



Teachers' Communicative Language Competence & Teaching Performance in Relation to Academic Achievement

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Abstract

Teachers' communicative language competence, teaching performance, and students' academic achievement at Maparat National High School during School Year 2025–2026 were examined using a quantitative descriptive–correlational research design. The study assessed teachers' communicative language competence in terms of grammatical, discourse, sociolinguistic, and strategic competence; teaching performance based on the Department of Education Classroom Observation Tool; and students' academic achievement using their General Weighted Average (GWA). Data were gathered from selected public secondary school teachers through a validated communicative language competence questionnaire, official classroom observation records, and school academic records. Descriptive statistics, particularly the mean, and Pearson's Product-Moment Correlation were used for data analysis. Results revealed that teachers demonstrated a high level of communicative language competence and a very high level of teaching performance, while students achieved a satisfactory level of academic performance. However, no significant relationships were found between teachers' communicative language competence and students' academic achievement or between teaching performance and students' academic achievement. Consequently, predictive analysis was not conducted. The findings indicate that although teachers exhibit strong communicative competence and effective teaching performance, these factors alone do not significantly influence students' academic achievement. The study recommends strengthening academic interventions, continuous teacher professional development, and student support programs, while encouraging future research to investigate other factors affecting academic achievement.

Keywords

communicative language competence, teaching performance, academic achievement, Classroom Observation Tool, secondary education

How to Cite

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Author Contributions

The authors contributed to conceptualization, methodology, investigation, writing—original draft preparation, writing—review and editing, and supervision. The authors approved the final manuscript.

Ethics Statement

This study was conducted in accordance with ethical standards.

INTRODUCTION

Students' academic achievement remains a fundamental indicator of educational quality and an essential measure of the effectiveness of instructional practices in secondary education. As educational systems continue to respond to globalization, digital transformation, and increasing linguistic diversity, the role of teachers has expanded beyond content delivery to facilitating meaningful communication that promotes learner engagement and academic success. In language-mediated classrooms, teachers' communicative language competence—the ability to use language accurately, appropriately, coherently, and strategically—has become increasingly important because it directly influences instructional clarity, classroom interaction, and students' opportunities to construct knowledge. The foundational framework of communicative

competence proposed by Canale and Swain (1980) continues to underpin contemporary language education by emphasizing grammatical, discourse, sociolinguistic, and strategic competence as essential components of effective communication. More recent scholarship has extended this perspective by demonstrating that teacher language awareness, professional identity, psychological well-being, and instructional adaptability collectively contribute to effective teaching and sustainable educational practice (Andrews, 2003; Aguilar & Rützi-Joy, 2023; MacIntyre et al., 2020; Richards et al., 2023). Likewise, international evidence indicates that effective teaching performance is strengthened by continuous professional learning, transformational leadership, and evidence-based instructional practices, all of which contribute to improved educational outcomes (Darling-Hammond et al., 2020; Muijs et al., 2021; Alzoraiki et al., 2023). As English increasingly functions as the language of international education and academic communication, teachers are expected to demonstrate communicative competence that supports both instructional effectiveness and learner achievement in increasingly complex educational environments (Galloway et al., 2020; Hyland, 2024).

Within the Philippine educational context, improving learner achievement remains a national priority as schools continue to address disparities in academic performance despite curriculum reforms and professional development initiatives. Public secondary schools face persistent challenges in ensuring consistent instructional quality, particularly in classrooms where effective communication serves as the primary medium for teaching and learning. Contemporary educational reforms emphasize learner-centered instruction, differentiated pedagogy, authentic assessment, and technology-enhanced learning, all of which require teachers to possess strong communicative competence and pedagogical expertise. Research has shown that technology-supported language learning, meaningful classroom feedback, and performance-based assessment positively influence student engagement, motivation, and learning outcomes (Hasumi & Chiu, 2024; Cavalcanti et al., 2021; Heydarnejad et al., 2022). Likewise, the effective integration of learners' first language, when used strategically, enhances comprehension and participation without diminishing English language development (Littlewood & Shufang, 2022). Recent Philippine studies further emphasize that instructional quality is strengthened through constructivist learning approaches, sustained parental involvement, and responsive teacher preparation, all of which contribute to learners' academic development (Cariaga, 2025; Cariaga & Gerodias, 2025; Cariaga et al., 2025). These developments underscore that teacher competence extends beyond linguistic proficiency to encompass pedagogical responsiveness, reflective practice, and the capacity to facilitate meaningful learning experiences.

Despite the growing body of international and local literature on communicative competence, teacher effectiveness, and student achievement, a significant contextual gap remains regarding the combined influence of teachers' communicative language competence and teaching performance on students' academic achievement within Philippine public secondary schools. Existing studies have generally examined communicative competence, instructional performance, or learner achievement as independent constructs, while limited empirical evidence has investigated their interrelationships within a single analytical framework using standardized measures such as the Department of Education Classroom Observation Tool and students' General Weighted Average. Moreover, many contemporary investigations focus on higher education, language-specific instruction, technology-enhanced learning, or teacher professional development rather than examining communicative competence as a multidimensional predictor of academic achievement in public secondary education. The rapidly evolving educational landscape, characterized by digital learning environments, multilingual classrooms, and increasing expectations for sustainable teaching performance, further necessitates updated contextual evidence that reflects current instructional realities (Aguilar & Rützi-Joy, 2023; Hasumi & Chiu, 2024; Arndt & Kussyk, 2026). Addressing this contextual and empirical gap provides a more comprehensive understanding of how teacher-related factors operate collectively within authentic school settings.

Accordingly, this study examines the relationships among teachers' communicative language competence, teaching performance, and students' academic achievement at Maparat National High School during the School Year 2025–2026. Specifically, it investigates teachers' grammatical, discourse, sociolinguistic, and strategic competence alongside their teaching performance as measured by the Department of Education Classroom Observation Tool and students' academic achievement as reflected in their General Weighted Average. The findings are expected to contribute to the growing literature on teacher effectiveness by providing localized empirical evidence that may inform teacher professional development, instructional improvement, school leadership initiatives, and educational policy. Furthermore, the study offers practical implications for strengthening teacher capacity, enhancing instructional quality, and promoting sustainable educational improvement while serving as a foundation for future investigations exploring additional learner, school, and contextual factors that influence academic achievement.

METHODOLOGY

Design

This study employed a quantitative descriptive-correlational research design anchored in the positivist paradigm, which assumes that objective reality can be measured through observable phenomena and analyzed using statistical techniques. Quantitative research is appropriate for examining the relationships among measurable variables and producing empirical evidence through numerical analysis. Specifically, the descriptive component was used to determine the levels of teachers' communicative language competence, teaching performance, and students' academic achievement, while the correlational component examined the relationships among these variables without manipulating the research environment. This design is appropriate because it enables the researcher to investigate naturally occurring relationships among variables within an educational setting and to determine whether teachers' communicative language competence and teaching performance are associated with students' academic achievement. The study is conceptually anchored on the Communicative Competence Theory of Canale and Swain (1980), which posits that effective communication consists of grammatical, discourse,

sociolinguistic, and strategic competence. These dimensions provided the framework for assessing teachers' communicative language competence, while teaching performance was evaluated using the Department of Education Classroom Observation Tool based on the Philippine Professional Standards for Teachers. Students' academic achievement was measured through their official General Weighted Average, serving as an objective indicator of learning outcomes. The design also reflects contemporary perspectives emphasizing that teacher effectiveness emerges from the integration of language competence, pedagogical expertise, professional identity, and continuous professional learning, all of which contribute to improved instructional quality and learner achievement (Andrews, 2003; Darling-Hammond et al., 2020; Muijs et al., 2021; Aguilar & Rütli-Joy, 2023; Richards et al., 2023).

Sampling

The study employed total enumeration for teacher respondents and stratified random sampling for student respondents to ensure adequate representation of the target population. Total enumeration was considered appropriate because the number of Junior High School teachers was relatively small, allowing the inclusion of all qualified participants. Consequently, all 29 Junior High School teachers of Maparat National High School during the School Year 2025–2026 participated in the study. Teacher respondents were included if they were licensed public secondary school teachers, actively teaching during the conduct of the study, had completed the Department of Education Classroom Observation Tool evaluation, and voluntarily agreed to participate. Teachers who were on official leave, had incomplete instructional performance records, or declined participation were excluded from the study. For student respondents, stratified random sampling was utilized to ensure proportional representation across all Junior High School grade levels. From a total population of 682 students, a sample of 246 respondents was determined using the Raosoft Sample Size Calculator with a 95% confidence level and a 5% margin of error. Only students officially enrolled in classes handled by the participating teachers were included to establish an appropriate correspondence between teacher-related variables and students' academic performance. Students enrolled under non-participating teachers were excluded from the sampling frame.

Collection

Data collection followed a systematic procedure after securing approval from the appropriate authorities. Ethical clearance was first obtained from the authorized ethics review body, followed by formal approval from the Schools Division Office and the administration of Maparat National High School. After obtaining institutional approval, the researcher conducted an orientation to explain the objectives of the study, the data collection procedures, confidentiality protocols, and the voluntary nature of participation. Written informed consent was obtained from all teacher respondents prior to the administration of the research instruments. Teachers' communicative language competence was measured using a structured questionnaire covering grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. The instrument employed a four-point Likert scale and underwent expert validation and pilot testing to establish its content validity and reliability before the actual administration. Teaching performance data were obtained from the official Department of Education Classroom Observation Tool records maintained by the school administration. Students' academic achievement was measured using their authenticated General Weighted Average obtained from official school records with appropriate administrative authorization. The questionnaires were personally administered by the researcher during scheduled data collection sessions to ensure complete retrieval and minimize missing responses. Retrieved questionnaires were checked for completeness before encoding into the statistical software. Official teaching performance ratings and students' academic records were likewise verified for accuracy and consistency prior to statistical analysis.

Analysis

The collected data were analyzed using descriptive and inferential statistical techniques through the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, specifically the mean and standard deviation, were computed to determine the levels of teachers' communicative language competence, teaching performance, and students' academic achievement. Prior to conducting inferential analyses, the data were examined for compliance with the assumptions of normality. Since the variables did not satisfy the assumptions required for parametric correlation analysis, Spearman's Rank-Order Correlation was employed to determine the magnitude and direction of the relationships among teachers' communicative language competence, teaching performance, and students' academic achievement. Spearman's rho is appropriate for ordinal and non-normally distributed data because it measures monotonic relationships without requiring normality. Multiple linear regression analysis was initially considered to determine the predictive influence of teachers' communicative language competence and teaching performance on students' academic achievement. However, following accepted statistical procedures, predictive analysis was conducted only when statistically significant bivariate relationships were established. All statistical tests were evaluated using a 0.05 level of significance to ensure objective interpretation of the findings.

Ethical Considerations

The study strictly adhered to recognized ethical principles governing educational research, including respect for persons, beneficence, justice, confidentiality, and voluntary participation. Ethical approval was obtained from the appropriate institutional authority before the commencement of data collection. Administrative permission was likewise secured from the Schools Division Office and the administration of Maparat National High School. Participation among teacher respondents was entirely voluntary. Written informed consent was obtained after participants were fully informed about the objectives of the study, the procedures involved, the potential benefits and minimal risks, and their right to refuse participation or withdraw from the study at any time without penalty. Since students were not directly involved as research respondents, only their authenticated academic records were accessed through proper administrative authorization in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). To ensure confidentiality and anonymity, all

respondents were assigned identification codes instead of using their names in the research database. Electronic data were stored in password-protected files, while printed documents were kept in secured storage accessible only to the researcher. All research records will be retained and disposed of following institutional policies and ethical guidelines after the completion of the study.

Limitations and Rigor

This study was conducted exclusively at Maparat National High School, which may limit the generalizability of the findings to other public secondary schools with different educational contexts. In addition, the assessment of teachers' communicative language competence relied partly on self-reported responses, making it susceptible to response bias. Students' academic achievement was measured solely through their General Weighted Average and did not include other learner-related variables such as motivation, socioeconomic status, parental involvement, learning strategies, psychological characteristics, and school resources that may also influence academic performance.

Despite these limitations, methodological rigor was maintained through the use of validated research instruments, expert validation, pilot testing, total enumeration of teacher respondents, proportional stratified random sampling of student respondents, and authenticated Department of Education Classroom Observation Tool ratings and official academic records. Appropriate statistical procedures were selected based on the characteristics of the data to ensure valid and reliable interpretation of the findings. These methodological safeguards enhanced the credibility, dependability, and overall trustworthiness of the study while providing a sound empirical basis for examining the relationships among teachers' communicative language competence, teaching performance, and students' academic achievement.

RESULTS AND DISCUSSION

Table 1 presents the summary of teachers' communicative language competence across the four dimensions of grammatical, discourse, sociolinguistic, and strategic competence. The findings revealed an overall mean of 3.27, interpreted as High, indicating that the respondents generally demonstrated a high level of communicative language competence. This suggests that the teachers possess the linguistic knowledge and communication skills necessary to facilitate effective instruction, establish meaningful classroom interaction, and support students' learning. Effective communicative competence enables teachers to explain concepts accurately, maintain coherent classroom discourse, and respond appropriately to learners' communication needs, thereby contributing to a positive learning environment. Among the four dimensions, grammatical competence obtained the highest mean ($M = 3.28$), followed by discourse competence ($M = 3.27$), while sociolinguistic competence and strategic competence both recorded a mean of 3.26. Although the differences among the dimensions were minimal, the findings indicate that teachers exhibited relatively stronger competence in grammatical accuracy than in adapting communication to different classroom situations and employing communication strategies. These results suggest that the respondents possess balanced communication competencies that support effective instructional delivery. The findings support the Communicative Competence Theory, which emphasizes that effective communication consists of grammatical, discourse, sociolinguistic, and strategic competencies that collectively enable successful interaction in authentic communication contexts (Canale & Swain, 1980). Teacher language awareness further strengthens instructional effectiveness by enabling educators to communicate concepts accurately while addressing learners' linguistic needs (Andrews, 2003). Contemporary language teaching also recognizes communicative competence as a fundamental characteristic of effective instruction because it facilitates meaningful classroom interaction and enhances learners' language development (Richards et al., 2023). The observed results may be attributed to teachers' instructional experience, continuous professional learning, and regular engagement in classroom communication. As teachers gain greater experience in curriculum implementation and classroom instruction, they continuously refine their communication skills and professional identities to address increasingly diverse instructional situations (Aguilar & Rütli-Joy, 2023). Furthermore, sustained professional commitment and organizational support have been shown to strengthen teachers' communication practices and instructional performance, thereby contributing to sustainable educational quality (Alzoraiki et al., 2023).

Despite the consistently high ratings across all dimensions, the relatively lower means for sociolinguistic and strategic competence suggest opportunities for continuous professional development focusing on culturally responsive communication, multilingual classroom interaction, and adaptive instructional strategies. Contemporary educational environments require teachers to respond effectively to learners from diverse linguistic and cultural backgrounds while employing communication strategies that sustain learner engagement and minimize communication barriers (Littlewood & Shufang, 2022; Hasumi & Chiu, 2024). Strengthening these competencies may further enhance instructional quality and improve teachers' ability to facilitate inclusive and learner-centered classroom environments. Overall, the findings demonstrate that teachers possess a high level of communicative language competence that supports effective classroom instruction. Maintaining and further strengthening these competencies through sustained professional development, reflective practice, and collaborative learning opportunities may contribute to improved instructional quality and better educational outcomes in contemporary secondary education (Darling-Hammond et al., 2020; Muijs et al., 2021).

Table 1
Summary of the Level of Teachers' Communicative Language Competence

Dimension	Mean	Descriptive Rating	Interpretation	Rank
Grammatical Competence	3.28	Agree	High	1
Discourse Competence	3.27	Agree	High	2
Sociolinguistic Competence	3.26	Agree	High	3.5
Strategic Competence	3.26	Agree	High	3.5

Dimension	Mean	Descriptive Rating	Interpretation	Rank
Overall	3.27	Agree	High	—

Legend: 3.25–4.00 = High (Agree); 2.50–3.24 = Moderate; 1.75–2.49 = Low; 1.00–1.74 = Very Low.

Table 2 presents the level of teachers' teaching performance based on the Department of Education Classroom Observation Tool. The findings revealed an overall mean of 5.95, corresponding to a descriptive rating of Highly Proficient and interpreted as a very high level of teaching performance. This result indicates that the respondents consistently demonstrated instructional competence in planning, delivering, managing, and assessing classroom instruction while adhering to the professional standards expected of public school teachers. The findings suggest that the teachers effectively performed their professional responsibilities by creating learning environments that support student participation, engagement, and academic growth. The very high level of teaching performance reflects the respondents' ability to implement learner-centered instructional practices and employ appropriate pedagogical approaches that facilitate meaningful learning experiences. High-performing teachers demonstrate competence not only in subject matter knowledge but also in classroom management, instructional planning, assessment, and reflective practice, all of which contribute to effective teaching and improved educational quality. These competencies enable teachers to address learners' diverse needs while maintaining organized and productive classroom environments conducive to learning. The findings are consistent with contemporary literature emphasizing that effective teaching is a multidimensional professional practice integrating content knowledge, pedagogical expertise, classroom management, and continuous assessment to promote student learning (Darling-Hammond et al., 2020). Likewise, teacher effectiveness has been associated with sustained professional learning, instructional reflection, and evidence-based decision-making, allowing educators to continuously improve classroom practices and respond effectively to evolving educational demands (Muijs et al., 2021). These perspectives suggest that teaching performance is strengthened through ongoing professional development and commitment to instructional excellence.

The observed results may also reflect teachers' commitment to professional growth and adherence to the Philippine Professional Standards for Teachers. Professional identity continues to develop through reflective practice, collaboration, and continuous learning, enabling teachers to refine instructional strategies and improve classroom performance over time (Aguilar & Rützi-Joy, 2023). Moreover, teachers who demonstrate strong organizational commitment and receive supportive instructional leadership are more likely to sustain high teaching performance and contribute positively to educational quality (Alzoraiki et al., 2023). These findings indicate that institutional support and continuous professional development play important roles in maintaining instructional effectiveness. The respondents' very high teaching performance may likewise be attributed to the integration of innovative instructional approaches and technology-enhanced learning strategies. The effective use of educational technology supports differentiated instruction, learner engagement, and timely feedback, thereby improving the overall quality of classroom instruction (Hasumi & Chiu, 2024). Similarly, the provision of immediate and constructive feedback through both traditional and technology-supported instructional environments promotes continuous learning and instructional improvement (Cavalcanti et al., 2021). These developments reflect the evolving nature of effective teaching in contemporary educational settings. Overall, the findings demonstrate that the teachers consistently exhibited instructional competence that aligns with national professional standards. Maintaining this level of performance requires sustained investment in professional development, instructional coaching, collaborative learning communities, and school leadership initiatives that encourage innovation and reflective practice. Such interventions are essential for sustaining instructional excellence and ensuring that teachers remain responsive to the changing needs of learners and the broader educational environment (El Halaissi & Cariaga, 2026; Cubero & Cariaga, 2026).

Table 2
Level of Teachers' Teaching Performance

Variable	Mean	Descriptive Rating	Interpretation
Teachers' Teaching Performance	5.95	Highly Proficient	Very High

Legend: Based on the Department of Education Classroom Observation Tool (COT) performance rating.

Table 3 presents the level of students' academic achievement based on their General Weighted Average. The findings revealed an overall mean of 84.58, corresponding to a descriptive rating of Satisfactory. This indicates that the students generally attained the expected learning competencies prescribed by the Department of Education and demonstrated acceptable academic performance across their subjects. Although the learners met the required academic standards, the findings also suggest that there remains considerable opportunity to improve academic performance toward higher levels of achievement. The satisfactory level of academic achievement indicates that the students were able to acquire the knowledge and competencies expected at their grade level. However, academic achievement represents a cumulative outcome influenced by instructional quality, learner engagement, motivation, assessment practices, family support, and school-related factors. Consequently, students' academic performance should be viewed as the product of multiple interacting influences rather than the result of any single educational variable. The findings support previous research emphasizing that meaningful learning occurs when instruction actively engages learners, promotes critical thinking, and integrates continuous assessment into classroom practice (Darling-Hammond et al., 2020). Likewise, effective teaching contributes to academic achievement by creating learning environments that encourage participation, collaboration, and higher-order thinking, although student outcomes are also shaped by numerous contextual influences beyond classroom instruction (Muijs et al., 2021). The observed level of academic achievement may also reflect learners' motivation, classroom participation, and engagement in instructional activities. Performance-based assessment has been shown to improve

learners' academic motivation, self-efficacy, and overall academic performance by encouraging active participation and authentic demonstration of learning (Heydarnejad et al., 2022). Similarly, timely feedback enhances students' understanding of lesson content and supports continuous improvement by enabling learners to identify their strengths and areas requiring further development (Cavalcanti et al., 2021).

Beyond classroom instruction, family support and home learning environments significantly contribute to students' academic success. Active parental involvement strengthens learners' academic performance by fostering positive attitudes toward education, encouraging effective study habits, and providing emotional support throughout the learning process (Cariaga & Gerodias, 2025). Furthermore, collaborative partnerships among schools, parents, and communities contribute to sustainable educational quality by creating environments that promote learners' holistic development and long-term academic success (Cubero & Cariaga, 2026). The findings also suggest that learner-centered instructional approaches may have contributed to students' satisfactory academic performance. Constructivist learning environments encourage learners to actively construct knowledge through meaningful experiences, collaboration, and reflection, thereby promoting deeper understanding of academic concepts (Cariaga, 2025). Moreover, technology-enhanced learning environments provide opportunities for individualized instruction and greater learner engagement, further supporting positive educational outcomes (Hasumi & Chiu, 2024). Schools should strengthen academic intervention programs, formative assessment practices, learner support services, and parental engagement initiatives to promote higher levels of academic achievement. Sustained collaboration among teachers, school leaders, parents, and the wider community remains essential for creating educational environments that foster continuous academic growth and lifelong learning (Darling-Hammond et al., 2020; Muijs et al., 2021).

Table 3
Level of Students' Academic Achievement

Variable	Mean	Descriptive Rating	Interpretation
Students' Academic Achievement	84.58	Satisfactory	Satisfactory

Legend: Based on the Department of Education grading system.

Table 4 presents the relationship between teachers' communicative language competence and students' academic achievement. The analysis yielded a Spearman's rank-order correlation coefficient of $\rho = 0.239$ with a corresponding p-value of 0.229. Since the computed probability value exceeded the 0.05 level of significance, the relationship between the two variables was not statistically significant. Accordingly, the null hypothesis stating that there is no significant relationship between teachers' communicative language competence and students' academic achievement was not rejected. Although the correlation coefficient indicates a weak positive association, the relationship was insufficient to establish statistical significance. This finding suggests that teachers who demonstrated higher communicative language competence did not necessarily have students with higher academic achievement. While effective communication remains an essential element of classroom instruction, the findings imply that communicative language competence alone may not directly influence students' overall academic performance as measured by their General Weighted Average. The results differ from theoretical expectations that effective communicative competence enhances learning by improving instructional clarity, classroom interaction, and learner engagement. The Communicative Competence Theory emphasizes that grammatical, discourse, sociolinguistic, and strategic competencies enable teachers to communicate effectively in educational settings and facilitate meaningful learning experiences (Canale & Swain, 1980). Likewise, teacher language awareness has been recognized as an important component of professional competence because it strengthens instructional quality and promotes effective classroom communication (Andrews, 2003). Contemporary language education also emphasizes that communicatively competent teachers create interactive learning environments that support students' language development and participation (Richards et al., 2023).

Despite these theoretical perspectives, the present findings indicate that students' academic achievement is influenced by a wider range of variables beyond teachers' communicative language competence. Academic performance is a multidimensional construct shaped by learner motivation, prior knowledge, cognitive ability, learning strategies, attendance, socioeconomic conditions, emotional well-being, and access to educational resources (Darling-Hammond et al., 2020; Muijs et al., 2021). Consequently, improvements in teachers' communication skills alone may not produce measurable gains in students' academic performance without complementary support from these learner- and context-related factors. The findings may also be explained by differences in students' engagement and psychological characteristics. Learners who are motivated, emotionally resilient, and actively involved in classroom activities generally demonstrate better academic performance regardless of differences in teachers' communication styles (MacIntyre et al., 2020). Conversely, boredom, anxiety, and low engagement may limit students' academic achievement even when teachers demonstrate effective communication practices (Derakhshan et al., 2021). These observations suggest that learner characteristics may exert stronger influences on academic outcomes than teachers' communicative competence alone.

Family and community support further contribute to explaining the findings. Active parental involvement strengthens students' academic achievement by reinforcing learning at home, encouraging positive study habits, and providing emotional support throughout the educational process (Cariaga & Gerodias, 2025). Likewise, collaborative partnerships among schools, families, and communities create supportive educational environments that enhance learner development and educational quality (Cubero & Cariaga, 2026). These external influences may account for variations in students' academic performance that are independent of teachers' communicative language competence. The findings also suggest that contemporary instructional practices involve numerous complementary factors beyond communication skills. Technology-enhanced learning, meaningful assessment, timely feedback, and learner-centered instructional approaches collectively

contribute to students' academic success by promoting engagement, self-regulated learning, and deeper understanding of instructional content (Hasumi & Chiu, 2024; Cavalcanti et al., 2021; Heydarnejad et al., 2022). Consequently, communicative language competence should be viewed as one component of effective instruction rather than as an independent predictor of academic achievement.

Table 4

Relationship Between Teachers' Communicative Language Competence and Students' Academic Achievement				
Variables	Spearman's ρ	p-value	Decision	Interpretation
Teachers' Communicative Language Competence and Students' Academic Achievement	0.239	0.229	Failed to Reject H_0	Not Significant

Level of Significance (α) = .05.

Table 5 presents the relationship between teachers' teaching performance and students' academic achievement. The analysis produced a Spearman's rank-order correlation coefficient of $\rho = -0.138$ with a corresponding p-value of 0.476. Since the computed p-value was greater than the 0.05 level of significance, the relationship between teachers' teaching performance and students' academic achievement was not statistically significant. Therefore, the null hypothesis stating that there is no significant relationship between teachers' teaching performance and students' academic achievement was not rejected. The correlation coefficient indicates a very weak negative relationship between the two variables. However, the relationship was negligible and lacked statistical significance, suggesting that differences in teachers' teaching performance were not associated with corresponding differences in students' academic achievement. Although the respondents demonstrated a very high level of teaching performance, these variations did not translate into measurable differences in students' General Weighted Average. The findings suggest that teaching performance, while fundamental to instructional quality, does not independently determine students' academic success. Effective teaching involves the integration of pedagogical knowledge, classroom management, instructional planning, assessment, and professional competence that collectively create meaningful learning experiences (Darling-Hammond et al., 2020). Continuous professional learning likewise strengthens teachers' instructional effectiveness by enabling them to refine classroom practices and respond to changing educational demands (Muijs et al., 2021). Nevertheless, these professional competencies alone may not sufficiently explain differences in students' academic outcomes.

The absence of a statistically significant relationship may be attributed to the complex nature of academic achievement. Student performance is influenced by numerous learner-related variables, including motivation, self-efficacy, learning strategies, prior academic preparation, attendance, and emotional well-being, many of which operate independently of teachers' classroom performance (MacIntyre et al., 2020; Derakhshan et al., 2021). Consequently, students exposed to teachers with similar levels of instructional competence may still demonstrate varying academic performance because of differences in these personal and contextual characteristics. Assessment practices may also mediate students' academic achievement independently of overall teaching performance. Meaningful assessment encourages learners to become actively involved in the learning process by strengthening academic motivation, self-efficacy, and engagement (Heydarnejad et al., 2022). Likewise, timely and constructive feedback enables learners to monitor their progress, address learning gaps, and improve academic performance through continuous reflection and adjustment (Cavalcanti et al., 2021). These instructional processes may influence learning outcomes even when teachers receive comparable classroom performance ratings. External factors beyond the classroom may likewise explain the observed findings. Active parental involvement has consistently been associated with improved academic performance because it promotes positive learning habits, reinforces instructional activities at home, and strengthens students' educational motivation (Cariaga & Gerodias, 2025). Similarly, collaborative school governance and educational leadership contribute to educational quality by fostering partnerships among teachers, administrators, parents, and the community that collectively support students' academic development (Cubero & Cariaga, 2026; El Halaissi & Cariaga, 2026). These influences may account for variations in students' academic achievement beyond what can be explained by teachers' instructional performance alone.

Another plausible explanation for the nonsignificant finding is the relatively homogeneous teaching performance observed among the respondents. Since most teachers obtained Highly Proficient ratings, there was limited variability in teaching performance scores. Restricted variability reduces the statistical likelihood of detecting significant relationships because respondents demonstrate similar levels of instructional competence. Under such circumstances, differences in students' academic achievement are more likely to reflect learner-related, family-related, and environmental factors rather than differences in teachers' instructional performance. While maintaining high instructional performance remains essential for ensuring educational quality, improving learner achievement requires comprehensive interventions that simultaneously strengthen instructional practices, learner motivation, family engagement, formative assessment, and supportive educational leadership. A holistic educational approach is therefore necessary to promote sustained improvements in students' academic performance and long-term educational success (Darling-Hammond et al., 2020; Muijs et al., 2021; Alzorai et al., 2023).

Table 5

Relationship Between Teachers' Teaching Performance and Students' Academic Achievement				
Variables	Spearman's ρ	p-value	Decision	Interpretation
Teachers' Teaching Performance and Students' Academic Achievement	-0.138	0.476	Failed to Reject H_0	Not Significant

Level of Significance (α) = .05.

Conclusion and Recommendations

The study found that teachers at Maparat National High School demonstrated a high level of communicative language competence across the dimensions of grammatical, discourse, sociolinguistic, and strategic competence. Likewise, the respondents exhibited a very high level of teaching performance based on the Department of Education Classroom Observation Tool, indicating that they consistently met the professional standards expected of public school teachers. Furthermore, the students attained a satisfactory level of academic achievement, suggesting that they generally met the prescribed learning competencies despite opportunities for further academic improvement. Despite the respondents' high communicative language competence and very high teaching performance, neither variable exhibited a statistically significant relationship with students' academic achievement. These findings suggest that students' academic performance is influenced by multiple interacting factors beyond teachers' communication skills and instructional performance alone. Therefore, improving academic achievement requires a holistic educational approach that combines instructional excellence with learner motivation, parental involvement, supportive school leadership, effective assessment practices, and other contextual factors that collectively contribute to meaningful and sustainable learning outcomes.

Teachers and school administrators are encouraged to sustain and further strengthen communicative language competence and teaching performance through continuous professional development, instructional coaching, collaborative learning communities, and technology-enhanced pedagogical training. Schools should likewise implement learner-centered instructional strategies, formative assessment practices, and academic intervention programs that address students' diverse learning needs while fostering supportive classroom environments that promote engagement and academic success. The Department of Education, parents, and future researchers are encouraged to collaborate in promoting holistic educational development by strengthening family-school partnerships, learner support services, and evidence-based educational policies. Future studies may expand the scope of the present research by including larger samples from different schools and examining additional variables such as learner motivation, parental involvement, socioeconomic status, classroom climate, instructional technology, and school leadership to provide a more comprehensive understanding of the factors influencing students' academic achievement.

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