

ACADEMIC INSPIRATIONS AND PROLIFIC SCHOOL VALUES AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

ABSTRACT

Public elementary school teachers face a demanding profession requiring academic knowledge and strong relationships with students. While many teachers likely possess these qualities, limited research explores the potential connection between a teacher's academic inspiration and their ability to cultivate positive school values. This study addresses this gap by investigating the relationship between these two constructs among public elementary school teachers. Employing a non-experimental quantitative research design, specifically a correlational method, data were collected from 133 teachers selected through universal sampling. Analyses included mean calculation, Pearson correlation coefficient, and regression analysis. The findings indicated that public elementary school teachers often exhibit high levels of academic inspiration, particularly in innovation, creativity, critical thinking, and problem-solving. Similarly, teachers frequently demonstrate prolific school values such as fostering strong relationships, teaching essential social skills, serving as role models, establishing clear classroom and school rules, and acknowledging students for positive behavior choices. Furthermore, the study revealed a significant relationship between academic inspiration and prolific school values among public elementary school teachers. However, the domains of academic stimulation did not significantly influence school values within this context. These results suggest that efforts to enhance academic inspiration and prolific school values could be targeted to cultivate a predictable and supportive environment conducive to healthy teacher interactions, particularly in areas where assistance is needed. School administrators, therefore, may play a crucial role in facilitating such improvements.

Keywords: Academic Aspirations, Prolific School Values, Elementary School Teachers, Philippines

1. INTRODUCTION

Academic inspiration has been heavily involved in various aspects of technology, particularly in institutions [1]. This includes technology innovation, technology trends, academic property strategy, education, patent portfolio evaluation, and school profiles. The Academic Inspiration school managers also have expertise in planning, design, licensing, verification, integration, synthesis, physical design (including layout), testing, qualification, fabrication, revisions, and student support [2]. Academic Inspiration's experience and litigation support cover expert witness services, prior art searches, and source code evaluation, including schematics, layout and reverse teachers reports. Students' past and present include high technology universities and academic property in schools [3].

In Educational Leadership & Higher Education Program, a comprehensive, detailed understanding of the challenges and constraints education leaders face when encouraging, guiding, and supporting positive learning environments. Recognizing the diversity of academic inspiration and prolific school values, the authors take bold steps to identify what

can and should happen to make the schools more successful. It is a must-read for those seeking realistic and specific strategies for change in creating a prolific school value [4].

Creating a prolific school value provides educators with arguably the most comprehensive, accessible and carefully organized synthesis of evidence about what school improvement leaders should focus on and how those efforts can be most prolific. It is constructed as a masterful narrative from the daunting complexity of the literature on school improvement, leadership and school values. This puts the learner at the center of the improvement effort and avoids the usual polarities between relationships and academic focus, resulting in a highly balanced and integrative review [5].

In the Philippines, there may be many reasons for academic inspiration and prolific school values that bring two people into a relationship; they may be physically drawn to each other, they may share common interests, or they may be attracted to each other's personality, however different from their own. However, the core of any successful relationship is made of certain common building blocks, such as love, trust, and respect for each other [6].

Yet, despite the presence of mutual love and trust, a relationship may sometimes become unsatisfactory to either partner on the grounds of academic inspiration and prolific school values. This happens when dissimilar interests drive partners away from each other and they find that they no longer enjoy common topics of discussion. If you find that a relationship is facing something similar and is making you unhappy, maybe it is time you decide to take stock of what is missing [7].

The first step towards dealing with academic inspiration and prolific school values in the relationship, is to decide how important this factor is to the teacher to have a successful relationship [6]. Couples do not need to have the same IQ level to be happy with each other [8]. Again, a relationship is made of two separate individuals, so, naturally, each has his or her own interests. The fact that two people want to come together means they are looking for ways to complement their individual selves and not searching for a clone of their own selves [9].

Moreover, psychologists and behavioral scientists are increasingly discovering different types of academic inspiration and prolific school values, such as spatial, interpersonal, musical, theoretical, and many others [10]. While one partner may be more clued to numbers and figures, another may better manage people and relationships. Neither of them can be considered inferior in any absolute sense and each has qualities necessary for a quality life [11].

Finally, Region XI, the foundation of any successful relationship, comprises mutual love and trust in the workplace [12]. Other factors may contribute to greater dissatisfaction, but they need not be mandatory to have a happy relationship. So if they feel that their partner is happy to be with each other, and having fun together, there is no need for them to get into a flap over academic inspiration, prolific school values and academic incompatibility, which in most cases is thrust on them by so many 'free marriage compatibility tests' [13].

However, not all academic inspiration and prolific school values relationships can be happy by meeting just the basic requirements [14]. After the initial euphoria of physical and emotional attraction is over, a relationship needs more substantial grounds to hold the colleagues in the workplace together. Common values, shared interests and the ability to offer each other something new, come to matter more in the long run [15].

The Philippines, an archipelago Southeast Asian nation, faces unique challenges in its education system. Large class sizes, resource limitations, and teacher workload all contribute to a complex environment. Understanding how factors like academic inspiration can influence teacher effectiveness is particularly relevant in this context. If fostering a culture of academic inspiration among Filipino teachers strengthens their ability to cultivate positive school values, targeted interventions could significantly impact student learning and the overall school climate.

This study aimed to investigate if academic inspiration significantly influences prolific school values among public elementary school teachers. If the study establishes a link between academic inspiration and prolific school values, teacher development programs promoting intellectual curiosity and innovation could become a cornerstone for improving Philippine elementary schools. The study's findings may also recommend multifaceted interventions that address academic inspiration and other potential influences on teacher effectiveness.

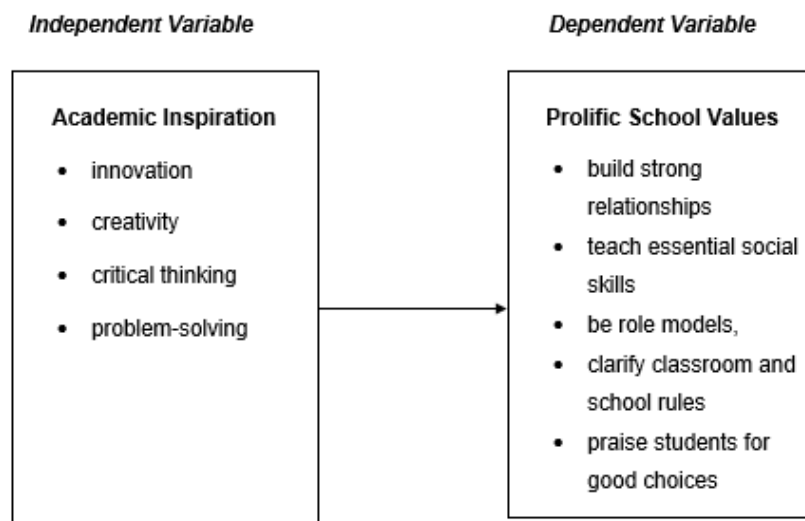


Figure 1. Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study adopted a non-experimental quantitative design, specifically using a correlational method that could lead to regression analysis [16]. This approach measured the association between academic inspiration and its influence on the development of prolific school values. It is important to note that correlation does not imply causation. In some cases, the observed association between the variables might be due to the influence of a third, unmeasured variable. This method will be used to determine the relationship between the academic inspiration and prolific school values of public elementary school teachers in the Boston District, Division of Davao Oriental. This method was used since the focal point of this variable research study is to measure the relationship between resource distribution and the monitoring mechanism of teachers in public elementary schools.

Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. Quantitative research aims to generate knowledge and understand the social world. Quantitative research is used by social scientists, including communication researchers, to observe phenomena or occurrences affecting individuals. Social scientists are concerned with the study of people [17].

Quantitative methodology is the dominant research framework in the social sciences. It refers to strategies, techniques and assumptions used to study psychological, social and economic processes by exploring numeric patterns. Quantitative research gathers a range of numeric data. Some of the numeric data, such as personal income, is intrinsically quantitative, while the numeric structure is imposed in other cases. The collection of quantitative information allows researchers to conduct simple to extremely sophisticated statistical analyses that aggregate the data, like averages, percentages, and show relationships among the data. Quantitative research includes methodologies such as questionnaires, structured observations, and experiments, contrasting qualitative research [18].

2.2 Research Respondents

The study's respondents were public elementary school teachers in Boston District, Division of Davao Oriental. They were chosen as respondents because they served at least three years and above in public school and were knowledgeable about the purpose of this study, wherein the researcher could elicit real data from them. There were 133 respondents in this study using universal sampling, meaning the study population was considered as respondents. This study was conducted in the school year 2023-2024.

2.3 Research Instrument

The instrument used in this study was the researchers' made questionnaire on the level of the academic inspiration and prolific school values of public elementary school teachers in Boston District, Division of Davao Oriental. The first part is creating a prolific school values questionnaire that was adopted and modified based on the supporting sources. It was modified by the researcher to fit in to the study and subject to the validation of the three expert validators from Doctor of Education major in Educational Management. Based on their future comments and suggestions, revisions were made.

All these instruments were constructed based on some relevant studies and literature reviewed. Before the administration, the expert panel tested the draft of these instruments for face and content validity. Based on their comments and suggestions, revisions were made. The instrument was tested among 30 teachers in one separate school in the same district to test for reliability and validity. The instrument was highly reliable, with a Cronbach's Alpha of .792. The respondents answered the 45-item questions by using the five subscales.

2.4 Data Gathering

The data will be gathered through the following procedure:

The researcher sought permission and endorsement from the Dean of the Graduate School of Rizal Memorial Colleges for approval by the superintendent. Following the Dean's approval, a request letter was submitted to the office of the Schools Division Superintendent. Once endorsed by the superintendent, a letter of endorsement was forwarded to the School Heads.

Subsequently, a schedule was established for the distribution of the test questionnaires for pilot testing to assess reliability and validity. The explanation of the study and instructions for the tests were incorporated into the questionnaires. Following the pilot testing, the researcher reviewed the corrections made to some questionnaires and revised accordingly.

Following the completion of the pilot testing phase, the survey was administered to all respondents. Subsequently, the researcher retrieved all questionnaires, which were then submitted for statistical treatment. Upon retrieval, the data were tallied, tabulated, analyzed, and interpreted in accordance with the study's objectives.

2.5 Data Analysis

The following statistical tools were used in the study:

Mean. This was used to measure the level of academic inspiration and prolific school values of public elementary school teachers in Boston District, Division of Davao Oriental.

Product Moment Correlation Coefficient or (Pearson r). This was used to determine the relationship of academic inspiration and prolific school values of public elementary school teachers in Boston District, Division of Davao Oriental.

Regression Analysis. This was used to determine the influence between academic inspiration and prolific school values of public elementary school teachers in Boston District, Division of Davao Oriental.

3. RESULTS AND DISCUSSION

3.1 Level of Academic Inspiration

Table 1. *Academic Inspiration in terms of Innovation*

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1.	introduces something new or make changes in their classroom strategies	3.31	Moderate
2.	needs unlimited funding or fancy high-tech toys to innovate	3.30	Moderate
3.	helps the colleagues teachers and students think differently and improve learning	3.34	Moderate
4.	goes off the timetable to broaden student perspective and spur innovative thinking	3.35	Moderate
5.	provides employees with flexible time, they feel a greater sense of ownership in their work, and in turn produce better outcomes	3.00	Moderate
Overall Mean		3.26	Moderate

As reflected in table 1 is level of academic inspiration among public elementary school in terms of innovation. The result is focused on the highest, middle and lowest mean ratings of this indicator are as follows: going off the timetable to broaden student perspective and spur innovative thinking (3.35), introducing something new or make changes in their classroom

strategies (3.31) and providing employees with flexible time, they feel a greater sense of ownership in their work, and in turn produce better outcomes (3.00).

The academic inspiration among public elementary school in terms of innovation has an overall mean rating of 3.26 or moderate. This means that the teacher sometimes manifests the level of academic inspiration among public elementary school in terms of innovation.

Individuals with high innovation skills demonstrate exceptional creativity and originality in generating novel ideas, concepts, or solutions. They can think outside the box, challenge traditional methods, and introduce groundbreaking innovations that drive progress and change [20].

Table 2. Academic Inspiration in terms of Creativity

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	keeps up with the school curriculum, meeting with parents and running daily classes	3.08	Moderate
2	makes time for creativity in the classroom	3.00	Moderate
3	provides an environment where students are more likely to express their ideas	3.36	Moderate
4	challenges problems with innovative solutions and most importantly learn faster and more effectively	3.37	Moderate
5	speaks to hundreds of students every day and are constantly amazed by the ways they incorporate creative thinking and learning into their classrooms	2.71	Moderate
Overall Mean		3.10	Moderate

As presented in table 2 is the level academic inspiration among public elementary school in terms of creativity. The presentation is focused on the highest, middle and lowest mean ratings of this indicator are as follows: challenges problems with innovative solutions and most importantly learn faster and more effectively (3.37), keeping up with the school curriculum, meeting with parents and running daily classes (3.08) and speaking to hundreds of students every day and are constantly amazed by the ways they incorporate creative thinking and learning into their classrooms (2.71).

The overall mean rating of academic inspiration among public elementary schools in terms of creativity is 3.10 or moderate. This means that the teacher sometimes manifests academic stimulation among public elementary school in terms of creativity.

The moderate degree of creativity implies that individuals or groups can generate ideas or solutions that are somewhat novel or inventive, but may not be groundbreaking or revolutionary. This level of creativity often involves combining existing ideas in new ways or making incremental improvements rather than introducing entirely new concepts [21].

Table 3. Academic Inspiration in terms of Critical Thinking

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	attributes linking building community by taking perspectives	3.59	High
2	discusses times when they were discriminated	4.76	High

	against because of it		
3	takes on the roles as victim, perpetrator, bystander and discuss the problem	4.73	High
4	poses with a thought-provoking prompt, students line themselves up along a U-shaped continuum representing where they stand on that issue	3.73	High
5	gives equal opportunity for individuals in each area of the continuum to speak about their stand	3.67	High
Overall Mean		4.10	High

As shown in table 3 is the level of academic inspiration among public elementary school in terms of critical thinking. The presentation is focused on the highest, middle and lowest mean ratings of this indicator are as follows: discussing times when they were discriminated against because of it (4.76), gives equal opportunity for individuals in each area of the continuum to speak about their stand (3.67) and attributes linking building community by taking perspectives (3.59).

The overall mean rating of academic inspiration among public elementary school in terms of critical thinking is 4.10 or high. This means that the teacher often manifests the level of academic inspiration among public elementary school in terms of critical thinking.

Individuals who possess a strong capacity for analytical reasoning, logical evaluation, and evidence-based decision-making can effectively analyze complex information, identify underlying assumptions, evaluate arguments, and draw reasoned conclusions [22]. People with high critical thinking skills are adept at recognizing biases, assessing the validity of evidence, and considering multiple perspectives when solving problems or making decisions. They can also apply critical thinking across various domains, such as academic, professional, and personal contexts, demonstrating a deep understanding of issues and thinking critically in diverse situations [23].

Table 4. *Academic Inspiration in terms of Problem Solving*

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	applies problem-solving strategies in the classroom that build important talents for students and the workforce	3.22	Moderate
2	places to help students build their skills	3.15	Moderate
3	involves prompting students and colleagues to think a little differently and systemically	3.26	Moderate
4	understands more than just the mechanics, they should investigate the context, the meaning, and how the problems and concepts work in a particular situation	3.27	Moderate
5	builds a problem-solving values quickly and fixes easy tips, that can be impactful when applied with the bigger picture of the classroom environment in mind	4.00	High

Overall Mean

3.38

Moderate

As illustrated in table 4 is the level of academic inspiration among public elementary school in terms of problem-solving. The presentation is focused on the highest, middle and lowest mean ratings of this indicator are as follows: builds a problem-solving values quickly and fixes easy tips, that can be impactful when applied with the bigger picture of the classroom environment in mind (4.00), involving prompting students and colleagues to think a little differently and systemically (3.26) and placing to help students build their skills (3.15).

The overall mean rating of academic inspiration among public elementary schools in terms of problem-solving is 3.38 or moderate. This means that the teacher sometimes manifests a level of academic inspiration among public elementary schools in problem-solving.

High problem-solving skills involve effectively identifying and resolving complex issues through systematic approaches and creative thinking. Individuals with such skills demonstrate flexibility and resilience in adapting their methods to achieve successful outcomes [24].

Table 5. *Summary of the Level of Academic Inspiration*

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	Innovation	3.26	Moderate
2	Creativity	3.10	Moderate
3	critical thinking	4.10	High
4	problem-solving	3.38	Moderate
Overall Mean		3.46	High

As reflected in table 5 is the level of academic inspiration among public elementary school in terms of innovation, creativity, critical thinking and problem-solving. The mean ratings of this indicator are as follows: innovation (3.26); creativity (3.10); critical thinking (4.10) and problem-solving (3.38).

The overall mean rating of school academic inspiration among public elementary school in terms of innovation, creativity, critical thinking and problem-solving is 3.46 or high. This means that the teachers often manifest the level of academic inspiration among public elementary school in terms of innovation, creativity, critical thinking and problem-solving.

A high level of academic inspiration signifies a strong motivation and passion for learning, teaching, and scholarly pursuits. Individuals with this attribute are deeply engaged in intellectual exploration, continuously seeking new knowledge, insights, and ideas to enrich their academic endeavors and inspire others in the educational community [25].

3.2 Level of Prolific School Values

Table 6. Prolific School Values in terms of Build Strong Relationships

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	successes in creating a well-managed classroom depends more than anything else on the quality of the relationships that teachers have with students in the classroom	3.84	High
2	influences everything from the social climate to the individual performances of the students	4.12	High
3	needs to have time to talk to their students in and out of the classroom	4.08	High
4	should builds and maintains a high rate of positive interactions with students	4.18	High
5	shows genuine interest in the lives of the students, their activities, their goals and their struggles	4.14	High
Overall Mean		3.47	High

As reflected in table 6 is the level of prolific school values among teachers in public elementary school in terms of build strong relationships. The presentation is focused on the highest, middle and lowest mean ratings of this indicator are as follows: building and maintaining a high rate of positive interactions with students (4.18), influencing everything from the social climate to the individual performances of the students (4.12) and successes in creating a well-managed classroom depends more than anything else on the quality of the relationships that teachers have with students in the classroom (3.84).

The overall mean rating of prolific school values among public elementary school teachers in terms of building strong relationships is 3.47 or high. This means that the level of prolific school values among teachers in public elementary schools in terms of building strong relationships is oftentimes manifested by the teachers.

A high ability to build strong relationships indicates proficiency in fostering meaningful connections characterized by trust, mutual respect, and empathy. Individuals with this skill excel in cultivating supportive networks, nurturing open communication, and forging lasting bonds that contribute positively to personal and professional growth [26].

Table 7. Prolific School Values in terms of Teach Essential Social Skills

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	shares, how to listen to others, how to disagree respectfully with their colleagues and students	4.17	High
2	needs to be prepared to teach appropriate social and emotional behaviors of the students	4.23	High
3	teaches the students a certain skills they need to execute desired behaviors in the classroom	4.21	High
4	teaches the students values including honesty, sensitivity, concern and respect for others, a sense of humor, reliability, and so on	4.12	High
5	identifies the social skills they want to their	4.24	High

students to have the step-by-step routines in teaching them

Overall Mean

4.19

4.19

As reflected in table 7 is level of prolific school values among teachers in public elementary school in terms of teach essential social skills is focused on the highest, middle and lowest mean ratings of this indicator are as follows: identifying the social skills they want to their students to have the step-by-step routines in teaching them (4.24); teaching the students a certain skills they need to execute desired behaviors in the classroom (4.21) and teaching the students values including honesty, sensitivity, concern and respect for others, a sense of humor, reliability, and so on (4.12).

The overall mean rating of prolific school values among public elementary school teachers in terms of teaching essential social skills is 4.19 or high. This means that the level of prolific school values among teachers in public elementary schools in terms of teach essential social skills is manifested oftentimes by the teachers.

A high ability to teach essential social skills involves effectively imparting fundamental interpersonal abilities such as communication, empathy, cooperation, and conflict resolution. Individuals with this skill demonstrate adeptness in guiding others to develop and apply these critical social competencies, fostering positive interactions and relationships in various contexts [27].

Table 8. *Prolific School Values in terms of Be a Role Models*

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	challenges themselves to get out of their comfort zones, and surround themselves with smarter people	3.49	High
2	notices if they are taking people for granted, not showing gratitude, or stepping on others to get ahead	3.47	High
3	feels their colleagues that always positive, calm, and confident in themselves	3.45	High
4	chooses to do with life, be proud of the person they become, even if that means accepting some ridicule	3.40	High
5	likes a person who is happy with their achievements, but continues to strive for bigger and better objectives	3.43	High
Overall Mean		3.45	High

As reflected in Table 8 is the level of prolific school values among teachers in public elementary school in terms of be role models. The presentation is focused on the highest, middle and lowest mean ratings of this indicator are as follows: challenging themselves to get out of their comfort zones, and surround themselves with smarter people (3.49), feeling their colleagues that always positive, calm, and confident in themselves (3.45) and chooses

to do with life, be proud of the person they become, even if that means accepting some ridicule (3.40).

The overall mean rating of prolific school values among public elementary school teachers in terms of being role models is 3.45 or high. This means that the level of prolific school values among teachers in public elementary schools in terms of being role models is manifested oftentimes by the teachers.

Being a role model at a high level entails consistently demonstrating exemplary behavior, values, and attitudes that inspire others to emulate positive traits and actions. Individuals with this quality exhibit integrity, empathy, professionalism, and ethical conduct, serving as influential figures who set standards for behavior and inspire others to strive for excellence [28].

Table 9. *Prolific School Values in terms of Clarify Classroom and School Rules*

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	tells student this is the positive environment that the students deserve	4.09	High
2	tells the student the standard of behavior they know and can be achieved	4.02	High
3	helps create a predictable, stable environment that is more conducive to healthy interactions	3.35	Moderate
4	needs a rule about gum chewing or water bottle use, for instance the policies on these issues should be clear from overarching expectations for good behavior	3.38	Moderate
5	help students make better decisions in the future	3.70	High
Overall Mean		3.71	High

As presented in table 9 is the level of prolific school values among teachers in public elementary school in terms of clarify classroom and school rules. The presentation is focused on the highest, middle and lowest mean ratings of this indicator are as follows: telling student this is the positive environment that the students deserve (4.09), needing a rule about gum chewing or water bottle use, for instance the policies on these issues should be clear from overarching expectations for good behavior (3.38) and helping create a predictable, stable environment that is more conducive to healthy interactions (3.35). The overall mean rating of prolific school values among public elementary school teachers in terms of clarifying classroom and school rules is 4.31 or moderate.

This means that the teacher always manifests prolific school values among teachers in public elementary school in terms of clarifying classroom and school rules.

Clarifying classroom and school rules involves effectively communicating and reinforcing clear expectations, guidelines, and protocols to ensure a structured and conducive learning environment. Individuals with this skill adeptly articulate rules, procedures, and boundaries, fostering understanding, compliance, and a sense of accountability among students and staff [29].

Table 10. *Prolific School Values in terms of Praise Students for Good Choices*

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	compliments a specific behavior like thanks for showing respect	3.19	Moderate
2	gives praise privately that is more effective than doing it in front of the class	3.36	Moderate
3	gives a small gestures of praise that are powerful	3.33	Moderate
4	has an eye contact and a smile from across the room	3.13	Moderate
5	gives commendations to feel less like praise and more like sharing a special celebratory moment	3.37	Moderate
Overall Mean		3.28	Moderate

As shown in table 10 is the level of prolific school values among teachers in public elementary school in terms of praise students for good choices. The presentation is focused on the highest, middle and lowest mean ratings of this indicator are as follows: gives commendations to feel less like praise and more like sharing a special celebratory moment (3.37), gives a small gestures of praise that are powerful (3.33) and having an eye contact and a smile from across the room (3.13).

The overall mean rating prolific school values among teachers in public elementary schools in terms of praise students for good choices is 3.28 or moderate. This means that the teacher often manifests the level of prolific school values among teachers in public elementary school in terms of praise students for good choices.

Effectively praising students for good choices at a high level involves providing specific, genuine, and timely recognition of their positive behaviors and decisions. Individuals with this skill offer meaningful encouragement and acknowledgment, reinforcing desired actions and promoting a positive learning environment where students feel valued, motivated, and empowered to continue making responsible choices [30].

Table 11. *Level of Prolific School Values*

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	build strong relationships	4.07	High
2	teach essential social skills	4.19	High
3	be role models	3.45	High
4	clarify classroom and school rules	3.71	High
5	praise students for good choices	3.28	Moderate
Overall Mean		3.90	High

As reflected in table 11 is the level of prolific school values among teachers in public elementary school in terms of build strong relationships, teach essential social skills, be role models, clarify classroom and school rules and praise students for good choices. The mean

ratings of this indicators are as follows: build strong relationships (4.07); teach essential social skills (4.91); be role models (3.45); clarify classroom and school rules (3.71) and praise the students for good choices (3.28).

The overall mean rating of student well-being in public elementary schools in terms of physical and emotional well-being, social and spiritual well-being and mental and academic well-being is 3.90 or high. This means that the teachers often manifest the level of student well-being in public elementary schools in terms of physical and emotional well-being, social and spiritual well-being, and mental and academic well-being.

Fostering prolific school values entails cultivating a culture characterized by a commitment to excellence, inclusivity, integrity, and continuous improvement. Individuals and institutions with this focus prioritize fostering a supportive and empowering environment where students, educators, and stakeholders are encouraged to thrive academically, socially, and emotionally, while upholding ethical standards and promoting the common good [31].

3.3 Significance of the Relationship Between Academic Inspiration and Prolific School Values

Table 12. *Significance of the Relationship Between Academic Inspiration and Prolific School Values*

Variables	X	Y	r-value	Degree of Correlation	p-value Computed	Tabular	Decision (Ho)
Academic Inspiration	4.37		0.063	High Correlation	3.38	0.050	Rejected
Prolific School Values		4.13					

As shown in table 12 demonstrates a significant relationship between academic inspiration and prolific school values, as indicated by an R-value of .063 and a corresponding p-value of .00. This suggests that an increase in the level of academic inspiration correlates with a significant increase in the level of prolific school values among teachers.

The study's results support the motivation theory, particularly self-determination theory (SDT), developed by Deci and Ryan [32] and delve into the intrinsic drives that fuel human behavior. According to SDT, individuals are naturally inclined to pursue activities that fulfill three fundamental psychological needs: autonomy (the desire to have control over one's actions), competence (the need to feel capable and effective), and relatedness (the desire for meaningful connections with others).

In the context of education, SDT suggests that when students or teachers are intrinsically motivated—meaning they engage in activities for their inherent enjoyment or interest rather than for external rewards or pressures—they are more likely to experience greater satisfaction, persistence, and performance. Academic inspiration, which can be seen as a

form of intrinsic motivation driven by passion, curiosity, and a sense of purpose, plays a crucial role in fostering this intrinsic motivation.

Academically inspired teachers are more likely to create learning environments that prioritize autonomy, competence, and relatedness. They may encourage students to take ownership of their learning, provide meaningful engagement and skill development opportunities, and cultivate supportive relationships within the classroom community. These practices not only enhance students' academic achievement but also contribute to the cultivation of prolific school values such as collaboration, excellence, and continuous improvement.

3.4 Domains of Academic Inspiration Significantly Influence Prolific School Values

Table 13. Domains of Academic Inspiration Significantly Influence Prolific School Values

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	56.3797	1	56.009	.598	0.146
Residual Total	513.311	132	11.5847		
	545.111	133			

Note: Significance when $P < 0.05$ (2T)

		<i>Academic Inspiration</i>			
<i>Prolific School Values</i>		<i>B</i>	β	<i>t</i>	<i>Sig.</i>
	(Indicators)				
build strong relationships	innovation, creativity, critical thinking and problem-solving	-.078	-.059	-.506	.614
teach essential social skills	innovation, creativity, critical thinking and problem-solving	.017	.015	.128	.898
be role models	innovation, creativity, critical thinking and problem-solving	-.219	-.207	-1.810	.074
clarify classroom and school rules	innovation, creativity, critical thinking and problem-solving	.165	.188	1.573	.120
praise students for good choices	innovation, creativity, critical thinking and problem-solving	.017	.015	.128	.898

R	.272	0.146
R ²	.074	
F	.598	
P	.324	

Table 13 suggests that the domains of academic inspiration do not exert a statistically significant influence on prolific school values. This is reflected in the p-values, which are all greater than 0.05. The model's p-value (p=0.146) further supports this conclusion. Furthermore, the R-squared value of 0.074 indicates that only 7.4% of the variation in prolific school values can be explained by the domains of academic inspiration included in the study. The remaining 92.6% of the variation is left unexplained.

4. CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn: It is concluded in this study that the academic inspiration among public elementary schools in terms of innovation, creativity, critical thinking and problem-solving is high. Moreover, it is determined in this study that the prolific school values among public elementary school teachers in terms of building strong relationships, teaching essential social skills, being role models, clarifying classroom and school rules and praising students for good choices are high. Furthermore, it is established in this study that there is a significant relationship between academic inspiration and prolific school values among public elementary schools. This indicates that the null hypothesis is hereby rejected. However, it is concluded in this study that the domains of academic inspiration did not significantly influence prolific school values among public elementary schools.

5. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are formulated for consideration: It is recommended in this study that academic inspiration among public elementary schools in terms of innovation, creativity, critical thinking and problem-solving may be improved by the school heads mainly on the portion of gray areas which are providing employees with flexible time, they feel a greater sense of ownership in their work, and in turn produce better outcomes and speaking to hundreds of students every day and are constantly amazed by the ways they incorporate creative thinking and learning into their classrooms. Moreover, it is mentioned in this study that the prolific school values among teachers in public elementary schools in terms of building strong relationships, teaching essential social skills, being role models, clarifying classroom and school rules and praising students for good choices may be enhanced by the teacher mostly on the part of gray areas which are successes in creating a well-managed classroom depends more than anything else on the quality of the relationships that teachers have with students in the classroom and teaching the students values including honesty, sensitivity, concern and respect for others, a sense of humor, reliability, and so on. Furthermore, it is recommended in this study that the academic stimulation and prolific school values among public elementary school teachers may be upgraded by the school heads, particularly in the low result areas of the study, such as choosing to do with life, being proud of the person they become, even if that means accepting some ridicule and helping create a predictable, stable environment that is more conducive to healthy interactions. Lastly, it is declared in this study that the academic stimulation and prolific school values among public elementary school

teachers may be upgraded by the school heads primarily in the low result areas of the study such as attributes linking building community by taking perspectives and placing to help students build their skills.

CONSENT

As per international standards or university standards, respondents' written consent has been collected and preserved by the author(s).

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