



**FOUNDATIONS OF EFFECTIVE COMMUNICATION TO UNLOCK THE STRENGTH OF
EMPLOYEE'S CAPABILITIES IN MABUHAY DISTRICT: NURTURING
HARMONIOUS PROFESSIONAL RELATIONSHIPS**

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ABSTRACT

This study investigated the foundations of effective communication utilized by school administrators to unlock the strength of employees' capabilities and nurture harmonious professional relationships in the Mabuhay District, Zamboanga Sibugay, during the school year 2025–2026. Utilizing a descriptive survey method, the study involved 19 school administrators and 162 out of 180 teachers selected through purposive (judgment) sampling. A validated self-reporting questionnaire-checklist served as the primary instrument. The independent variables comprised self-awareness, understanding another person's perspective, emotional regulation, and communicating your needs effectively. Statistical tools utilized included weighted mean, ranking, a four-point continuum, and the t -test. The findings revealed that all four communication variables were perceived as "Always Practiced" by both school administrators and teachers, with self-awareness ranking the highest. Furthermore, the t -test computation yielded a value of 2.069, which was less than the critical table value of 2.447 at 5% level of significance ($df = 6$), leading to the acceptance of the null hypothesis. This indicates that the responses of school administrators and teachers were alike. The study concludes that consistent application of effective communication foundations enhances

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interpersonal connections and maximizes employee potential. Recommendations focus on continuously monitoring communication reactions, respecting diverse viewpoints, maintaining emotional composure during challenges, and fostering transparent dialogue.

Keywords: *Effective Communication, Employee Capabilities, Self-Awareness, Emotional Regulation, Professional Relationships*

INTRODUCTION

In every organization, employees are regarded as the most valuable asset, and their productivity, innovation, and long-term sustainability depend heavily on effective communication. Workplace communication encompasses how instructions are delivered, feedback is received, conflicts are resolved, and visions are shared. In the Mabuhay District, Zamboanga Sibugay, overcoming communication hurdles is vital to bridging potential and performance, especially given the continuous need to align educational services with agency mandates and performance goals.

This study sought to evaluate foundational communication competencies—specifically self-awareness, understanding another person's perspective, emotional regulation, and communicating needs effectively—and determine how their practice by school administrators unlocks employee capabilities and fosters harmonious professional relationships.

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MATERIALS AND METHODS

Research Design

This study employed the descriptive survey method, focusing on current conditions, practices, and comparisons between groups.

Respondents

The target population comprised **19 school administrators** and **162 out of 180 teachers** with three or more years of service across 19 elementary schools within the Mabuhay District.

Sampling Technique

Purposive sampling (specifically judgment sampling) was utilized to select representative respondents from the district.

Research Instrument

A self-reporting questionnaire-checklist divided into four core variables (20 total predetermined statements) was utilized. A dry run was conducted in the Talusan District to ensure validity and reliability prior to full deployment.

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Data Gathering Procedure

Data collection took place during the second semester of the 2025–2026 school year. Questionnaires were administered directly to principal respondents and distributed to teachers following Learning Action Cell (LAC/SLAC) sessions.

Statistical Treatment:

- **Weighted Mean & Ranking:** Used to determine the average practice levels and relative standings of the variables.
- **Four-Point Continuum:** Categorized responses from 1.00–1.75 (*Never Practiced*) to 3.26–4.00 (*Always Practiced*).
- **\$t\$-test:** Used to test for significant differences between the responses of school administrators and teachers at a 5% level of significance.

RESULTS AND DISCUSSIONS

1. Practice of Communication Variables:

- **Self-Awareness:** Ranked first with an overall average mean of **3.64** (*Always Practiced*). Respondents effectively monitored reactions during challenging conversations and reflected on communication strengths.
- **Understanding Another Person's Perspective:** Ranked second with a mean of **3.56** (*Always Practiced*), highlighting active listening and empathy toward colleagues.

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- **Emotional Regulation:** Ranked third with a mean of **3.54** (*Always Practiced*), reflecting professional responses rather than impulsive reactions during difficult situations.
 - **Communicating Your Needs Effectively:** Ranked fourth with a mean of **3.53** (*Always Practiced*), emphasizing open discussions while maintaining professional respect.
2. **Comparability of Responses:** Both school administrators and teachers consistently rated all four variables under the "Always Practiced" category, reflecting a shared consensus on the importance of communication foundations.
3. **Hypothesis Testing (\$t\$-test):** The computed \$t\$-value of **2.069** was lesser than the critical table value of **2.447** at 6 degrees of freedom (\$p > 0.05\$). Consequently, the null hypothesis of no significant difference was **accepted**, indicating that the perceptions and responses of school administrators and teachers were alike and did not differ significantly.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Self-awareness is consistently practiced by school administrators, enabling them to recognize how emotions and behaviors impact professional interactions.

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2. Understanding another person's perspective is actively demonstrated through empathy, respect for diverse opinions, and consideration of alternative viewpoints.
3. Emotional regulation is maintained effectively, allowing administrators and teachers to handle criticism constructively and respond professionally to stress.
4. Communicating needs effectively is practiced to clarify expectations, request support, and discuss workplace concerns openly with respect.
5. Self-awareness emerged as the most prevailing variable among the four foundational communication aspects.
6. The responses of school administrators and teachers did not differ significantly, confirming aligned perceptions regarding workplace communication practices.

Recommendations

1. **Optimize Self-Monitor Practices:** Continuously monitor personal reactions during challenging conversations with colleagues to sustain high professional standards.
2. **Deepen Perspective-Taking:** Intensively consider the viewpoints and concerns of others when addressing workplace issues to reinforce inclusivity.
3. **Enhance Emotional Control:** Excessively respond with professional composure rather than reacting impulsively during high-stress situations.
4. **Promote Open Dialogue:** Optimally discuss concerns openly while preserving mutual respect and professionalism across all organizational levels.

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5. **Institutionalize Communication Frameworks:** Explicitly integrate foundations of effective communication—self-awareness, perspective-taking, emotional regulation, and clear need-expression—into daily school management to fully unlock employee capabilities.



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