

## Original Article

# Examining the Relationship of Perceived Instructional Competence and Classroom Climate to Students' Communicative Ability

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**Abstract.** This study examined the relationship among instructional competence, classroom climate, and learners' communicative ability. Specifically, it determined teachers' instructional competence in terms of mastery of subject matter, teaching skills, classroom management, and evaluation skills; the level of classroom climate; and the level of learners' communicative ability. It also investigated the significant relationships between instructional competence and communicative ability, as well as between classroom climate and communicative ability. A quantitative descriptive-correlational research design was employed, utilizing validated survey questionnaires to collect data from the respondents. The findings revealed that instructional competence and classroom climate were both perceived at a very high level, while communicative ability was rated as high. Furthermore, statistically significant positive relationships were found between instructional competence and communicative ability, and between classroom climate and communicative ability, thereby rejecting the null hypotheses. These findings suggested that communicative success among secondary learners was as much a product of the psychosocial classroom environment as it was of the teacher's technical mastery. Based on these findings, it was recommended that teachers continue to enhance their instructional practices and foster a supportive classroom environment to further improve students' communication skills. The study was limited by its reliance on participant-provided responses from a specific group of Grade 9 and Grade 10 respondents; thus, future research may include a broader population and other variables such as motivation and learning strategies.

**Keywords:** *Instructional competence; Classroom climate; Communicative ability; Pedagogical proficiency; Secondary education*

The development of students' communicative ability remains a significant concern in education, as communication is essential for academic engagement and social interaction. Despite ongoing curricular reforms and communicative teaching approaches, many learners still struggle to express ideas clearly, participate in discussions, and engage in meaningful classroom interaction. These challenges are often associated with differences in instructional practices and classroom learning conditions, which influence students' opportunities to actively use language in authentic contexts.

International literature highlights that both instructional practices and learning environments influence communicative competence. Zhou and Li (2025) found that communicative language teaching is associated with improved communicative competence indirectly through teacher-student developmental relationships, indicating that relational factors play an important role in how instructional approaches translate into communication outcomes. Similarly, Zhou et al. (2024) emphasized that intercultural communicative competence in English language teaching is increasingly important, but its development remains uneven due to implementation challenges and contextual limitations in classrooms. García-Martínez et al. (2020) further reported that communicative competence is widely recognized as an essential teaching goal, although teacher preparation programs do not always emphasize its practical development.

The influence of the classroom environment on student outcomes has also been widely documented. Wang et al. (2020), through a meta-analysis, found that classroom climate has small to moderate positive associations with students' academic achievement, motivation, and engagement, suggesting that supportive classroom conditions contribute to learning outcomes related to communication development. In addition, Goestina and Sugirin (2025) observed that teacher talk and classroom interaction patterns contribute to students' communicative competence by providing opportunities for participation, feedback, and the use of meaningful language. These findings show that both instruction and classroom conditions play important roles in shaping communicative learning experiences.

Instructional competence and classroom climate are not separate elements but are closely linked in actual classroom practice. When teachers show a strong understanding of the subject, use clear teaching strategies, and manage the class effectively, they tend to create an environment where students feel guided and supported. This kind of atmosphere encourages learners to participate more freely and express their ideas without hesitation. At the same time, a positive classroom climate helps make instructional strategies more effective because students are more open to engaging in activities and communication tasks. This shows that teaching competence and classroom climate work together, and both play a role in how students develop their communicative ability.

In the Philippine context, studies suggest that communicative competence remains a developing area among learners. Alvarado (2023) reported that inconsistencies in implementing the spiral progression curriculum may affect students' communicative competence, particularly in achieving language-related learning goals. Coidno and Magday (2026) found that senior high school learners demonstrate generally developing levels of communicative competence, with difficulties in clarity, coherence, and discourse organization, indicating that communicative skills are still being developed.

Communication challenges are also evident across educational levels. Astrero et al. (2024) reported that pre-service teachers experience both competence and anxiety in communicative tasks, particularly in public speaking, suggesting that communication difficulties persist even among future educators. Obenza and Mendoza (2021) found that communicative language learning activities can significantly improve students' communicative competence, highlighting the importance of interactive and participatory instruction.

Bautista and Del Valle (2023) reported that learners demonstrate communicative competence at varying levels, but actual language use depends largely on exposure and opportunities for meaningful interaction. Cruz et al. (2024) further noted that while teachers recognize the importance of communicative competence, challenges in instructional implementation may limit its integration in classroom practice. Esgrina (2024) also emphasized that improving teachers' communicative competence is important in strengthening instruction and supporting student communication development.

The foregoing discussion highlights the need to examine the relationship between perceived instructional competence and classroom climate in relation to students' communicative ability. While previous studies have examined these variables separately, there is limited research on how they work together within specific educational settings. Examining their combined influence can provide a clearer understanding of how teaching practices and classroom conditions support the development of students' communication skills. This study also supports Sustainable Development Goal 4, which focuses on providing quality education through effective teaching and supportive learning environments.

Specifically, the study aimed to: (1) determine the level of perceived instructional competence of teachers in terms

of mastery of subject matter, teaching skills, classroom management, and evaluation skills; (2) assess the level of classroom climate; (3) assess the level of students' communicative ability as perceived by their teachers; and (4) determine the relationship between perceived instructional competence and students' communicative ability, as well as between classroom climate and students' communicative ability.

## **Methodology**

### **Research Design**

This study employed a descriptive-correlational research design, which is appropriate for examining relationships among variables without manipulation. This design allows the researcher to describe existing conditions and analyze the relationships among variables in a natural setting (Takona, 2024). The descriptive component was used to determine the levels of teachers' instructional competence, school climate, and students' communicative ability. Descriptive research is commonly used to systematically describe phenomena as they naturally occur (Aguinis et al., 2020).

In addition, the correlational component was used to examine the direction and strength of relationships among the identified variables. Correlational approaches are widely used in educational research to explore associations between instructional and learner-related variables without implying causation (Clarete et al., 2023; Selda et al., 2025).

### **Participants and Sampling Technique**

The study's respondents comprised 110 Grade 9 and Grade 10 students from a public secondary school in Kiblawan District. These grade levels were selected because students at this stage have sufficient exposure to classroom instruction and school environment factors, making them appropriate for perception-based evaluation. The study employed simple random sampling to select participants. This probability sampling method ensured that all Grade 9 and Grade 10 students in the population had an equal chance of being selected, thereby reducing selection bias and improving the representativeness of the sample (Iliyasu & Etikan, 2021). The use of student perceptions as valid sources of educational data is supported in studies examining learner experiences and school connectedness (Rosalyn-Florida & Ayuste, 2024). The sample size of 110 was determined using the Raosoft sample size calculator to ensure adequate statistical power, confidence level, and margin of error.

### **Research Instrument**

The study utilized a combination of adapted and researcher-developed instruments. To measure teachers' instructional competence, an adapted instrument from Jabagat and Alcantara (2024) was used. It consisted of four domains: mastery of subject matter, teaching skills, classroom management, and evaluation skills, which are commonly used dimensions in assessing instructional competence in educational studies. To assess school climate, an instrument adapted from Hadiyanto et al. (2019), as cited in Swanya et al. (2024), was utilized. Only positively worded items were retained to ensure clarity and reduce respondent misinterpretation. To measure students' communicative ability, a researcher-developed questionnaire was designed to assess clarity, coherence, vocabulary use, and interaction. The instrument was reviewed and validated by three experts: one Master Teacher, one School Principal, and one English Coordinator, to ensure content relevance and appropriateness.

Internal consistency reliability was established using Cronbach's Alpha and McDonald's Omega, which are widely recognized measures for assessing scale reliability in social science research (Kalkbrenner, 2023; Stensen & Lydersen, 2022). The instructional competence instrument obtained a McDonald's Omega value of 0.80. The school climate and communicative ability instruments yielded Cronbach's Alpha coefficients of 0.79 and 0.81, respectively, indicating acceptable internal consistency across all instruments.

All instruments used a 5-point Likert scale, which is commonly used in educational and social science research to measure attitudes, perceptions, and self-reported evaluations (Rokeman, 2024). The scale allowed respondents to indicate levels of agreement or frequency based on their perceptions of the variables under study.

**Table 1. Mean Interpretation**

| Likert Scale | Scale Range | Descriptive Interpretation | Descriptive Meaning (Perceived Instructional Competence)                                                                                                                                      | Descriptive Meaning (Perceived Classroom Climate)                                                                                     | Descriptive Meaning (Perceived Students' Communicative Ability)                                                                 |
|--------------|-------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 5            | 4.20 – 5.00 | Very High                  | Teachers as viewed by their students consistently demonstrate excellent mastery of content, effective teaching strategies, strong classroom management, and appropriate assessment practices. | The classroom climate is highly supportive, inclusive, safe, and well-structured, promoting optimal teaching and learning conditions. | Students demonstrate highly effective communication skills, with clear, coherent, and confident expression in various contexts. |
| 4            | 3.40 – 4.19 | High                       | Teachers, as viewed by their students, frequently demonstrate strong instructional competence across content, pedagogy, and classroom management.                                             | The classroom climate is positive and supportive, with generally favorable interactions and conditions for learning.                  | Students demonstrate effective communication skills with minor difficulties in clarity or expression.                           |
| 3            | 2.60 – 3.39 | Moderate                   | Teachers, as viewed by their students, demonstrate adequate instructional competence, though inconsistencies are evident in some areas.                                                       | The classroom climate is somewhat supportive but shows inconsistencies in relationships, engagement, or learning conditions.          | Students demonstrate average communication skills but may experience occasional difficulty in expressing ideas clearly.         |
| 2            | 1.80 – 2.59 | Low                        | Teachers, as viewed by their students, demonstrate limited instructional competence, with noticeable weaknesses in teaching practices.                                                        | The classroom climate is minimally supportive, with recurring issues affecting relationships, engagement, and learning.               | Students demonstrate limited communication skills, with frequent difficulty in expressing ideas.                                |
| 1            | 1.00 – 1.79 | Very Low                   | Teachers, as viewed by their students, demonstrate very minimal instructional competence, with serious deficiencies in teaching practices.                                                    | The classroom climate is unsupportive, poorly structured, and disruptive, significantly hindering effective teaching and learning.    | Students demonstrate very weak communication skills, with an inability to clearly express ideas.                                |

### Data Gathering Procedure

The data-gathering procedure of this study followed a systematic and ethical process to ensure the accuracy, reliability, and validity of the collected information. Prior to data collection, approval was first obtained from the research ethics committee, followed by approval from the school head to conduct the study. Before administering the instruments, the researchers met with the research adviser to review and finalize the data collection procedures. After this consultation, the researchers proceeded to the study site and explained the study's objectives, purpose, and nature to the selected students. The researchers ensured that the participants clearly understood the purpose of the study and their role as respondents.

Informed consent forms were distributed to participants, and assent forms were obtained from participants under 18 years old. Only those who voluntarily agreed and signed the consent and assent forms were included in the study. After securing permissions and consent, the researchers distributed the questionnaire to the selected respondents. The respondents were given clear instructions on how to complete the instruments and were given sufficient time to do so honestly and thoroughly. The researchers were present during the administration to address any questions or clarifications. After completion, all questionnaires were collected, checked for completeness, and coded for statistical analysis. The gathered data were then organized, tabulated, and prepared for analysis.

### Data Analysis

The mean and Standard Deviation were used to interpret the levels of perceived instructional competence, classroom climate, and students' communicative ability. Pearson's correlation coefficient ( $r$ ) was used to determine the strength and direction of the relationship between the variables in the study. It identified whether there was a significant positive or negative relationship between perceived instructional competence, classroom climate, and students' communicative ability. The level of significance was set at 0.05.

### Ethical Considerations

Prior to data collection, parental consent was obtained from the students' parents or guardians. They were fully informed about the study's objectives, procedures, benefits, and potential risks, and only students with signed

consent forms were included. In addition, student assent was obtained from all participants prior to their involvement. Researchers explained the study's nature, objectives, and procedures to the students in a clear, understandable manner. Participation was entirely voluntary, and students were informed that they could refuse or withdraw at any time without any penalty or negative consequences. Researchers also ensured that all procedures were conducted in a safe, nonthreatening environment, with no risk of physical, psychological, or emotional harm. Ensuring well-being was a priority to ensure that students felt comfortable and were not pressured during data collection. Furthermore, all collected data were treated with strict confidentiality and were used solely for academic and research purposes. Access to the data was limited to the researchers and authorized individuals, and all records were securely stored to prevent unauthorized access. Lastly, participant anonymity was strictly maintained, with no names or identifying information recorded or disclosed at any point in the study. Codes were used in place of personal identifiers to protect respondents' identities.

## Results and Discussion

### Perceived Level of Instructional Competence

Table 2 presents the perceived level of teachers' instructional competence, as assessed by the respondents, in terms of mastery of the subject matter, teaching skills, classroom management, and evaluation skills. The results show a grand mean of 4.31 (SD = 0.59), which is interpreted as very high. This indicates that teachers are viewed by their students as consistently demonstrating excellent content mastery, effective teaching strategies, strong classroom management, and appropriate assessment practices. The relatively low variability in responses suggests a generally consistent perception among respondents regarding teachers' instructional competence.

**Table 2.** *Perceived Level of Instructional Competence*

| Indicators                                                                    | Mean        | SD          | Qualitative Description |
|-------------------------------------------------------------------------------|-------------|-------------|-------------------------|
| <i>My teacher...</i>                                                          |             |             |                         |
| <i>Mastery of the Subject Matter</i>                                          |             |             |                         |
| Manifests confidence and firmness in delivering information in class          | 4.32        | 0.58        | Very High               |
| Relates subject matter to previous topics and areas of interest               | 4.25        | 0.61        | Very High               |
| Explains the lesson by citing relevant examples and situations                | 4.38        | 0.55        | Very High               |
| Answers questions clearly and with confidence                                 | 4.41        | 0.52        | Very High               |
| <b>Overall</b>                                                                | <b>4.34</b> | <b>0.57</b> | <b>Very High</b>        |
| <i>Teaching Skills</i>                                                        |             |             |                         |
| Presents the lesson systematically and analytically                           | 4.29        | 0.60        | Very High               |
| Uses language effectively in expressing ideas during class discussions        | 4.36        | 0.54        | Very High               |
| Adjusts teaching methods to students' needs, interests, and abilities         | 4.22        | 0.63        | Very High               |
| Uses varied teaching techniques and strategies to make lessons meaningful     | 4.31        | 0.59        | Very High               |
| Motivates students through effective questioning to develop critical thinking | 4.27        | 0.62        | Very High               |
| <b>Overall</b>                                                                | <b>4.29</b> | <b>0.60</b> | <b>Very High</b>        |
| <i>Classroom Management</i>                                                   |             |             |                         |
| Establishes authority and ensures adherence to classroom rules                | 4.35        | 0.57        | Very High               |
| Commands respect from students                                                | 4.30        | 0.59        | Very High               |
| Starts learning activities on time                                            | 4.28        | 0.61        | Very High               |
| Demonstrates patience toward students                                         | 4.40        | 0.53        | Very High               |
| Assists students in cooperative group tasks                                   | 4.33        | 0.58        | Very High               |
| <b>Overall</b>                                                                | <b>4.33</b> | <b>0.58</b> | <b>Very High</b>        |
| <i>Evaluation Skills</i>                                                      |             |             |                         |
| Evaluates students' performance fairly using appropriate standards            | 4.37        | 0.56        | Very High               |
| Provides evaluation activities suited to students' abilities and needs        | 4.26        | 0.60        | Very High               |
| Uses evaluation results to improve instruction                                | 4.24        | 0.62        | Very High               |
| Treats students fairly in grading                                             | 4.39        | 0.55        | Very High               |
| Allows students to rate their performance in some class activities.           | 4.18        | 0.64        | High                    |
| <b>Overall</b>                                                                | <b>4.29</b> | <b>0.59</b> | <b>Very High</b>        |
| <b>Grand Total</b>                                                            | <b>4.31</b> | <b>0.59</b> | <b>Very High</b>        |

In terms of mastery of the subject matter, the dimension obtained a mean of 4.34 (SD = 0.57), also interpreted as very high. This implies that teachers are perceived as demonstrating strong content knowledge, confidence in delivering lessons, and the ability to explain concepts clearly, using relevant examples and connections to prior knowledge. The high ratings across indicators suggest that teachers are viewed as highly capable in facilitating learners' understanding of lesson content through clear and accurate explanations.

The teaching skills dimension yielded a mean of 4.29 (SD = 0.60), interpreted as very high. This indicates that

teachers are perceived to frequently demonstrate strong pedagogical competence in lesson delivery. Specifically, they are viewed as systematically organizing lessons, communicating effectively during discussions, adapting instructional strategies to learners' needs, and employing varied teaching techniques to enhance learning. These findings suggest that instructional delivery is perceived as well-structured and responsive to learner diversity.

Classroom management received a mean of 4.33 (SD = 0.58), indicating a very high level. This suggests that teachers are perceived as consistently demonstrating strong classroom control, maintaining discipline, and fostering a respectful and orderly learning environment. The high ratings indicate that learners recognize teachers' ability to establish authority while maintaining patience, punctuality in lesson implementation, and support for collaborative learning activities.

The evaluation skills dimension recorded a mean of 4.29 (SD = 0.59), interpreted as very high. This indicates that teachers are perceived as employing appropriate and fair assessment practices, designing evaluation activities aligned with learners' abilities, and using assessment results to inform instructional improvement. While most indicators fall within the very high range, the item on allowing learners to rate their own performance had a comparatively lower mean. It was interpreted as high, suggesting that learner self-assessment is practiced less frequently than other evaluation strategies.

These findings are consistent with Sajonia and Gabion (2025), who reported that senior high school teachers demonstrated very high instructional competence and classroom management skills, particularly in learner engagement and classroom discipline. Their study also noted that competence levels may vary depending on teachers' educational attainment and subject specialization. Similarly, Dumaguing and Yango (2023) found that teachers generally demonstrate very high pedagogical competence and effective classroom management skills, although their results suggest that these competencies do not always translate directly into students' academic performance. In addition, Nalasa et al. (2025) reported high levels of instructional competence among teachers, emphasizing that this competence is closely associated with instructional leadership and emotional resilience, both of which contribute to teaching effectiveness.

## Level of Classroom Climate

**Table 3.** *Level of Classroom Climate*

| Statements                                                               | Mean        | SD          | Qualitative Description |
|--------------------------------------------------------------------------|-------------|-------------|-------------------------|
| The teacher is considerate of students' emotions.                        | 4.35        | 0.56        | Very High               |
| Students look forward to coming to class.                                | 4.12        | 0.63        | High                    |
| Students know what materials to bring to class.                          | 4.28        | 0.58        | Very High               |
| The teacher talks individually with students.                            | 4.05        | 0.66        | High                    |
| Learners are diligent in their classwork.                                | 4.18        | 0.61        | High                    |
| Learners know their classmates by their first names.                     | 4.40        | 0.54        | Very High               |
| Completing a specific workload is important in this class.               | 4.22        | 0.60        | Very High               |
| Students are allowed to work at their own pace.                          | 4.10        | 0.64        | High                    |
| The teacher goes out of their way to assist learners.                    | 4.36        | 0.55        | Very High               |
| Friendships among students are evident in the classroom.                 | 4.33        | 0.57        | Very High               |
| Learners feel a sense of fulfillment after class.                        | 4.15        | 0.62        | High                    |
| The teacher designs creative activities for students.                    | 4.21        | 0.59        | Very High               |
| Students decide how class time is utilized.                              | 3.95        | 0.68        | High                    |
| The teacher assists learners who are having difficulty.                  | 4.38        | 0.53        | Very High               |
| Students pay attention to what others are saying.                        | 4.16        | 0.61        | High                    |
| Teaching approaches are varied, innovative, and creative.                | 4.24        | 0.58        | Very High               |
| Students are allowed to choose class activities and how to perform them. | 4.02        | 0.65        | High                    |
| Practice exercises are clear and easy to understand.                     | 4.30        | 0.57        | Very High               |
| Teaching methods allow students to work at their own pace.               | 4.08        | 0.63        | High                    |
| Students are given opportunities to express their opinions.              | 4.27        | 0.59        | Very High               |
| Class members get to know each other well.                               | 4.34        | 0.56        | Very High               |
| Students enjoy coming to class.                                          | 4.14        | 0.62        | High                    |
| Creative or unusual class activities are often used.                     | 4.20        | 0.60        | Very High               |
| Classes are interesting.                                                 | 4.26        | 0.58        | Very High               |
| Classroom activities are well-organized and structured.                  | 4.31        | 0.57        | Very High               |
| <b>Overall</b>                                                           | <b>4.22</b> | <b>0.60</b> | <b>Very High</b>        |

Table 3 presents the overall level of classroom climate as perceived by the respondents. The results reveal a grand

mean of 4.22 (SD = 0.60), which is interpreted as very high. This indicates that the classroom climate is highly supportive, inclusive, safe, and well-structured, thereby promoting optimal conditions for teaching and learning. The result suggests that learners experience a generally positive classroom environment characterized by strong teacher support, constructive peer relationships, and well-organized instructional practices.

The findings align with those of Luo and Derakhshan (2024), who investigated the roles of classroom climate and teacher-student relationships in EFL learners' perceived learning outcomes. Their study, grounded in attachment theory and self-determination theory, revealed that both classroom climate and teacher-student relationships are significantly related to students' perceived learning outcomes. Using structural equation modeling, the authors further found that classroom climate significantly predicts perceived learning outcomes, indicating that a more supportive and well-structured learning environment contributes to better student learning experiences. In addition, Derakhshan et al. (2022) emphasized the influence of positive psychological factors on EFL teachers' enjoyment of foreign language teaching. Their findings showed that teachers' resilience, well-being, and L2 grit significantly contribute to their enjoyment in teaching. Among these variables, L2 grit emerged as the strongest predictor of teaching enjoyment.

### Level of Communicative Ability

Table 4 shows the overall level of communicative ability as perceived by the respondents. The results indicate a grand mean of 4.17 (SD = 0.62), which is interpreted as high. This suggests that students demonstrate effective communication skills, characterized by clear, coherent expression of ideas in various classroom situations.

**Table 4.** *Level of Communicative Ability*

| Statements                                                                                 | Mean        | SD          | Qualitative Description |
|--------------------------------------------------------------------------------------------|-------------|-------------|-------------------------|
| I can clearly express my ideas when speaking in class.                                     | 4.18        | 0.62        | High                    |
| I am confident when participating in classroom discussions.                                | 4.12        | 0.64        | High                    |
| I can organize my thoughts before speaking.                                                | 4.20        | 0.60        | Very High               |
| I can speak fluently without too much hesitation.                                          | 4.05        | 0.66        | High                    |
| I use appropriate words when communicating my ideas.                                       | 4.22        | 0.59        | Very High               |
| I can adjust my language depending on who I am talking to (e.g., a teacher or classmates). | 4.15        | 0.61        | High                    |
| I listen carefully and understand what others are saying.                                  | 4.30        | 0.57        | Very High               |
| I can respond appropriately to questions or comments.                                      | 4.24        | 0.58        | Very High               |
| I ask questions when I do not understand something.                                        | 4.10        | 0.65        | High                    |
| I can explain my answers clearly when asked.                                               | 4.19        | 0.62        | High                    |
| I feel comfortable speaking in front of a group.                                           | 4.03        | 0.67        | High                    |
| I can engage in conversations with my classmates.                                          | 4.21        | 0.59        | Very High               |
| I can share my opinions even if they are different from others.                            | 4.08        | 0.64        | High                    |
| I can understand instructions given by the teacher easily.                                 | 4.32        | 0.56        | Very High               |
| I can communicate my ideas effectively in both formal and informal situations.             | 4.17        | 0.61        | High                    |
| <b>Overall</b>                                                                             | <b>4.17</b> | <b>0.62</b> | <b>High</b>             |

Although the findings indicate that students generally demonstrate favorable communicative ability, the overall result remains at a "high" level rather than reaching "very high," suggesting that their communicative competence is still in a developmental stage. This implies that while students already exhibit adequate skills in expressing ideas, participating in discussions, and understanding instructions, these abilities are not yet consistently demonstrated at an advanced and highly confident level. The result may be understood as a reflection of the interaction between instructional exposure and various learner-related factors that influence actual language performance.

This outcome may be attributed to several interrelated factors that influence communicative development. Affective factors such as speaking anxiety, fear of making errors, and limited self-confidence may restrict students' willingness to actively engage in oral communication despite having sufficient linguistic knowledge. In addition, the lack of frequent opportunities for authentic communicative practice beyond the classroom may slow the development of fluency and spontaneity in speech. Furthermore, the increasing reliance on digital modes of communication, which often involve brief, asynchronous exchanges, may provide limited exposure to real-time conversational interaction, thereby hindering the gradual strengthening of students' communicative competence.

These results are consistent with those of Salvador et al. (2023), who found that senior high school learners demonstrate communicative competence, with moderate to good performance across oral and written

communication tasks. Their study further noted that differences exist among learners depending on sex and academic strand, indicating that communicative ability is not uniform across groups and remains an area for improvement. The authors also emphasized the need for additional instructional support, such as remedial programs, to strengthen students' communication skills.

In the same vein, Elmahdi et al. (2025) explained that developing communicative competence in second-language learning environments is often hindered by limited opportunities for authentic language use, anxiety during speaking activities, and institutional constraints within schools. Their review also highlighted that while interactive and task-based instructional approaches can improve fluency and confidence, learners still require continuous practice and supportive learning conditions to fully develop effective communication skills.

### Relationship Between Level of Instructional Competence and Communicative Ability

Table 5 presents the relationship between instructional competence and communicative ability. The results reveal an r-value of 0.68 with a p-value of 0.004, which is lower than the 0.05 level of significance. This indicates a statistically significant positive relationship between instructional competence and communicative ability. The result implies that as instructional competence increases, learners' communicative ability likewise improves. Therefore, the null hypothesis is rejected.

**Table 5.** *Relationship Between Level of Instructional Competence and Communicative Ability*

| Variables                                                   | r-value | p-value | Remark      | Decision  |
|-------------------------------------------------------------|---------|---------|-------------|-----------|
| Level of Instructional Competence and Communicative Ability | 0.68    | 0.004   | Significant | Reject Ho |

This finding is consistent with the synthesis presented by Elmahdi et al. (2025), who reported that instructional approaches strongly influence communicative competence in EFL and ESL settings. Their review emphasized that teaching strategies such as task-based learning, interactive classroom tasks, and structured speaking activities tend to improve learners' fluency, confidence, and communicative performance, highlighting the role of instruction in shaping communication outcomes.

Likewise, Hennebry-Leung and Hu (2020) found that classroom teachers' practices are significantly related to students' motivation to learn and self-efficacy in language learning contexts. Their study showed that when teachers implement supportive and engaging instructional approaches, learners are more likely to participate actively and develop confidence in using the language, which aligns with improved communicative behavior. Furthermore, Derakhshan et al. (2022) explained that positive teacher-related instructional and psychological factors contribute to more engaging classroom experiences. Their findings suggest that teachers who demonstrate strong instructional effectiveness and supportive classroom presence help create learning environments that encourage student interaction and communication.

### Relationship Between Level of Classroom Climate and Communicative Ability

Table 6 presents the relationship between classroom climate and communicative ability. The results reveal an r-value of 0.72 with a p-value of 0.002, which is below the 0.05 significance level. This indicates a statistically significant positive relationship between classroom climate and communicative ability. The result suggests that a more favorable, supportive classroom climate is associated with higher levels of communicative ability among learners. Therefore, the null hypothesis is rejected.

**Table 6.** *Relationship Between Level of Classroom Climate and Communicative Ability*

| Variables                                            | r-value | p-value | Remark      | Decision  |
|------------------------------------------------------|---------|---------|-------------|-----------|
| Level of Classroom Climate and Communicative Ability | 0.72    | 0.002   | Significant | Reject Ho |

This finding aligns with Zhou and Li (2025), who examined how teacher-student developmental relationships relate to communicative competence in language learning. Their study revealed that communicative language teaching approaches and instructional practices influence communicative competence primarily through the quality of teacher-student relationships. They found that supportive relational dynamics between teachers and learners play a central role in enhancing students' ability to communicate effectively, highlighting the importance of interpersonal classroom processes. Similarly, Wang et al. (2020), in a meta-analysis of classroom climate research, reported that classroom environment is consistently associated with students' academic, behavioral, and

socioemotional outcomes. Their findings showed that a positive classroom climate is associated with higher motivation, stronger engagement, and improved academic performance, while also reducing negative emotional and behavioral outcomes.

## Conclusion

The study found that instructional competence and classroom climate were perceived as very high, while communicative ability was rated as high. In addition, the results showed significant positive relationships between instructional competence and communicative ability, and between classroom climate and communicative ability, thereby rejecting all null hypotheses. These results indicate that effective instructional practices and a supportive classroom environment are closely associated with the development of learners' communicative ability. Students tend to demonstrate stronger communication skills when teachers exhibit high levels of instructional competence and when the classroom environment is structured, encouraging, and conducive to participation.

From the researchers' perspective, conducting this study provided a clearer understanding of the important role that teachers and the classroom environment play in shaping students' communicative abilities. It emphasized that effective teaching goes beyond content delivery to create meaningful interactions and opportunities for student expression. The study also highlighted the value of strengthening instructional strategies and sustaining a positive classroom climate as essential factors in improving learners' communication skills. Overall, this research was a meaningful academic experience that deepened the researchers' appreciation of the teaching and learning process and reinforced the importance of promoting learner-centered, communication-focused classroom practices.

In terms of implications, the findings suggest the need for concrete school-based interventions to further strengthen students' communicative ability. One practical initiative is the establishment of a Peer-Mentoring English Corner, in which students are grouped and guided to engage in structured yet low-pressure conversational activities with peers. This can provide a safe space for regular oral practice and reduce speaking anxiety. In addition, schools may institutionalize a Classroom Communication Enhancement Program in which teachers integrate short daily speaking tasks, reflective sharing sessions, and interactive questioning techniques into routine instruction. These targeted initiatives can help translate high instructional competence and positive classroom climate into more consistent development of students' communicative performance.

## Contributions of Authors

All authors have contributed equally to the study in conceptualization, data collection, data analysis, manuscript writing, editing, supervision, and revision. Each author actively participated in the different stages of the research process, from the initial development of the research framework to the final preparation of the manuscript.

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## Conflict of Interests

No conflict of interest.

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