

In this connection, the researcher would like to ask permission from your good office to conduct a survey and float questionnaires to all public secondary school teachers and students in Cabadbaran City Division to obtain necessary information needed in the study. Rest assured that the information gathered will be treated with utmost confidentiality to protect all the concerns.

Anticipating with sincere thanks for your favorable consideration. Thank you.

Very truly yours,

(SGD)POFER JANE A. BOLAMBOT

Researcher

Noted:

(SGD) REBECCA V. DELAPUZ, Ph.D., CESO IV

Dean, Graduate School

Approved:

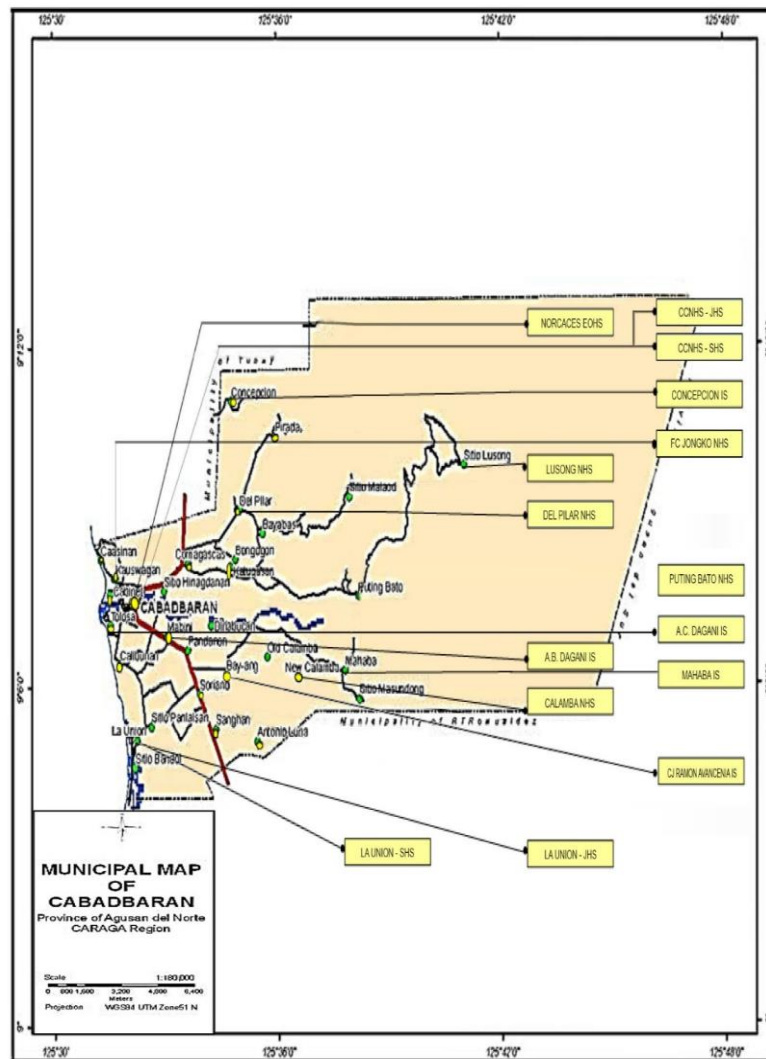
(SGD) JEANIE L. MATIVO, Ph.D.,

Schools Division Superintendent

CESO VI

APPENDIX-B

Figure 2. Map of the Research Locale



**APPENDIX-C
SURVEY QUESTIONNAIRE**

**COMMUNICATIVE BEHAVIORS OF SECONDARY SCHOOL
TEACHERS OF CABADBARAN CITY DIVISION IN RELATION TO INTERPERSONAL
RELATIONSHIP**

Personal Data:

**APPENDIX-C
SURVEY QUESTIONNAIRE**

**COMMUNICATIVE BEHAVIORS OF SECONDARY SCHOOL TEACHER of CABADBARAN
CITY DIVISION in RELATION to INTERPERSONAL RELATIONSHIP**

Name (Optional): _____ Position: _____

School/ District: _____

Part I. Communicative Behaviors of Secondary School Teachers

Directions: Read each item carefully and encircle the number corresponding to your choice. Please be guided with the scale below.

Scale	Verbal Description
5	Always
4	Oftentimes
3	Sometimes
2	Rarely
1	Never

Communicative Behaviors with Students

Indicators	Rating				
1. Act as a role model	5	4	3	2	1
2. Explain lessons clearly	5	4	3	2	1
3. Attentive to the responses/ answers of students	5	4	3	2	1
4. Listen to students' problems, needs and feelings	5	4	3	2	1
5. Respect students' strengths and weaknesses	5	4	3	2	1
6. Give parental guidance	5	4	3	2	1
7. Motivate students to create new ideas	5	4	3	2	1
8. Give feedback for improvement	5	4	3	2	1
9. Refrain from cursing with students	5	4	3	2	1
10. Assess family academic backgrounds	5	4	3	2	1
11. Practice fair treatment	5	4	3	2	1
12. Encourage students to give their best	5	4	3	2	1
13. Boost students' confidence	5	4	3	2	1

14. Comfort students during hard times	5	4	3	2	1
15. Show friendliness and responsiveness	5	4	3	2	1

Communicative Behaviors with Co-teachers

Part II.

Indicators	Rating				
1. Show empathy in times of distress	5	4	3	2	1
2. Work harmoniously with the team	5	4	3	2	1
3. Encourage healthy relationships	5	4	3	2	1
4. Sympathize with others	5	4	3	2	1
5. Accept workloads without complaining	5	4	3	2	1
6. Appreciate the contribution of other teachers	5	4	3	2	1
7. Listen to feedback for improvement	5	4	3	2	1
8. Give positive criticisms after analyzing the situation	5	4	3	2	1
9. Sincere in giving feedback	5	4	3	2	1
10. Listen to the problem of fellow teachers and help find solutions to the problem	5	4	3	2	1
11. Careful and mindful of actions towards others	5	4	3	2	1
12. Encourage collaboration with fellow teachers	5	4	3	2	1
13. Respect others' views, opinions, and decision-making	5	4	3	2	1
14. Support the organization instead of giving critique	5	4	3	2	1
15. Prefer to mind own work and do not involve in workplace gossips	5	4	3	2	1

Interpersonal Relationships Developed by the Communicative Behaviors of Teachers

Directions: Read each item carefully and encircle the number corresponding to your choice. Please be guided with the scale given.

Love					
1. The teacher monitors and supports us in every class endeavor.	5	4	3	2	1
2. The teacher is so nurturing and forgiving.	5	4	3	2	1
3. The teacher is my confidant whenever I feel bad.	5	4	3	2	1

4. The teacher always encourages us to do good in so many ways.	5	4	3	2	1
5. The teacher embraces our flaws and inspires us to do good next time.	5	4	3	2	1

Hatred

1. The teacher reminds us to improve our way in dealing with time management.	5	4	3	2	1
2. The teacher calls the attention of mischievous students diplomatically.	5	4	3	2	1
3. The teacher practices fair treatment to students even those who dislikes him/her.	5	4	3	2	1
4. The teacher considers students' individual differences	5	4	3	2	1
5. The teacher maintains composure despite his/her bad mood.	5	4	3	2	1

A. Interpersonal Relationship with Students

Indicators	Rating				
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Friendship

1. The teacher knows the kind of help or social support we need from him/her.	5	4	3	2	1
2. The teacher always gives us favorable and positive feedback with our performances and outputs.	5	4	3	2	1
3. The teacher speaks to us with humility even in bad mood.	5	4	3	2	1
4. The teacher treats us like his/her own children.	5	4	3	2	1
5. The teacher is willing to compromise when there is conflict.	5	4	3	2	1

B. Interpersonal Relationships with Co-Teachers

Friendship

1. The teacher is approachable and helpful.	5	4	3	2	1
2. The teacher enjoys the frequent get-together with his/her colleagues.	5	4	3	2	1
3. The teacher confides to his/her fellow teachers both personal and work related problems.	5	4	3	2	1
4. The teacher gives comforting words to colleagues who are undergoing difficulties in life.	5	4	3	2	1
5. The teacher is willing to extend his/her help with his/her fellow teachers who are in need.	5	4	3	2	1

Love

1. The teacher inspires other teachers to give the best version of themselves in order to be able to love others.	5	4	3	2	1
2. The teacher is a peace-maker.	5	4	3	2	1

3. The teacher interacts and socializes with his/her colleagues at the same level regardless of cultural diversities	5	4	3	2	1
4. The teacher respects his/her colleagues' opinions and take their suggestions	5	4	3	2	1
5. The teacher promotes honesty and transparency with his/her colleagues for the betterment of the organization.					
Hatred					
1. The teacher is still motivated to work even his/her colleagues do not support him/her.	5	4	3	2	1
2. The teacher remains cool and maintains his/her temper even in conflicting situations.	5	4	3	2	1
3. The teacher is concerned in maintaining healthy relationships.	5	4	3	2	1
4. The teacher continues working with his/her tasks even surrounded with toxic people	5	4	3	2	1
5. The teacher expresses his/her opinions even his/her fellow teachers dislike him/her.5	5	4	3	2	1
Work Relationships					
1. The teacher handles conflict in a fair and unbiased manner	5	4	3	2	1
2. The teacher has the assurance that he/she can run to his/her colleagues in times of difficulty.	5	4	3	2	1
3. The teacher feels that there is no point in arguing with colleagues over work matters.	5	4	3	2	1
4. The teacher encourages fellow teachers to work unity and harmony.	5	4	3	2	1
5. The teacher deals with issues in a diplomatic manner so that no one gets hurt	5	4	3	2	1