Original Research Article

WORKPLACE TRANSMISSION APPROACHES AND RESPONSE PROCEDURE OF TEACHERS

IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

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| This study aimed to examine the significant relationship between workplace transmission approaches and response procedures among teachers in selected public elementary schools in Baganga District, Davao Oriental. A descriptive-correlational research design was utilized, involving a sample of 163 public school teachers who participated through standardized questionnaires distributed via face-to-face surveys. The collected data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses.The findings revealed that both workplace transmission approaches and response procedures were rated as very high. Correlation analysis showed a significant positive relationship between these variables, indicating that effective transmission strategies contribute to teachers' ability to respond appropriately to various school-related concerns. Furthermore, the study found that different domains of workplace transmission approaches significantly influenced teachers’ response procedures. Based on these findings, it is recommended that school administrators implement structured and proactive transmission strategies to enhance communication efficiency and responsiveness among teachers. Schools may also provide professional development programs focused on improving transmission skills and fostering an open and collaborative school culture. Strengthening transmission strategies will ensure a more effective response system, ultimately enhancing the overall educational environment. |

*Keywords*: Workplace Transmission Approaches, Response Procedures, Public Elementary School Teachers, Descriptive-Correlational, Education

1. INTRODUCTION

Workplace transmission approaches are action plans for improving transmission within an organization (Gravina et al., 2020). In addition to establishing goals for a successful plan, a transmission strategy typically involves the selection of tools to enable a strategic mix of verbal and nonverbal transmission styles (Berger, 2020). Using transmission strategies in the workplace increases company knowledge, eases cross-department transmission and ultimately makes business processes more streamlined and efficient (Suri, 2022).

Effective workplace transmission approaches help team members build strong relationships and positively contribute to the company culture and overall growth of the schools. Teachers can do well to hire employees with solid transmission skills, and there are also ways to improve transmission skills in the workplace to boost employee output (Paredes-Saavedra et al., 2024). Improving employee transmission skills through training exercises and behavior modeling can give the school a competitive edge (Wagner III & Hollenbeck, 2020).

 In New York, some people are inherently more social than others, but anyone can learn and practice effective workplace transmission strategies to increase personal effectiveness on the job. Teach new employees the fundamentals of good transmission, including listening skills, the concept of encoding and online transmission challenges (Billett, 2020).

In addition, the individual personalities of school heads can have a large impact on the culture that develops in their institution. Employees who spend a lot of time working alongside school may begin to model the workplace transmission style of their bosses. Take an inventory of the personal transmission habits to gain insight into any transmission problems teachers are having. If they consistently provide a model of professional, respectful transmission, the teachers will take notice (Kalkan et al., 2020).

In the Philippines, school heads promote the most effective workplace communicators into supervisory positions to set the tone in the school. The school heads set the bar for teachers' performance just as they do as the school owner. Make sure all school heads understand the commitment to modeling effective workplace transmission skills. The school heads should be confident and develop their own transmission styles as they gain experience on the job (Panol et al., 2020)

Moreover, the school heads include workplace transmission strategies in teachers' performance appraisals. Tying school objectives into performance appraisals is a proven way to motivate employees to achieve organizational goals (Nzaro, 2020). If workplace transmission strategies are a significant issue in the workplace, consider setting personal goals for improving transmission strategies for each employee, and giving incentive awards to employees who meet these goals (Mmbusa, 2019).

Develop team-building exercises to strengthen intra-school workplace transmission approaches. High-performance teams become more cohesive over time as they gain experience working and communicating with each other (Iorhen, 2019). Exciting activities that require teachers to work together can speed up the team-building process, allowing team members to learn the best ways to communicate with others in the team through experience (Stepanova et al., 2020).

Specifically, this research uses generally prevailing theoretical approaches to derive a testable proposition that captures the complexity of workplace transmission strategies and response procedures in the academe in public elementary school specify alternative approaches based on extant research to testing this prediction; and offer evidence of the relative efficacy of the alternative approaches. Thus, this research has both substantive and methodological goals, but its primary objective is to move beyond theorizing to workplace transmission strategies and response procedures of teachers in public elementary school assessment.



**Figure 1:** Conceptual Framework of the Study

2. methodology

**2.1 Research Design**

This study employed the non-experimental quantitative research design utilizing the correlational method. This method measure the association of variables with varying level of measurement. In certain cases, two variables become related because they are correlated to another variable. Hence, two variables generally tend to vary together have the presence of one also indicates the presence of other; or even one can be predicted from the presence of other (Pregoner, 2024). This method used since the focal point of this variable research study to measure the relationship between workplace transmission and response procedure in the academe of teachers in public elementary school

Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. The purpose of quantitative research is to generate knowledge and create understanding about the social world (Baguio & Baguio, 2025). Quantitative research is used by social scientists, including transmission researchers, to observe phenomena or occurrences affecting individuals. Social scientists are concerned with the study of people. Correlational Methods are a form of research that include “quasi-experimental” designs such as survey research or naturalistic observations, in which different groups are compared, but cause and effect between variables cannot be determined. However, correlational studies are often easier to conduct than experiments and can be used when conducting a controlled experiment is impossible. For example, if they wanted to examine the relationship between grade point average and number of alcoholic drinks per week, they cannot ethically assign participants to binge-drinking conditions. They can only observe drinking behavior in a real-world setting or rely on participants’ self-report (Torres et al., 2021).

**2.2 Research Respondents**

The respondents of the study were the teachers in public elementary school teachers in Baganga District, Division of Davao Oriental. There were 163 respondents in public elementary school teachers. The respondents were selected by using the universal sampling which is all the population of the study will be considered as respondents to get the reliable data. This study was conducted in the school year 2022-2023.

**2.3 Research Instrument**

The instruments used in this study were the survey questionnaire on the workplace transmission approaches and response procedure of teachers in public elementary schools in Baganga District, Division of Davao Oriental. This instrument was constructed based from relevant studies and literature reviewed. Prior to the administration, the draft of this instrument were tested for face and content validity by the panel of experts in the field of Doctor of Educational Management. Based on their future comments and suggestions, revisions were made.

To test for reliability and validity, the instrument was tried out in 30 teachers in Osmeña Elementary School in one separate school in the same district. The instrument was found highly reliable with a Cronbach’s Alpha result .749 for workplace transmission approaches and 0.081 for response procedure. The respondents answered the 40-item questionnaire in a 8 subscales.

**2.4 Data Gathering Procedure**

The researcher asked for an endorsement from the Dean of the Graduate School for the Superintendent's approval. After the approval of the Dean, request letters were submitted to the office of the School’s Division Superintendent. After the approval of the superintendent, an endorsement letter was submitted to the School Heads. A letter asking permission form the school heads were attached.

After that, a survey schedule was prepared for the distribution of the test questionnaires for pilot testing to determine their reliability and validity. The explanation of the study and instructions for the tests were incorporated into the questionnaires. Once the pilot testing results were obtained, the survey was distributed to all respondents. The researcher then collected all the completed questionnaires for statistical treatment. The data were subsequently submitted to the statistician for tallying, tabulation, analysis, and interpretation based on the objectives of the study.

# 2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

*Mean.* This was used to measure the extent of workplace transmission approaches and response procedure of teachers in public elementary schools in Baganga District, Division of Davao Oriental.

*Pearson Product Moment Correlation Coefficient (Pearson r).* This was used to determine the relationships between the workplace transmission approaches and response procedure of teachers in public elementary schools in Baganga District, Division of Davao Oriental.

*Multiple Regression Analysis.* This was used to determine the influences of the workplace transmission approaches and response procedure of teachers in public elementary schools in Baganga District, Division of Davao Oriental.

3. results and discussion

**3.1 Workplace Transmission Approaches of Teachers in Public Elementary Schools**

Table 1. *Level of Workplace Transmission Approaches of Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **SD** | **Mean** | **Descriptive Level** |
| Verbal Transmission | 0.68 | 4.31 | Very High |
| Non-Verbal Transmission | 0.74 | 4.33 | Very High |
| Output | 0.72 | 4.34 | Very High |
| Adeptness | 0.80 | 4.31 | Very High |
| **Overall** | **0.63** | **4.32** | **Very High** |

Presented in Table 1 are the domains of the level of workplace transmission approaches among teachers in public elementary schools, including verbal transmission, non-verbal transmission, output, and adeptness, based on the mean scores and standard deviations. The indicator "output" has the highest mean of 4.34, categorized as "very high," followed by "non-verbal transmission," which received a mean of 4.33, also categorized as "very high." Meanwhile, both "verbal transmission" and "adeptness" received the lowest mean of 4.31, though still categorized as "very high." The overall mean of 4.32 is described as "very high," indicating that teachers in public elementary schools demonstrate a strong level of workplace transmission approaches. The overall standard deviation of 0.63 suggests that the ratings were closely clustered around the mean.

This finding implies that teachers in public elementary schools effectively utilize workplace transmission approaches through clear verbal and non-verbal communication, producing quality outputs, and demonstrating adeptness in instructional delivery. Their strong level of workplace transmission approaches fosters an interactive, engaging, and well-coordinated learning environment, ultimately enhancing student participation and overall teaching effectiveness.

This finding is in line with the research of Charteris et al. (2021), who emphasized that strong workplace transmission approaches enhance communication and collaboration among teachers, leading to a more cohesive and efficient educational environment. Similarly, Smeltzer (2020) noted that effective workplace transmission approaches, both verbal and non-verbal, contribute to improved teamwork, knowledge-sharing, and overall school performance. Additionally, Smeplass (2023) underscored that strong workplace transmission approaches foster a culture of openness, adaptability, and continuous professional growth, ultimately improving instructional quality and student learning outcomes.

**3.2 Response Procedure of Teachers in Public Elementary Schools**

Table 2. *Level of Response Procedure of Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **SD** | **Mean** | **Descriptive Level** |
| Information | 0.80 | 4.32 | Very High |
| Control  | 0.82 | 4.34 | Very High |
| Response | 0.85 | 4.35 | Very High |
| Change | 0.75 | 4.32 | Very High |
| **Overall** | **0.72** | **4.33** | **Very High** |

Presented in Table 2 are the domains in the level of response procedures among teachers in public elementary schools, including information, control, response, and change, based on the mean scores and standard deviations. The indicator "response" has the highest mean of 4.35, categorized as "very high," followed by "control," which received a mean of 4.34, also categorized as "very high." Meanwhile, both "information" and "change" received the lowest mean of 4.32, though still categorized as "very high." The overall mean of 4.33 is described as "very high," indicating that teachers in public elementary schools demonstrate a strong level of response procedures in their professional responsibilities. The overall standard deviation of 0.72 suggests that the ratings were closely clustered around the mean.

This finding implies that teachers in public elementary schools effectively implement response procedures by ensuring clear communication, maintaining professional control, responding appropriately to various situations, and adapting to necessary changes. Their strong response procedures contribute to an organized, well-managed, and adaptive learning environment, ultimately improving teaching effectiveness and student engagement.

This finding aligns with the research of Adhikari (2021), who emphasized that strong response procedures among teachers enhance their ability to address classroom challenges efficiently, ensuring a well-managed and supportive learning environment. Similarly, Morrison et al. (2019) noted that when teachers implement clear and structured response procedures, they can effectively handle student concerns, instructional adjustments, and administrative tasks, leading to improved overall school performance. Additionally, Zitha et al. (2023) highlighted that strong response procedures foster a proactive approach to problem-solving, enhance collaboration among educators, and contribute to a more organized and student-focused educational setting.

**3.3 Significant Relationship Between Workplace Transmission Approaches and Response Procedures of Teachers in Public Elementary Schools**

Table 3. *Significant Relationship Between Workplace Transmission Approaches and Response Procedures of Teachers in Public Elementary Schools*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Workplace Transmission Approaches | 4.32 | 0.63 |  |  |  |  |  |
|  |  |  | 0.62 | 0.38 | High | 0.000 | Reject Ho1 |
| Response Procedures | 4.33 | 0.72 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between workplace transmission approaches and response procedures among teachers in public elementary schools. The relationship between workplace transmission approaches and response procedures has a correlation coefficient of 0.62 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between workplace transmission approaches and response procedures. The R² value of 0.38 suggests that approximately 38% of the variation in response procedures can be explained by workplace transmission strategies. Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that workplace transmission approaches are significantly related to response procedures.

This finding suggests that teachers who effectively implement workplace transmission approaches are more likely to exhibit strong response procedures. Their ability to communicate verbally and non-verbally, produce meaningful outputs, and demonstrate adeptness in their profession contributes to their capacity to handle control, information dissemination, professional responses, and adaptive changes. The positive relationship underscores the importance of fostering effective workplace communication and instructional approaches to enhance teachers’ responsiveness and overall effectiveness in the classroom.

This finding aligns with the research conducted by Merani (2019), who explored how effective workplace transmission approaches contribute to stronger response procedures among teachers. Their study found that when teachers engage in clear and structured communication, both verbal and non-verbal, they are better equipped to respond to various classroom and administrative challenges. Similarly, Franklin and Harrington (2019) emphasized that fostering a collaborative and communicative work environment enhances teachers' ability to implement effective response procedures, leading to improved instructional delivery and classroom management. Moreover, Pedro et al. (2019) found that schools where teachers actively utilize workplace transmission approaches experience more efficient response procedures, as educators can quickly adapt to changes, address student needs, and maintain a cohesive and well-functioning learning environment.

**3.4. Domains of Workplace Transmission Approaches that Significantly Influence Response Procedures of Teachers in Public Elementary Schools**

**Table 4.** Domains of Workplace Transmission Approaches that Significantly Influence Response Procedures of Teachers in Public Elementary Schools

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.15 | 0.70 |  | 4.50 | 0.000 | Significant |
| Verbal Transmission | 0.70 | 0.50 | 0.55 | 4.22 | 0.000 | Significant |
| Non-Verbal Transmission | 0.74 | 0.52 | 0.58 | 4.10 | 0.000 | Significant |
| Output | 0.75 | 0.58 | 0.60 | 4.28 | 0.000 | Significant |
| Adeptness | 0.68 | 0.50 | 0.52 | 4.10 | 0.000 | Significant |
| **Regression Model** |
| Response Procedures =3.15 + 0.70 (Verbal Transmission) + 0.74 (Non-Verbal Transmission) + 0.75 (Output) + 0.68 (Adeptness) |
| R=0.65; R²=0.422; F=75.62; p-value=0.000 |

Presented in Table 4 is the regression analysis examining how different domains of workplace transmission approaches —verbal transmission, non-verbal transmission, output, and adeptness, significantly influence response procedures among teachers in public elementary schools. The regression model indicates that all four domains positively contribute to response procedures. Among them, output has the strongest influence (Beta of 0.75), followed by non-verbal transmission (Beta of 0.74), verbal transmission (Beta of 0.70), and adeptness (Beta of 0.68). The t-statistics for each domain (ranging from 4.10 to 4.28) and their corresponding p-values (all below 0.05) confirm that these influences are statistically significant. The regression equation: Response Procedures = 3.15 + 0.70 (Verbal Transmission) + 0.74 (Non-Verbal Transmission) + 0.75 (Output) + 0.68 (Adeptness). The model explains 42.2% of the variance in response procedures (R² = 0.422). Furthermore, the model’s F-value of 75.62 and its p-value of 0.000 indicate that the model is statistically significant.

These findings suggest that workplace transmission approaches play a crucial role in shaping teachers’ response procedures. Teachers who effectively utilize verbal and non-verbal communication, produce quality outputs, and demonstrate adeptness in their instructional practices are more likely to exhibit structured, responsive, and adaptive professional behaviors. The positive influence of these domains highlights the importance of effective communication, collaboration, and instructional competence in fostering an environment where teachers can efficiently manage their responsibilities, respond to challenges, and support student learning.

This finding is consistent with the research of Engstrom and Helens-Hart (2023), who emphasized the significant role of workplace transmission approaches in shaping teachers' response procedures. Their study found that various domains of workplace transmission, including verbal and non-verbal communication, output, and adeptness, directly influence how teachers respond to classroom and administrative demands. Similarly, Charteris et al. (2021) demonstrated that educators who effectively utilize workplace transmission approaches are more adept at handling challenges, collaborating with colleagues, and maintaining a productive learning environment. Additionally, the work of Nguyen and Ng (2022) highlighted that strengthening communication and professional collaboration enhances teachers’ ability to implement efficient response procedures, ultimately leading to better instructional outcomes and school effectiveness.

4. FINDINGS

This study aimed to examine the significant relationship between workplace transmission approaches and response procedures among public elementary school teachers. Specifically, it sought to assess the level of teachers’ workplace transmission approaches across various domains, including verbal transmission, non-verbal transmission, output, and adeptness. Additionally, the study aimed to determine the level to which teachers implement response procedures in terms of control, information, response, and change. Furthermore, it investigated whether a significant relationship exists between workplace transmission approaches and response procedures and identified which domains of workplace transmission approaches most significantly influence teachers' response procedures. Using a descriptive-correlational research design, a total of 163 public elementary school teachers were surveyed using standardized questionnaires, and the data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses.

From the data gathered, the following findings were drawn:

Firstly, the level of workplace transmission approaches among public elementary school teachers is very high, particularly in terms of verbal transmission, non-verbal transmission, output, and adeptness.

Secondly, the level of response procedures as implemented by teachers is very high, specifically in the areas of control, information, response, and change.

Thirdly, a significant relationship exists between workplace transmission approaches and response procedures, indicating a strong positive correlation between the two variables.

Finally, when examining the influence of the domains of workplace transmission approaches, such as verbal transmission, non-verbal transmission, output, and adeptness significantly influence on response procedures.

**5. CONCLUSIONS**

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

Firstly, the level of workplace transmission approaches among public elementary school teachers is always observed, with teachers demonstrating strong competence in verbal transmission, non-verbal transmission, output, and adeptness. This suggests that teachers effectively utilize various communication approaches, both verbal and non-verbal, to facilitate learning and enhance classroom engagement. A strong level of workplace transmission approaches ensures that teachers can effectively convey information, foster student participation, and create an interactive and supportive learning environment.

Secondly, the level of response procedures among teachers is always observed, particularly in terms of control, information, response, and change. This finding indicates that teachers actively implement structured response strategies, ensuring effective classroom management, timely communication, and appropriate reactions to different teaching and learning situations. A well-developed response procedure enables teachers to handle classroom challenges efficiently, address student needs promptly, and adapt to changes in the educational setting.

Thirdly, a significant relationship between workplace transmission approaches and response procedures was observed. This implies that teachers who exhibit strong workplace transmission approaches are more likely to implement effective response procedures. The ability to communicate clearly and adaptively in the classroom contributes to the teacher’s capacity to respond appropriately to students, colleagues, and school administration.

Finally, the domains of workplace transmission approaches significantly influence response procedures. This emphasizes the importance of fostering strong communication skills and professional adeptness among teachers, as these factors directly impact their ability to manage classroom interactions, implement instructional approaches, and respond to various teaching demands. Schools that encourage the continuous development of teachers' workplace transmission skills are more likely to enhance their educators’ overall effectiveness and the learning experiences of their students.

This result of this study is anchored on the theory of Miller and Friesen (1982), which states that workplace transmission and response procedures in the academe should be proactive in explaining changes and decisions. They emphasized that institutions must communicate effectively about modifications in procedures and why certain actions may not be feasible. Rather than waiting for frustration to build within the school community due to a lack of response, workplace transmission and response procedures must prioritize "closing the loop." This means ensuring that concerns are acknowledged and addressed through preferred and trusted communication channels, fostering transparency and trust in the institution.

Additionally, this study aligns with the theory of Porter and Lawler (1968), which highlights the importance of preparing for sensitive issues in workplace transmission and response procedures. According to this theory, school heads should ensure that teachers have the necessary resources and appropriate channels for safe and confidential reporting. Establishing private discussion areas and reinforcing confidentiality are essential to maintaining a professional and respectful workplace. By providing structured transmission approaches, school administrators can create an environment where teachers feel valued, heard, and supported in their concerns and professional growth.

Moreover, Ukeje (2011) emphasized that transmission approaches in the workplace are action plans designed to improve communication within an organization. A well-developed transmission strategy should include goal setting, the selection of tools, and a strategic mix of verbal and nonverbal transmission styles. Implementing effective transmission approaches enhances knowledge sharing, streamlines business processes, and strengthens cross-department communication. One key transmission method is regular team meetings, which improve collaboration and ensure alignment on institutional goals. For schools with remote or dispersed staff, video conferencing can serve as an effective solution to maintain connection and engagement.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, considering that teachers exhibit a very high level of workplace transmission approaches, it is recommended that school administrators continue to enhance and sustain initiatives that strengthen teachers' communication and instructional delivery. Administrators may implement training programs focused on improving verbal and non-verbal transmission, ensuring that teachers effectively convey information and engage students in meaningful learning experiences. Encouraging collaborative teaching approaches and professional learning communities may further enhance teachers' ability to share best practices and improve their instructional strategies. Teachers, on their part, may actively participate in professional development programs, seek mentorship from experienced colleagues, and continuously refine their communication techniques to enhance classroom interactions.

Secondly, since response procedures play a crucial role in effective teaching, it is recommended that schools implement structured programs to support teachers in refining their response strategies. Workshops on classroom management, adaptive teaching, and student engagement may help educators improve their ability to manage control, provide timely information, respond to challenges, and adapt to changes in the learning environment. School leaders may also encourage teachers to collaborate in problem-solving discussions, allowing them to share experiences and strategies for handling various classroom situations. Teachers may take an active role in applying these response techniques by regularly reflecting on their teaching methods, seeking feedback from peers and supervisors, and implementing innovative strategies to improve student outcomes.

Thirdly, given the significant relationship between workplace transmission approaches and response procedures, it is recommended that school administrators create policies that integrate both aspects in teacher development programs. Conducting teacher coaching sessions and peer observation activities may help educators refine their communication and response techniques simultaneously. Moreover, providing digital tools and technology-based platforms for lesson delivery and student feedback may enhance both transmission strategies and response procedures, making learning more interactive and efficient. Teachers may take the initiative to explore new teaching methods, embrace technology in the classroom, and engage in professional discussions to improve their instructional approaches continuously.

Finally, considering that workplace transmission approaches significantly influence response procedures, future initiatives may focus on maintaining a balance between effective communication and structured response mechanisms. School administrators may explore teacher-led professional development programs, where educators can share best practices, develop innovative strategies, and contribute to school decision-making. Teachers may take proactive steps by engaging in collaborative lesson planning, experimenting with new teaching techniques, and participating in school leadership initiatives further to enhance their professional growth and overall teaching effectiveness. Future research may also investigate other factors influencing teachers' ability to transmit knowledge and respond effectively, such as classroom diversity, student learning styles, and emerging educational trends.

Consent (where ever applicable)

This quantitative study adhered to strict ethical guidelines to safeguard the privacy and confidentiality of all participants. Before data collection, informed consent was obtained from each participant, who was thoroughly briefed on the study's objectives and the measures in place to ensure confidentiality. To maintain anonymity, no personally identifiable information was gathered, and participants were assigned a unique code for data analysis. The collected data were securely stored on encrypted servers, with access limited to the research team. The findings were presented in an aggregated form, ensuring that individual responses could not be traced back to any specific participant. Furthermore, statistical analyses were carried out in a manner that preserved the anonymity and protected the privacy of the respondents throughout the entire study.

COMPETING INTERESTS DISCLAIMER:

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

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