Teachers' Soft Skills Practices and Performance

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ABSTRACT: Soft skills are character traits that improve a person's capacity to deal with a variety of circumstances like creating constructive relationships and favorable learning settings. This study was undertaken to determine the extent of soft skills practices of teachers in terms of leadership skills, communication skills, teamwork, problem solving skills, and work ethics; determine the level of teachers' performance; find the relationship of teachers' soft skills and their performance and identify which of the soft skills highly impacted their performance. The study was conducted at Jasaan South District in the Division of Misamis Oriental for the School Year 2022-2023, to nine (9) schools with one hundred thirty-one (131) teacher-respondents who were taken through Slovin's Formula. The study employed a correlational and causal designs with content analysis which included a quantitative approach in collecting numerical data through a questionnaire adopted from Waban, 2022. Mean, Standard Deviation, Pearson Product-Moment Correlation Coefficient or Pearson (r) and Multiple Linear Regression were used to find the relationships among the variables as well as the impactful variable/s. Results revealed that teachers' overall soft skills practices were at Highly Practiced with Outstanding level on their Performance. Communication skill and work ethics have significant relationship with their performance. Moreover, communication skill is the predictor of teachers' performance. Teachers practices on soft skills allowed them to achieve outstanding performance. Thus, school heads may provide trainings and seminar to maintain better competence and update teachers with new and current soft skills.

KEYWORDS: Communication Skills, Performance of Teachers, Soft Skills

I. INTRODUCTION

A teacher's success depends not just on their mastery of the subject but also on their proficiency in soft skills. Soft skills are a set of non-technical, interpersonal, and personal attributes that enable individuals to effectively interact, communicate, collaborate, and work with others. They are personal attributes that support situational awareness and enhance an individual's ability to improve performance.

Teachers play a pivotal role in both imparting knowledge and shaping the holistic development of students. While academic qualifications and subject expertise are crucial, the significance of teachers' soft skills cannot be overlooked. Soft skills, encompassing a wide range of interpersonal and intrapersonal attributes, are essential for effective teaching and fostering a conducive learning environment.

In the realm of education, the focus has often gravitated towards teachers and their roles in shaping the learning landscape. However, amidst this spotlight, the core purpose of education in equipping students with the essential skills for life and success—often gets obscured. The fundamental objective of learning is to empower students with the tools they need to navigate the complexities of the world. This begins with cultivating a strong foundation in skills that encompass listening, viewing, speaking, reading, and writing. These skills serve as the bedrock upon which a student's educational journey is built (Hajaraih et al., 2022).

In this context, it becomes apparent that teachers bear the responsibility not just for imparting knowledge but for nurturing personal attributes in their pupils. These attributes extend beyond the academic realm; they encompass situational awareness, the refinement of social and interpersonal skills, the cultivation of character traits, and the fostering of the right attitude towards learning (Elliot et al., 2021). Today's learners are confronted with a myriad of challenges and issues in their lives, and they must be equipped with the soft skills necessary to unravel these complexities through thoughtful and effective solutions (Martins & McLeod, 2020).

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Regrettably, these critical soft skills, which include teamwork, attention to detail, verbal and written proficiency, emotional intelligence, adaptability, flexibility, and problem-solving, often receive inadequate attention in the educational landscape. The consequence of this neglect is evident in the underdeveloped manifestations of these essential skills among young learners. Soft skills, characterized by their personal nature, play a pivotal role in enhancing an individual's ability to excel academically and socially. They transcend the technical aspects of learning, painting a vivid picture of how students engage with their educational pursuits and interact with one another (Hay & Bennett, 2020; Grisi et al., 2020).

In light of these considerations, a paradigm shift is warranted in educational priorities. In the twenty-first century, soft skills are unequivocally essential for one's success, closely intertwined with life skills, emotional intelligence, and social prowess. These skills represent a fusion of life skills, social acumen, interpersonal finesse, personal attributes, and personality traits. As highlighted by Zahid and Hasan (2020), teachers must pivot their focus towards nurturing these competencies to equip their learners for future success in the modern era.

The framework of this study was anchored on Elaboration Theory by Reigeluth (2020) which is relevant to soft skills development. Elaboration theory emphasizes the importance of presenting information in a meaningful context. When applied to teachers' soft skills, this means that professional development activities should be relevant to the challenges and contexts teachers face in their daily work. The basic idea of this theory is that instead of generic training on communication skills, teachers could participate in workshops that address specific communication challenges they encounter in their daily work.

Engelberg (2020) defines soft skills as social skills to understand and interpret relationship in connection with other people. The study identifies different types of personal and social skills, such as thinking skills, listening skills, communication skills, problem-solving skills, decision-making skills, and negotiating skills, to mention a few. Examples of personal skills such as a passion for learning, achieving goals, and planning are also critically discussed.

The concept of the study was adopted from Tan (2020) who conducted a study on soft skills learning and development among young learners in the public school. In his study, he emphasized that soft skills can be learned through teachers' instruction, but most of them come innately. Soft skills are equally necessary for both social and personal success. Correspondingly, the teaching of soft skills requires pupils to complete the assigned tasks to perfection. These skills will enable individuals to accomplish tasks, thereby improving one's competencies at their own pace.

Zahid and Hasan (2020) pointed out that soft skills are divided into technical skills, personal skills, social skills, and life skills. Technical skills are those skills required to finish the assigned activities; personal skills include motivating others, planning and organizational skills, and problem-solving skills, among others. Social skills consist of leading the group members to accomplish academic activities and inspiring skills.

II. METHODOLOGY

The study utilized the descriptive correlational and causal research design with documentary analysis. Descriptive research according to McCombes (2019) aims to describe a population, situation, or phenomenon accurately and systematically. It can respond to inquiries about what, when, where, when, and how. By using a descriptive research approach, the researcher will be able to grasp the population, circumstance, or phenomena accurately and thoroughly. In addition, descriptive-correlational design as an inquiry used an in-depth analysis of the problem, and data collection methods included but were not limited to the survey questionnaire and the like. Moreover, descriptive-correlational research design is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. This method measures variables through the use of quantifiable or finite data and the analysis is based on generated information from statistical tools. This method is also used in an inquiry with larger population. Successively, descriptive data gathering procedures comprise different types of gathering information such as, but not limited to, the use of adopted survey questionnaires.

Causation denotes a connection between variables the independent variable gives an impact to the dependent variable. To establish causation, researchers must show that a relationship exists between the variables, that the cause precedes the effect chronologically, and that there are no credible alternative explanations for the relationship. In summary, correlation and causation represent distinct types of relationships between variables in research. Documentary analysis, also referred to as document analysis, is a systematic procedure for reviewing or evaluating documents. This method involves a detailed review of the documents to extract themes or patterns relevant to the research topic.

Mean value and standard deviation were used for Problem 1 and 2 to obtain the data on the extent of soft skills practices. Pearson-Product Moment Correlation was utilized for Problem 3 to ascertain the significant relationship between the extent of teachers' soft skills practices and performance of the teachers. Multiple linear regression was employed for Problem 4 to determine which of the independent variables singly or in combination greatly predict/s the dependent variables.

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III. RESULTS AND DISCUSSION

Problem 1. What is the extent of soft skills practices of teachers in terms of the following:

      1.1 leadership skills;

      1.2 communication skills;

      1.3 teamwork;

      1.4 problem solving skills; and

      1.5. work ethics?

Table 1 shows the teachers' summary table of extent of soft skills. It registered an overall Mean of 3.60 with SD=0.51, described as At all Times and interpreted as Highly Practiced. This data implies that the teachers' soft skills that are essential in fulfilling their duties and responsibilities at school is at high level. Teachers' roles extend beyond imparting knowledge; they serve as leaders, communicators, team players, problem solvers, and ethical examples. This means that the teachers are always prepared to make proper or correct activities in making sure that students are well taught not just on the competencies needed in acquiring knowledge and skills but even in terms of their character and attitude. The most important element of an individual is not about its intellectual capacity but its character and attitude that can guide them in facing challenges and in making judgments and adjustments. Additionally, teachers foster critical thinking, creativity, and a love for learning, essential for lifelong success. Thus, teachers' influence extends far beyond the classroom, impacting students' personal growth and future endeavors.

Table 1. Overall Extent of Soft Skills

Variables	Mean	Standard Deviation	Description	Interpretation
Leadership Skills	3.56	.51	At all Times	Highly Practiced
Communication Skills	3.59	.53	At all Times	Highly Practiced
Teamwork	3.62	.52	At all Times	Highly Practiced
Problem Solving	3.62	.50	At all Times	Highly Practiced
Work Ethics	3.60	.49	At all Times	Highly Practiced
Overall Mean	**3.60**	**.51**	**At all Times**	**Highly Developed**

Note: 3.26-4.0 Highly Practiced; 2.51-3.25 Moderately Practiced; 1.76-2.50 Less Practiced; 1.0-1.75 Not Practiced

In the same table, the variables were teamwork and problem solving with highest Mean of 3.62 with SD=0.50, described as At all times and interpreted as Highly Practiced respectively. This implies that soft skills like teamwork and problem skills are the most practiced skills by the teachers in performing their duties and responsibilities at school whether in the teaching and learning aspects or in performing additional tasks and assignments. The teachers are aware that being an educator does not only mean a great teacher but a responsible second parent and subordinate as well. There is always challenges that will arise but the teachers know that they have each other's to bank on in combatting such issues. Teachers understand that their role goes beyond just teaching; they also act as responsible second parents and colleagues. Challenges are inevitable, but teachers rely on each other for support, knowing that together, they can overcome any obstacles that arise. This sense of camaraderie and shared responsibility is key to their success in navigating the complexities of their profession.

According to Stewart (2020), the quantity of ideas produced when tackling difficulties as a team increases the group's chances of success by paving the way for the opportunities to grow and be pursued. Team problem-solving not only gives people the chance to learn new abilities but also equips them to take on bigger tasks like taking on more responsibility or moving up the leadership ladder. The ability to solve complicated problems, think through more advanced tactics, and combine other people's thoughts and opinions is necessary at the highest levels of any business. When problems are solved collaboratively, more solutions are produced, which in turn yields larger and more fruitful outputs than any one person could probably provide. Even better, all facets of the task contribute to the team's performance and those outputs are synchronized. Generating ideas for solutions is a normal by-product of brainstorming. When groups of people collaborate to solve an issue, they take into account more options than when they work alone. Ideas that would not have occurred to oneself are frequently sparked by those mentioned by others.

Meanwhile, the variable is leadership skills with the lowest Mean of 3.56 with SD=0.51, described as At all Times and interpreted as Highly Practiced. This data implies that the teachers' leadership skills is at high level but they feel that there is still a need to improve themselves in the aspects of leadership. In pursuit of applying for administrative positions like department or school heads the teachers enrich their professional development not just through trainings, seminars and experience but also on enrolling for a graduate and eventually a postgraduate program. In this way when they keep themselves abreast with necessary

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knowledge and skills that can help them adjust to the needs of the current generation. Moreover, it can also help them to apply for ranking purposes and that they will not get left behind in terms of their educational qualifications.

The results of the study of Padillo (2021) demonstrated that teachers have mastered instructional planning, delivery, subject-matter expertise, building rapport with students, and classroom management through professional development activities. However, teachers felt that they would not gain much from professional development events. Additionally, it was discovered that professional development activities and teaching competencies have no discernible link. Contextual elements and individual perspectives were cited as the reasons behind the perceived benefits of professional development programs. According to the findings, teachers would gain more from strategic planning, execution, and evaluation of professional development. It is therefore advised to carry out a comparable investigation using a wider parameter.

Therefore, while teachers often demonstrate strong leadership skills in managing classrooms and engaging with students, but there are several hindrances that can impede their further improvement in this area. Limited time due to heavy workloads, a lack of resources and support for professional development, and resistance to change within educational institutions are common challenges. Additionally, role ambiguity and limited autonomy in decision-making can hinder teachers' ability to exercise leadership effectively. Despite these obstacles, there are opportunities for improvement through increased support and resources for leadership development, both within schools and through external professional development opportunities. By addressing these challenges, teachers can enhance their leadership skills and make a greater impact in their classrooms and schools.

Problem 2. What is the level of teachers' performance in public schools in Jasaan South District, Division of Misamis Oriental based on the IPCRF SY 2022-2023?

Table 2 shows the level of teachers' performance. It registered an overall Mean of 4.63 with SD=0.16 and interpreted as Outstanding. This data implies that the level teachers' performance is at the highest level. Achieving outstanding performance as a teacher requires dedication, continuous learning, and effective teaching strategies. Teachers can achieve this by engaging in ongoing professional development to enhance teaching skills and stay updated with the latest trends and research in education. They should create a positive and inclusive classroom environment that caters to diverse learning needs, ensuring all students feel valued and supported. Using a variety of engaging teaching strategies to actively involve students in the learning process and cater to different learning styles is also crucial. Building strong relationships with students, parents, and colleagues through effective communication, empathy, and active listening is key. Additionally, maintaining a passion for teaching and a commitment to student success, inspiring students and colleagues alike, is essential. Regularly reflecting on teaching practices and student outcomes to identify areas for improvement and implementing changes accordingly, as well as collaborating with colleagues to share best practices, ideas, and resources, can also contribute to outstanding performance. By embodying these attributes and practices, teachers can strive for and achieve outstanding performance, positively impacting student learning and the education community as a whole.

Table 2. Performance of Teachers

Number of Teachers	Mean	SD	Interpretation
131	4.63	.16	Outstanding

Note: 4.50-5:00 Outstanding; 3.50-4.49 Very Satisfactory; 2.50-3.49 Satisfactory; 1.50 2.49 Unsatisfactory; 1.00 Poor

Barro and Villocino (2023) stated that the teaching profession has a great deal of difficulties. Teachers are not immune to any of these difficulties. The reality of teaching in a classroom context had to be balanced with the expectations of students and co-workers, which was a problem for teachers. They displayed their expertise and knowledge of the topic and their aptitude for behavior. This covers teamwork, decision-making, problem-solving, and communication abilities. Teachers' performance encompasses their overall effectiveness in fulfilling their duties and responsibilities.

Nessipbayeva as cited by Barro and Villocino (2023) carried extensive research on the skills required of contemporary teachers. According to the report, teachers need to exhibit the following skill. Efficiency optimization, upholding order and morale, encouraging collaboration, planning, communicating, concentrating on outcomes, assessing development, and making ongoing modifications are all examples of effective classroom management. It is important to use tactics that encourage positive connections, teamwork, and deliberate learning. Furthermore, Soriano (2019) stated that one of the most important elements affecting students' success is teachers' capability. Following the release of the RPMS-PPST, to become highly proficient, teachers must possess a combination of subject knowledge, pedagogical skills, professionalism, and a commitment to continuous improvement.

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Problem 3. Is there a significant relationship between the level of soft skills practices and performance of teachers?

Table 3. Correlation Analysis between Soft Skills Practices and Performance

Soft Skills Practices	R-value	P-value	Decision on Ho	Interpretation
Leadership Skills	.136	.122	Accept	Not Significant
Communication Skills	.280**	.001	Reject	Significant
Teamwork	.139	.144	Accept	Not Significant
Problem Solving	.059	.131	Accept	Not Significant
Work Ethics	.205	.019*	Reject	Significant

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis between soft skills practices and performance as reflected in Table 8. It can be deduced from the table that communication skills with P-value=.001 and Work Ethics with P-value=.019 are statistically related to teachers' performance hence their p-values are lesser than 0.05. Communication skills are essential for teachers as they are fundamental to various aspects of their performance. Clear communication is crucial for delivering instructions and explanations that students can understand, ensuring comprehension and engagement. Additionally, good communication helps build positive relationships with students, parents, and colleagues, fostering a supportive learning environment and enabling effective collaboration. In terms of classroom management, clear communication of expectations and consistent enforcement of rules contribute to maintaining order and creating an optimal learning atmosphere. Communication with parents is also vital for keeping them informed about their child's progress and involving them in their child's education.

Furthermore, effective communication enables teachers to collaborate with other educators, administrators, and support staff, facilitating the sharing of ideas and planning of curriculum. Lastly, communication skills are essential for teachers to convey their professional development needs and goals, as well as to share their knowledge and expertise with colleagues, contributing to a culture of continuous learning and improvement.

Moreover, work ethics are essential for teachers' performance as they serve as a guiding principle for professional conduct and behavior. Teachers are entrusted with the responsibility of educating and shaping the minds of students, and having strong work ethics ensures that they approach their role with dedication, integrity, and professionalism. Upholding high standards of work ethics means being punctual, reliable, and accountable for their actions, which are crucial for creating a positive learning environment. Additionally, demonstrating work ethics fosters respect from students, parents, and colleagues, enhancing the teacher's credibility and effectiveness in the classroom. Overall, work ethics contribute to a positive school culture, as teachers serve as role models for their students, inspiring them to adopt similar values in their own lives.

Capulong (2017) stated that the act of sending or imparting distinct information is referred to as communication. This demonstrates rather clearly how teaching and communication are related. Students receive fresh information or knowledge from their teachers on a continual basis. English language proficiency consists of five macro-skills. They are speaking, writing, listening, and viewing skills in addition to reading. To have excellent communication skills with their pupils, teachers of all stripes not only language teachers need to be proficient in these areas. To succeed in the subjects they teach, teachers must possess exceptional skill in these domains. In order to communicate themselves at a high level, they need to be skilled communicators who can take in, process, and integrate information.

On the other hand, leadership skills with P-value 0.122>0.05, teamwork with p-value=0.144, and problem solving with p-value=0.31>0.05 are not statistically related to performance. Thus, the hypothesis is accepted on this ground. This data implies that leadership, teamwork, and problem-solving are not always directly reflected in teachers' performance evaluations, as traditional metrics often prioritize tangible outcomes such as test scores and classroom management. These skills, while crucial for effective teaching, are sometimes seen as secondary to academic achievement in evaluation frameworks. The qualitative and context-dependent nature of leadership, teamwork, and problem-solving makes them challenging to measure quantitatively. However, these skills are vital for creating a positive and dynamic learning environment. They enable teachers to engage students in inclusive learning experiences that foster critical thinking, creativity, and lifelong learning skills. Additionally, these skills promote collaboration among teachers and enhance student engagement and motivation. Despite not always being explicitly measured in performance evaluations, leadership, teamwork, and problem-solving are essential components of effective teaching practice that should not be overlooked.

According to Janubas (2022) concerns have been expressed over the propensity to limit school leadership to the principal's role and to equate leadership with assigned authority and status. Teacher leadership is one method of the distributed leadership that has been suggested for use in schools. In addition to highlighting the significant role that teachers play in

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improving schools, teacher leadership highlights the rise of exceptional educators who have also shown that they are capable of leading. By examining the contextual factors that either facilitated or restricted teacher leadership practice, the significance of context in the formation and application of teacher leadership was taken into consideration.

Even though the phrase teacher leadership has not been used officially, the idea of teacher leadership has significant value in Philippine public schools. Teachers who take good action in response to opportunities to enhance teaching and learning are exhibiting teacher leadership. These educators have the necessary leadership and pedagogical skills in addition to a strong sense of moral purpose. Working with colleagues and the school's leadership, they enable the establishment of environments that facilitate teaching and learning, frequently in difficult situations.

Meanwhile, the result of the study contradicts the findings of Sario and Villocino (2023), which showed a strong correlation between teacher engagement and teamwork in terms of working conditions and professional growth. The study demonstrated the mediation of teamwork and involvement in the relationship between work conditions and the professional growth of Southern Mindanao's secondary teachers. Activities and programs that could reaffirm the importance of professionalism, teamwork, involvement, and working conditions to secondary educators are equally essential to teachers and school performance.

Problem 4. Which of the independent variable/s singly or in combination predict/s the dependent variable?

Depicted in Table 4 are the variables that significantly predict teachers' performance as measured by their IPCRF. The table features the unstandardized and standardized coefficients with statistical interpretation. As shown in Table 9, taking the individual predictor, one predictor influences teachers' performance. Accounting for 9.6% is Communication Skills which surfaced as the best predictor of teachers' performance.

Communication skills as the best predictor of teachers' performance as measured by their IPCRF due to their crucial role in various aspects of teaching. Effective communication is essential for conveying information clearly and engaging students in learning activities. For instance, a teacher with strong communication skills can explain complex concepts in ways that students can easily understand, leading to improved learning outcomes. Additionally, communication skills are vital for building positive relationships with students, parents, and colleagues, which can contribute to a supportive and collaborative school environment. A teacher who communicates effectively with parents can establish a strong partnership that enhances student success. Furthermore, communication skills are essential for addressing conflicts and challenges that arise in the classroom, such as managing disruptive behavior or resolving disagreements among students. Overall, strong communication skills are a key indicator of a teacher's ability to effectively perform their role and contribute to a positive learning environment.

Table 4. Regression Analysis between Soft Skills Practices and Performance

Variables	Unstandardized Coefficients		Standard Coefficient Beta	T	Sig.
	B	Std. Error			
Constant	4.210	0.236		17.809	0.000
Leadership Skills	-0.011	0.070	0.019	-0.162	0.874
Communication Skills	0.175	0.069	0.313	2.530	0.0138*
Teamwork	-0.045	0.074	-0.080	-0.616	-0.539
Problem Solving	-0.053	0.063	-0.082	-0.830	0.408
Work Ethics	0.078	0.062	0.131	1.269	0.207
R=0.310	R^2=0.096		F=2.656	Sig.=0.026	

a. Dependent Variable: Teachers' Performance (Teacher's IPCRF Rating)
b. Predictors: (Constant), Leadership Skills, Communication Skills, Teamwork, Problem Solving, Work Ethics

Communication skills are fundamental soft skills that serve as the cornerstone of effective interpersonal relationships. They facilitate healthy social and personal interactions, influencing the quality of classroom dynamics (Connelly, 2021). The ability to convey ideas clearly, listen actively, and provide constructive feedback is vital for teachers and pupils alike. Communication is one of the most important principles of human day-to-day functions because it is the basis of resilient, healthy social and personal relationships. Interactive relationships start and develop through communication.

In like manner, Sinha (2021) emphasized that one of the most important skills of a good teacher is good communication skills. Communicating effectively with students creates a positive learning environment and fosters student

success. Good communication skills also enable teachers to build strong relationships with students, parents, and colleagues. Teachers need to be able to communicate with students and parents. Good communication skills are important for the success of any teaching profession. In this article, it shows why it is necessary to have good communication skills and some other ways teachers can improve their effectiveness in delivering instruction and educating students.

From the preceding analysis, however, the value equation in predicting the percentage of Performance (Y) as indicated by the (F-value=10.942) with its corresponding probability value (p=0.026) is significant at (p<.05).
This model is illustrated:

$$Y = 4.210 + 0.0138X_1$$

Where:

4.210 = Constant

Y = Performance

X_1 = Communication Skills

On the other hand, Leadership Skills, $\beta=-.011$, t=-.162, (p=.874>.05, Teamwork, $\beta=-.045$, t=-.616, (p=.539>.05), Problem Solving $\beta=-.053$, t=-.830, (p=.408>.05, and Work Ethics, $\beta=.078$, t=1.269, (p=.207>.05) are not predictor of their performance as measured by their IPCRF. Leadership, teamwork, work ethics, and problem-solving are essential skills for teachers, but they may not always directly predict teachers' performance as measured by their IPCRF. This is because performance evaluations often focus on more tangible outcomes such as student test scores and classroom management, which may not fully capture the impact of these skills. For instance, a teacher may demonstrate strong leadership skills by taking on leadership roles within the school community, but this may not be reflected in their performance evaluation if the evaluation does not consider leadership as a criterion. Similarly, a teacher who excels in teamwork and collaborates effectively with colleagues may not receive recognition for these skills if they are not explicitly measured in the evaluation process. Additionally, work ethics and problem-solving skills are vital for teachers' success, but their impact on performance may be indirect or difficult to quantify. Despite these challenges, these skills play a crucial role in creating a positive school culture, fostering collaboration among teachers, and enhancing student learning outcomes, highlighting the need to consider them in evaluations of teachers' performance.

According to Hulya and Bilal (2021), in order for educational organizations to successfully convert and expand, modern theories emphasize the significance of teacher leaders who can impress and honestly value the student as well as serve as an example and guide in the learning and production process. The study's findings demonstrated that teacher leaders were fair and dependable individuals, self-improvers and professional role models, and socially adept communicators. Moreover, the system's hierarchy, coworkers, and management present significant challenges for teachers therefore they should have opportunities for professional development, particularly through trainings that emphasize enhancing their leadership abilities, in order to foster teacher leadership in the classroom.

Moreover, Rodolph and Jorgensen (2020) stated that having a toolkit of techniques and abilities to tackle an issue, draw on knowledge from prior encounters, and devise a solution for the current circumstance is known as problem-solving. These abilities must be developed throughout adolescence in order for the autonomous application of critical thought into maturity. Lack of these acquired skills leads to a lack of self-assurance, independence, and communication skills when faced with an issue that has no recognized solution. It takes trial and error, failure and success, as well as experimenting to develop the ability to deal with the unfamiliar, process the unpleasant, and solve the unknown. Individuals of all ages and occupations must constantly access and apply problem-solving abilities. When these essential abilities are put into practice, critical thinking is made possible. Critical thinking is crucial for learning how to be persistent, operate flexibly, efficiently, and accurately, as well as clearly convey ideas.

IV. CONCLUSIONS

Based on the findings of this study, the following conclusions are formulated:

1. Teachers exhibit a high level of soft skills practices, particularly in the areas of teamwork and problem-solving. These skills are essential for effective teaching and are likely to contribute significantly to their overall performance and effectiveness in the classroom.

2. Teachers demonstrated a high level of performance in skills, abilities, initiatives, and productivity, often surpassing the requirements in various aspects of their work.

3. Teachers demonstrate strong communication skills and work ethics, which lead them to perform better in their roles. Effective communication helps teachers convey information clearly, engage students, and collaborate with colleagues. Strong work ethics create a positive learning environment and foster student success. Teachers embodying these qualities excel in their roles and inspire students to strive for excellence.

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4. Communication skills for teachers were the best predictor of their performance and can have a great impact on their performance.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that the:

1. Leadership skills as a lowest among the soft skills practice by teachers may improve by providing professional development opportunities focused on leadership, such as trainings or courses, that can enhance their understanding and practice of leadership principles. Also, providing opportunities for teachers to take on leadership roles within the school can help them develop and practice their skills in a supportive environment. Finally, recognizing and rewarding teachers who demonstrate strong leadership can motivate others to develop their own skills. By implementing these strategies, schools can help teachers improve their leadership skills and enhance their overall performance.

2. Teachers may continually engage in professional development such as attending workshops, conferences, and training sessions to stay updated on educational trends and teaching methods. Also, a commitment to excellence and setting high standards drives continuous improvement, contributing to teachers' ability to sustain their outstanding performance.

3. Teacher's communication skills and work ethics may continually improve by providing them trainings and seminars to maintain better competence and update teachers with new and current soft skills.

4. Improving communication skills among teachers can enhance their performance, benefiting not only the teachers themselves but also the school and its students. By clearly communicating expectations and providing opportunities for professional growth, schools can uplift teachers' performance, leading to improved outcomes for students.

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