Original Research Article

**GOAL ORIENTATION TOWARDS TEACHING AND EDUCATOR IMMEDIACY IN PUBLIC ELEMENTARY SCHOOLS**

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ABSTRACT

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| This study aimed to examine the significant relationship between goal orientation towards teaching and teacher immediacy among public elementary school teachers in Carmen District, Division of Davao del Norte. A descriptive-correlational research design was utilized, involving a total of 132 public elementary school teachers selected through stratified sampling. Standardized questionnaires were administered through face-to-face surveys, and data were analyzed using mean, standard deviation, Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that both goal orientation towards teaching (M = 4.37) and teacher immediacy (M = 4.36) were rated as very high. A significant positive relationship was observed between goal orientation towards teaching and teacher immediacy (r = 0.65, p = 0.000), indicating that as teachers’ goal orientation increases, so does their immediacy behavior. Furthermore, regression analysis showed that specific domains of goal orientation significantly influence teacher immediacy (r = 0.65, p = 0.000). In light of these results, it is recommended that school administrators invest in targeted professional development programs that foster goal-directed teaching behaviors and immediacy strategies. Such efforts are expected to enhance classroom communication, boost student engagement, and ultimately improve learning outcomes. |

*Keywords*: Goal Orientation towards Teaching, Teacher Immediacy, Public Elementary School, Teachers, Descriptive-Correlational, Education

1. INTRODUCTION

Teacher immediacy, which refers to verbal and nonverbal behaviors that reduce the perceived distance between teachers and students, plays a crucial role in effective teaching and learning. Low teacher immediacy negatively impacts student engagement, motivation, and overall academic performance, as students may feel disconnected from their instructors. Research indicates that when teachers exhibit minimal immediacy behaviors, such as a lack of eye contact, limited positive reinforcement, and reduced classroom interactions, students tend to demonstrate lower levels of participation and satisfaction in learning environments.

Globally, low teacher immediacy has been recognized as a persistent challenge across various educational systems. Research in China highlighted how teachers’ failure to establish an immediate presence in the classroom can lead to reduced student retention, lower academic achievement, and increased classroom anxiety (Juma et al., 2022). In particular, studies in Brazil and the United States have shown that students who perceive their teachers as distant and disengaged are more likely to experience difficulties in learning, decreased self-efficacy, and diminished motivation (Foutz et al., 2021; Parente, 2024).

In the Philippines, low teacher immediacy continues to be a pressing issue. Many Filipino teachers in Leyte struggle to implement immediacy behaviors due to time constraints, administrative responsibilities, and traditional lecture-based teaching approaches (Xia et al., 2024). Furthermore, in Batangas, the challenge of ensuring quality teacher-student interactions is exacerbated by the lack of professional development programs focused on effective communication strategies (Bañez et al., 2024). This situation ultimately affects student learning outcomes, as limited teacher immediacy contributes to disengagement, absenteeism, and poor academic performance (Yuan, 2024).

In Carmen District, Division of Davao Del Norte, the issue of low teacher immediacy among educators remains largely unaddressed. Public schools in Carmen District, Division of Davao Del Norte face similar challenges, with teachers handling large numbers of students and balancing multiple responsibilities (Quines & Relacion, 2022). While some efforts have been made to improve teacher training and instructional strategies, there is limited research exploring the extent of low teacher immediacy in Davao City’s educational institutions (Lumen, 2024).

Goal orientation in teaching, which refers to teachers’ motivations and approaches toward instructional delivery, significantly influences their immediacy behaviors (Iaconelli & Anderman, 2021). Teachers who adopt a mastery-oriented approach, focusing on student learning and engagement, are more likely to exhibit high levels of immediacy, using expressive communication and fostering supportive classroom environments (Liu, 2021). In contrast, teachers with a performance-oriented goal, prioritizing measurable outcomes over student interaction, may demonstrate lower immediacy by maintaining a more rigid and less engaging teaching style (Kianinezhad, 2023).

Despite the growing body of research on teacher immediacy, significant gaps remain in understanding its prevalence and impact in specific educational contexts. Notably, no known study on low teacher immediacy has been conducted in Carmen District, Division of Davao Del Norte, Philippines, leaving a gap in localized knowledge on this issue. Additionally, most existing research has focused on secondary and higher education settings, with little emphasis on elementary schools where foundational learning occurs. Furthermore, studies on teacher immediacy in Carmen District, Division of Davao Del Norte context have largely been conducted in private institutions, overlooking the experiences of public school teachers who often face distinct challenges.

To sustain productivity of teachers, this study aims to determine the relationship between goal orientation towards teaching and teacher immediacy among teachers. Given the pressing concerns regarding student engagement and learning effectiveness, this research is urgently needed to provide insights into how educators’ motivations and teaching approaches influence their classroom interactions. By addressing this issue, the study contributes to the broader goal of enhancing instructional quality, particularly in public elementary schools in Carmen District, Division of Davao Del Norte. The findings of this research will be valuable for educators, school administrators, and policymakers in developing professional development programs that promote immediacy behaviors, ultimately improving the educational experiences of students in the region.

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

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship between goal orientation towards teaching and teacher immediacy in public elementary schools in Carmen District, Division of Davao Del Norte. Specifically, it sought to answer the following questions:

1. What is the extent of the goal orientation towards teaching of public elementary school teachers in terms of:

1.1 learning;

1.2 proving; and

1.3 avoiding?

2. What is the extent of teacher immediacy in public elementary schools in terms of:

2.1 instructional immediacy;

2.2 relational immediacy; and

2.3 relational immediacy?

3. Is there a significant relationship between goal orientation towards teaching and teacher immediacy in public elementary schools?

4. Which domains of goal orientation towards teaching significantly influence teacher immediacy in public elementary schools in Carmen District, Division of Davao Del Norte?

**1.2 Hypotheses**

Ho1: There is no significant relationship between goal orientation towards teaching and teacher immediacy in public elementary schools.

Ho2: The domains of goal orientation towards teaching do not significantly influence teacher immediacy in public elementary schools.

2. methodology

**2.1 Research Design**

The study employed a quantitative research design, specifically utilized a descriptive correlational approach. Quantitative research involved the systematic collection of numerical data, with statistical, mathematical, or computational techniques to ensure objective, accurate, and measurable results (Mohajan, 2020). To achieved reliable findings, the study used standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Mellinger & Hanson, 2020).

Additionally, the research follows a non-experimental framework, which focused on observing and analyzed naturally occurring relationships between variables (LaVigne-Jones, 2023). Unlike experimental research, which manipulates variables to explored cause-and-effect relationships, non-experimental research aimed to understand and described relationships as they naturally unfold in real-world settings (Gamage, 2025).

Furthermore, a descriptive correlational research approach was applied to explore and described the connections between two or more variables without altering them. The primary goal of this approached was to identify and understand patterns, relationships, or associations between variables (Mertler et al., 2021). Unlike experimental research, which sought to establish causality by manipulating conditions, descriptive correlational research focused on measuring the strength and direction of relationships as they naturally occur (Devi et al., 2022).

In the context of this study, the descriptive-correlational research design was considered appropriate as it aimed to describe the extent of goal orientation towards teaching and teacher immediacy. Additionally, the study sought to determine the significant relationship between goal orientation towards teaching and teacher immediacy in public elementary schools.

**2.2 Research Respondents**

The study included a total of 132 out of 210 public elementary school teachers. The inclusion criteria were as follows: first, the teacher must be currently employed at a public elementary school within Carmen District, Division of Davao Del Norte during the 2024-2025 school year. Second, the teacher had at least one year of teaching experience in any subject. Teachers who did not meet these criteria were excluded. Specifically, those not employed in a public elementary school within Carmen District, Division of Davao Del Norte during the 2023-2024 school year, those with less than a year of teaching experience, and teachers on temporary leave or undergoing administrative actions were excluded, as they might not accurately represent regular teaching experiences. Additionally, school administrators and guidance counselors, who do not directly teach elementary subjects, were also excluded.

The study used a simple random sampling technique, which according to Demir (2022), it ensures that every member of the population had an equal and unbiased chance of being selected. Each teacher in the population was assigned a unique number, and the sample were drawn through a random lottery method after compiling a list of eligible teachers. This approach ensured a thorough and unbiased examination of the teachers in Carmen District, Division of Davao Del Norte, maintaining consistency based on the inclusion criteria. It also ensured that the sample accurately represented the larger teacher population, providing a reliable foundation for analyzing the study’s variables.

**2.3 Research Instrument**

To assessed the relationship between goal orientation towards teaching and teacher immediacy, an adapted survey questionnaire was utilized. The questionnaire for this study is divided into two main sections: The Goal orientation towards teaching Scale and the Teacher Immediacy Scale. An expert review panel of three individuals were tasked with reviewing the survey to ensured its content validity. These experts provided feedback on the clarity, readability, and relevance of the items, offering written comments on any concerns raised in the issues table included in the expert review packet. A pilot survey was conducted involving 30 teachers to assess the face validity of the items and their logical ordering. This pilot survey also helped identify any overrepresented or omitted items in the data collection process. Based on the expert review and the pilot survey results, revisions were made to the questionnaire. Additionally, the pilot survey process was used to evaluate the reliability of the instrument. The Cronbach alpha coefficient was applied to measure the consistency of scores, with a threshold of 0.7 or higher indicating that the research instrument was deemed reliable.

The first part of the questionnaire was based on the Goal Orientation towards Teaching Scale by Kucsera et al. (2011), as cited in Kalali Sani et al. (2021). The scale includes items that focused on evaluating various dimensions of goal orientation towards teaching including learning, proving and avoiding. Its overall Cronbach’s alpha coefficient is 0.720, which supported the reliability of the questionnaire for measuring the variable of goal orientation towards teaching. In this study, the goal orientation towards teaching scale demonstrated good reliability, with a Cronbach’s alpha value of 0.896..

The second part of the questionnaire was developed by Zhang et al. (2006), as cited in Borkowska (2022), to assessed the teacher immediacy. The Teacher Immediacy Scale assessed instructional, relational, and personal immediacy. The overall Cronbach’s alpha coefficient for the scale is 0.770, indicating that the questionnaire is reliable for measuring the teacher immediacy. Additionally, the teacher immediacy questionnaire demonstrates excellent reliability in this study, with a Cronbach’s alpha value of 0.904.

**2.4 Data Gathering Procedure**

In order to collect data for this study, the researcher went through the following processes and procedures:

The data collection procedure for this study were carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensures that all institutional and educational guidelines were followed.

The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensures the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses are systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, correlation analysis and multiple linear regression analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, the following statistical tools were utilized:

Mean was used to assess the extent of goal orientation towards teaching and the teacher immediacy in public elementary school.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between goal orientation towards teaching and the teacher immediacy in public elementary school.

Multiple linear regression analysis was employed to identify which domains of goal orientation towards teaching significantly influence the teacher immediacy in public elementary school.

3. results and discussion

**3.1 Extent of Goal Orientation Towards Teaching of Teachers in Public Elementary Schools**

Table 1. *Extent of Goal Orientation Towards Teaching of Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Learning | 0.80 | 4.38 | Very Extensive |
| Proving | 0.75 | 4.37 | Very Extensive |
| Avoiding | 0.82 | 4.35 | Very Extensive |
| **Overall** | **0.70** | **4.37** | **Very Extensive** |

Presented in Table 1 is the summary of indicators in the extent of goal orientation towards teaching among teachers in public elementary schools, including learning, proving, and avoiding, based on the mean scores and standard deviations. The indicator learning has the highest mean of 4.38, categorized as "very extensive." This is followed by proving with a mean of 4.37 and avoiding received a mean of 4.35, all categorized as "very extensive." The overall mean of 4.37 is described as "very extensive," indicating that teachers demonstrate a very high level of engagement in goal orientation towards teaching across these indicators.

This suggests that teachers are highly committed to their professional growth and improvement. They actively seek opportunities for learning, value feedback from others, and aim to refine their teaching practices. Teachers also show a strong desire to prove their teaching effectiveness and seek recognition, while still striving to avoid mistakes by sticking to familiar methods when necessary.

The overall standard deviation of 0.70 indicates that the ratings were relatively consistent, with responses clustering closely around the mean.

This finding supports the work of Meng (2023), who suggested that a strong goal orientation towards teaching encourages teachers to strive for excellence and improvement in their practices consistently. Similarly, Liu et al. (2023) emphasized that teachers with a strong goal orientation are motivated by their sense of self-efficacy and are more likely to seek challenges and persist in enhancing their teaching methods. Furthermore, Zhang et al. (2021) highlighted that teachers with a strong goal orientation towards teaching foster intrinsic motivation, which allows them to maintain a high level of engagement in their professional development.

**3.2 Extent of Teacher Immediacy in Public Elementary Schools**

Table 2. *Extent of Teacher Immediacy in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Instructional Immediacy | 0.76 | 4.32 | Very Extensive |
| Relational Immediacy | 0.82 | 4.37 | Very Extensive |
| Personal Immediacy | 0.80 | 4.38 | Very Extensive |
| **Overall** | **0.73** | **4.36** | **Very Extensive** |

Presented in Table 2 is the summary of indicators in the extent of teacher immediacy among teachers in public elementary schools, including instructional immediacy, relational immediacy, and personal immediacy, based on the mean scores and standard deviations. The indicator personal immediacy has the highest mean of 4.38, categorized as "very extensive." This is followed by relational immediacy with a mean of 4.37, and instructional immediacy received a mean of 4.32, all categorized as "very extensive." The overall mean of 4.36 is described as "very extensive," indicating that teachers demonstrate a very high level of engagement in teacher immediacy across these indicators.

This suggests that teachers are highly proficient in creating an approachable, respectful, and engaging classroom environment. They excel in relational aspects, establishing strong connections with students and ensuring a positive and respectful atmosphere. Teachers also demonstrate a high level of instructional immediacy, showing strong commitment to their teaching practices and actively engaging with students to foster a productive learning environment.

The overall standard deviation of 0.73 indicates that the ratings were relatively consistent, with responses clustering closely around the mean.

This finding reinforces the work of Yuan (2024), who highlighted that strong teacher immediacy positively influences student motivation and engagement by fostering closer teacher-student relationships. When teachers exhibit warmth, approachability, and responsiveness, they create an environment where students feel valued and more willing to participate. Similarly, Liu (2021) emphasized that teacher immediacy enhances student learning by making the classroom more inviting and reducing psychological distance. Moreover, Napier (2021) found that teachers who exhibit high levels of immediacy help students feel more comfortable, increasing both academic success and student satisfaction.

**3.3 Relationship Between Goal Orientation Towards Teaching and Teacher Immediacy in Public Elementary Schools**

Table 3. *Significant Relationship Between Goal Orientation Towards Teaching and Teacher Immediacy in Public Elementary Schools*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Goal Orientation Towards Teaching | 4.37 | 0.70 |  |  |  |  |  |
|  |  |  | 0.65 | 0.42 | High | 0.000 | Reject Ho1 |
| Teacher Immediacy | 4.36 | 0.73 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between goal orientation towards teaching and teacher immediacy among public elementary school teachers. The relationship between goal orientation towards teaching and teacher immediacy has a correlation coefficient of 0.65 with a p-value of 0.000, which is less than the 0.05 significance level.

This indicates a high and statistically significant positive relationship between goal orientation towards teaching and teacher immediacy. The R² value of 0.42 suggests that approximately 42% of the variation in teacher immediacy can be explained by goal orientation towards teaching. Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that goal orientation towards teaching is significantly related to teacher immediacy.

This suggests that teachers who demonstrate a strong goal orientation towards teaching are more likely to exhibit high levels of teacher immediacy. Teachers who prioritize continuous improvement and seek recognition for their teaching are more likely to create an environment where their presence is engaging, approachable, and supportive. This relationship highlights the importance of teachers' intrinsic motivation to improve their teaching practices in fostering closer, more meaningful relationships with students, thus enhancing the overall learning experience.

This finding is consistent with the research conducted by Özdaş (2022), who emphasized the significant relationship between goal orientation towards teaching and teacher immediacy. Teachers with strong goal orientation towards teaching, whether focusing on learning, proving, or avoiding, tend to exhibit high levels of teacher immediacy. Similarly, Xie and Derakhshan (2021) noted that teachers who maintain clear goals for their teaching effectiveness are more likely to engage in behaviors that enhance their instructional and relational immediacy, building stronger connections with students. Additionally, Smith et al. (2022) found that teachers who exhibit goal-oriented behaviors, such as seeking feedback and improving their methods, are better able to establish a positive and supportive classroom environment, thus promoting a higher level of teacher immediacy.

**3.4. Domains of the Goal Orientation Towards Teaching that Significantly Influence Teacher Immediacy in Public Elementary Schools**

**Table 4.** *Domains of the Goal Orientation Towards Teaching that Significantly Influence Teacher Immediacy in Public Elementary Schools*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.10 | 0.65 |  | 6.18 | 0.000 | Significant |
| Learning | 0.74 | 0.60 | 0.66 | 5.58 | 0.000 | Significant |
| Proving | 0.72 | 0.65 | 0.64 | 5.39 | 0.000 | Significant |
| Avoiding | 0.68 | 0.62 | 0.70 | 5.74 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** |
| Teacher Immediacy =3.10 + 0.74 (Learning) + 0.72 (Proving) + 0.68 (Avoiding)  |
| R=0.65; R²=0.422; F=64.78; p-value=0.000 |

Presented in Table 4 is the regression analysis of how different domains of goal orientation towards teaching—learning, proving, and avoiding—significantly influence teacher immediacy among public elementary school teachers. The regression model reveals that all three domains positively contribute to teacher immediacy. Specifically, the domain of learning (Beta of 0.74) has the strongest influence on teacher immediacy, followed by proving (Beta of 0.72) and avoiding (Beta of 0.68). The t-statistics for each domain (5.58 for learning, 5.39 for proving, and 5.74 for avoiding) and the p-values (all 0.000) confirm that these influences are statistically significant.

The regression equation, teacher immediacy = 3.10 + 0.74 (learning) + 0.72 (proving) + 0.68 (avoiding), reveals that the overall model explains 42.2% of the variance in teacher immediacy (R² = 0.422). Additionally, the model's F-value of 64.78 and its p-value of 0.000 indicate that the model is statistically significant.

In conclusion, these results highlight that the domains of goal orientation towards teaching—learning, proving, and avoiding play a crucial role in influencing teacher immediacy. Teachers who demonstrate strong goal orientation towards these domains are more likely to exhibit higher levels of teacher immediacy. This suggests that fostering these goal orientations can enhance teachers' ability to engage and connect with their students, ultimately leading to a more effective and supportive learning environment.

This finding aligns with the research of Hagenauer et al. (2023), who emphasized the significant influence of goal orientation towards teaching on teacher immediacy. Their study found that domains such as learning, proving, and avoiding strongly impact how teachers engage with their students and foster meaningful connections. Similarly, research by Määttä et al. (2021) demonstrated that teachers who are highly goal-oriented in their teaching practices, whether focused on personal development, peer recognition, or minimizing mistakes, are more likely to display higher levels of teacher immediacy. Moreover, the work of Avsec (2023) highlighted that teachers who maintain clear, goal-driven approaches in their teaching are better equipped to create a supportive and responsive classroom environment, thus enhancing their ability to connect with students and improve overall teacher immediacy.

**5. CONCLUSIONS**

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

Firstly, the extent of goal orientation towards teaching among teachers is always observed, with teachers showing strong commitment to learning, proving, and avoiding. This suggests that teachers place high importance on continuous improvement, feedback, and minimizing mistakes in their teaching practices, demonstrating a proactive approach to personal and professional development.

Secondly, the extent of teacher immediacy among teachers is always observed, with teachers displaying strong engagement in instructional, relational, and personal immediacy. These findings indicate that teachers prioritize fostering a connection with their students through effective communication, respect, and positive classroom behavior, which enhances the overall teaching and learning experience.

Thirdly, a significant relationship between goal orientation towards teaching and teacher immediacy was observed. This indicates that teachers who are strongly goal-oriented in their teaching are more likely to exhibit high levels of teacher immediacy. These goal orientations and immediacy factors work together to create a dynamic classroom environment that promotes student engagement, learning, and development.

Finally, the domains of goal orientation towards teaching significantly influence teacher immediacy. This highlights the importance of teachers' dedication to their professional growth and the impact of their teaching practices on fostering strong, meaningful relationships with students. Teachers who focus on learning, proving, and avoiding are better equipped to create an engaging and supportive classroom atmosphere, ultimately benefiting both their teaching effectiveness and students' educational outcomes.

The findings of this study, which demonstrate that mastery goal orientation and teacher immediacy are interconnected in fostering student motivation, support the theories of Self-Determination Theory (SDT), Achievement Goal Theory, and Social Cognitive Theory.

Self-Determination Theory (SDT), proposed by Deci and Ryan (1985), as cited by Vallerand (2021), emphasizes the critical role of autonomy, competence, and relatedness in motivation. In this study, teachers who adopt a mastery goal orientation tend to create learning environments that nurture student autonomy and competence. Teacher immediacy behaviors, such as maintaining eye contact, using an approachable tone, and providing constructive feedback, help fulfill students' need for relatedness. This, in turn, enhances intrinsic motivation and promotes deeper engagement with the learning process. SDT highlights how teacher immediacy contributes to fostering supportive teacher-student relationships, which are essential for motivating students and facilitating intrinsic learning.

Moreover, Achievement Goal Theory, proposed by Elliot and McGregor (2001), as cited by Durmić (2020), explores how different goal orientations (mastery vs. performance goals) impact student motivation and behavior. Teachers with a mastery goal orientation create a classroom atmosphere that prioritizes effort and understanding over performance outcomes. These teachers often use immediacy behaviors to build trust, promote intellectual risk-taking, and encourage a growth mindset. By showing care for students’ progress and using immediacy to communicate their support, these teachers foster a learning environment that emphasizes effort and mastery, which enhances student motivation and engagement. This theory underscores how teacher immediacy supports the mastery-oriented goals of creating a learning space focused on deep understanding.

Furthermore, Social Cognitive Theory, proposed by Bandura (1986), as cited by Schunk and DiBenedetto (2021), highlights the importance of observational learning and reciprocal interactions between individuals and their environment. Teachers with a mastery goal orientation often model behaviors that emphasize perseverance and self-regulation. Teacher immediacy plays a key role in this process, as teachers use strategies such as providing timely feedback and maintaining positive body language to engage students. These behaviors, which students observe and imitate, encourage effective learning strategies and foster a positive classroom environment. This theory underscores the impact of teacher immediacy on creating an environment where students are motivated to adopt behaviors that contribute to success in mastering content.

**6. RECOMMENDATIONS**

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

Firstly, given that teachers exhibit very extensive goal orientation towards teaching, it is recommended that school administrators continue to support and encourage this mindset. Administrators may offer professional development programs focused on strengthening teachers' commitment to learning, proving, and avoiding. Teachers should be encouraged to regularly reflect on their teaching practices and actively seek feedback to further enhance their professional skills. Peer mentorship and collaborative learning groups could provide opportunities for teachers to share best practices and strategies for achieving their teaching goals.

Secondly, recognizing the significant role of teacher immediacy in fostering an effective learning environment, it is recommended that administrators implement initiatives to strengthen instructional, relational, and personal immediacy. Teachers may be provided with training and resources on effective communication and relationship-building techniques, enabling them to create more engaging and supportive classroom environments. Regular workshops on building teacher-student rapport and fostering positive classroom dynamics may further support teachers in enhancing their immediacy.

Thirdly, given the significant relationship between goal orientation towards teaching and teacher immediacy, it is recommended that school administrators design professional development programs that emphasize both aspects. These programs should focus on integrating goal orientation and immediacy into teaching practices to improve overall student engagement and learning outcomes. Administrators can also encourage teachers to set personal goals that align with enhancing their immediacy and teaching effectiveness, thereby promoting a positive and active learning environment.

Finally, considering the impact of goal orientation towards teaching on teacher immediacy, it is recommended that administrators implement targeted initiatives to reinforce this connection. Teachers may benefit from professional development opportunities that focus on setting measurable goals, embracing challenges, and adapting teaching methods based on student needs. Administrators could encourage teachers to reflect on their progress in relation to their teaching goals and provide ongoing support to help them align their teaching practices with their professional aspirations. Future researchers could explore how different teaching strategies and classroom contexts influence the development of goal orientation and teacher immediacy. Additionally, studies could examine the long-term effects of teacher immediacy on student motivation and achievement.

Consent (where ever applicable)

This study was carried out in full alignment with recognized ethical standards to protect the safety, dignity, and well-being of all participants. Before initiating data collection, the researcher obtained all required authorizations, including approval from the Dean of the Graduate School at Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The procedures were guided by the ethical framework proposed by Pregoner et al. (2025), ensuring adherence to current standards for research involving human subjects in educational settings. Participation was completely voluntary, with participants fully informed about the purpose, scope, and their right to refuse or withdraw at any point without penalty. Informed consent was obtained to confirm their understanding and willingness to take part. To maintain privacy, no personally identifiable data was collected, and all responses were kept strictly confidential. The information collected was used solely for academic purposes. These measures ensured the study was conducted with ethical transparency, integrity, and professional accountability.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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