

# RESOURCEFUL SOLIDARITY AND CLASSROOM LIABILITY OF LANGUAGE TEACHERS IN PUBLIC SECONDARY SCHOOLS

---

## ABSTRACT

This study examined the relationship between resourceful solidarity and classroom obligations among public secondary school language teachers in Manay District, Davao Oriental, Philippines. Utilizing a correlational research design, data were collected from all 131 language teachers in the district. Mean, Pearson  $r$ , and regression analysis were employed to analyze the data. Results indicated high levels of resourceful solidarity and moderate levels of classroom obligations among teachers. A significant positive relationship was found between these two variables, with specific dimensions of resourceful solidarity influencing classroom obligations. Based on these findings, it is recommended that school administrators provide ongoing professional development to enhance teachers' collaborative capacity and implement supportive systems to strengthen their classroom practices.

*Keywords: resourceful solidarity, classroom obligation, language teachers, public elementary schools*

## 1. INTRODUCTION

Resourceful solidarity is an awareness of shared interests, objectives, standards, and sympathies, creating a psychological sense of unity in groups or classes [1]. Solidarity does not reject individuals and sees individuals as the basis of society. It refers to the ties in a society that bind people together as one. Quality Education is what people long to achieve [2]. Despite all the innovations introduced nowadays, still, people cannot deny that research is lacking in the system. The relationship between superiors and subordinates is what really counts in order to have a peaceful, harmonious and systematic condition in the workplace. Thus, school effectiveness should be based on the principles of resourceful solidarity and the classroom obligation of language teachers [3].

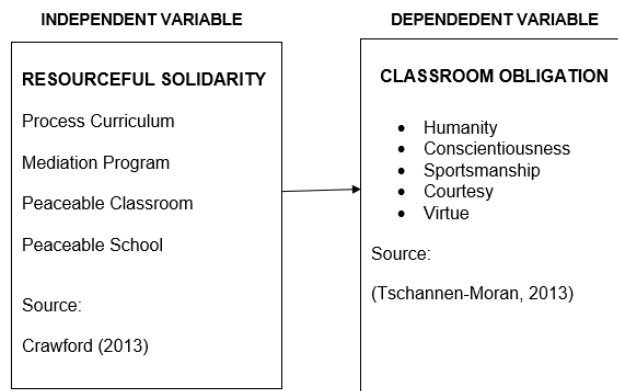
According to Perez [4], Filipino language teachers are not provided with real rewards and are not well compensated in return for their teaching job. When the staff is coerced into performing what they see as extra-role behaviors, they may produce less-than-ideal work outcomes. Thus, extra-role behaviors into the twilight zone of in-role/non-voluntary activities can damage some of the essential goals of the classroom obligation and its performance.

In the local setting, Ingay [5] said that administrators always had difficulties in ensuring the appropriate obligation that is supported with regular and ongoing recognition and reinforcement activities. They emphasized that mutual respect among pupils, language teachers, and staff should be evident on campus and in classrooms, but it is still not successful most of the time. That is why there is a need for everyone to work together

cooperatively, communicate with sensitivity, and utilize appropriate language. To the extent that administrators and language teachers should serve as role models for students in developing self-control, a sense of obligation, and attitudes of tolerance and sensitivity to come up with the best output in their school, respectively [6].

In this view, the researcher opted to conduct a study on resourceful solidarity and classroom obligation of public secondary school language teachers. The major practical implication of this study encouraged them to come up with clearer role definitions, improved communication channels, or mutual negotiations among all of the members of the organization. Successful organizations need staff who do more than their usual job duties and provide performance that is beyond expectations. This may lead to a more efficient organization and improve performance. Thus, such recognition brings glory to the school, community and teaching profession.

Figure 1 shows the conceptual framework of the study. There are two variables in the study that are subjected to evaluation. The independent variable is the principles of resourceful solidarity and the dependent variable is the classroom obligation of language teachers.



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

## 2. METHODOLOGY

### 2.1 Research Design

The non-experimental quantitative research design utilizing correlational method was employed in the study. Descriptive category includes correlational studies of the phenomenon of the subject under study that are conducted in a natural setting and that involve no attempts to introduce something new or to modify or control a phenomenon [7].

Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through questionnaires and surveys or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering data and generalizing it across groups of people or to explain a particular phenomenon [8]. Hence, this research examined the relationship on the principles of resourceful solidarity and the classroom obligation of language teachers.

These so-called descriptive-correlational surveys were designed to examine the extent to which changes in one dimension of a phenomenon correlate with changes in one or more other dimensions. It is in this view, that the researcher utilized the descriptive-correlational method to determine the principles of resourceful solidarity and classroom obligation of language teachers.

## **2.2 Research Respondents**

The respondents of this study were the 131 language teachers of public secondary schools, using universal sampling wherein all the population are considered as respondents. They evaluated their selves and colleagues through survey questionnaire that was administered to them. The language teachers involved serve at least three years in public schools. This study was conducted from 2023 to 2024.

## **2.3 Research Instrument**

The study utilized researcher-made survey questionnaires developed based on the work of various authors. The first part of the survey focused on resourceful solidarity, with indicators including process curriculum, mediation program, peaceable classroom, and peaceable school. This section comprised 5 items for each indicator, totaling 20 items. The second part of the survey addressed the classroom obligation of language teachers, covering aspects such as humanity, conscientiousness, sportsmanship, courtesy, and virtue. It also consisted of 5 items per indicator, with a total of 20 items.

After receiving approval from the adviser, the researcher reproduced the survey questionnaires, ensuring they were clear and free from errors to facilitate smooth administration. The researcher personally distributed the questionnaires to the respondents and encouraged honest responses to ensure the data's validity and reliability. Prior to distribution, the questionnaires were presented to a panel of validators for content review and modification. Revisions were made based on their feedback.

Pilot testing for reliability and validity was conducted at Manay Central Secondary School, involving 30 language teachers. **The instruments demonstrated reliability with a Cronbach's Alpha result of .729.** Participants answered the 40-item questionnaire, which was divided into 5 subscales. The scoring was implemented according to these subscales.

## **2.4 Data Gathering Procedure**

The following steps were followed in the conduct of the study:

Asking permission to conduct the study. The researcher asked permission from the Office of the Schools Division Superintendent, to conduct the study on public secondary school language teachers in the selected schools. Upon approval, the researcher prepared the letter addressed to the different District Supervisor and was noted by the Division Superintendent, Dean of Graduate Studies of the Rizal Memorial Colleges and Adviser.

Distribution and Retrieval of Survey Questionnaire. The researcher forwarded the letter of permission with the attached endorsement letter from the office of the Schools Division Superintendent to the School Heads. The questionnaire were distributed to the respondents, after two weeks the researcher retrieved the questionnaire. The researcher were tallied all

the data and presented to the statistician. Then the results were analyzed and interpreted based on the statement of the problem of the study.

## 2.5 Data Analysis

The statistical tools used for data treatment were the following:

Mean. This was used to determine the level of resourceful solidarity and classroom obligation of language teachers in public secondary schools.

Pearson (r). This was used to determine the significant relationships between resourceful solidarity and classroom obligation of language teachers in public secondary schools.

Regression Analysis. This was used to determine the influence of resourceful solidarity and classroom obligation of language teachers in public secondary schools.

## 3. RESULTS AND DISCUSSION

### 3.1 Resourceful Solidarity of Language Teachers

**Table 1.** *Level of Resourceful Solidarity of Language Teachers*

No	Indicators	Mean (x)	Descriptive Level
1.	process curriculum approach	3.58	High
2.	mediation program approach	3.83	High
3.	peaceable classroom approach	2.98	Moderate
4	peaceable school approach	3.85	High
	<b>Overall</b>	<b>3.56</b>	<b>High</b>

As presented in Table 1 is level of the principles of resourceful solidarity of language teachers in public elementary schools in terms of process curriculum approach, mediation program approach, peaceable classroom approach and peaceable school approach. The mean ratings of these indicators are as follows: process curriculum approach (3.57) or high; mediation program approach (3.80) or high; peaceable classroom approach (2.98) or high and peaceable school approach (3.83).

The overall mean rating of (3.56) or high. This means that principles of resourceful solidarity of language teachers in public elementary schools in terms of process curriculum approach, mediation program approach, peaceable classroom approach and peaceable school approach are manifested oftentimes by the language teachers. This signifies that language teachers are having the ability to resolve disputes effectively and nonviolently resolution that is central to the peaceful expression of classroom resourceful solidarity.

This finding supports the idea of Martinez et al. [9], who highlighted that a high resourceful solidarity among language teachers means that these educators are exceptionally skilled at fostering a supportive and collaborative atmosphere within their schools. They engage in activities and programs designed to promote peace and conflict resolution, such as process curricula, mediation programs, peaceable classrooms, and peaceable schools. This

solidarity is reflected in their consistent efforts to create a positive and inclusive learning environment where students feel valued and respected. The teachers' ability to work together effectively and support each other's professional development is a key factor in achieving highly resourceful solidarity.

Moreover, highly resourceful solidarity implies that language teachers are proactive in implementing initiatives that enhance community building and student engagement. By leading collaborative projects and encouraging student participation in peaceable school activities, these teachers help cultivate a strong sense of community and belonging among students. This approach not only strengthens professional relationships among teachers but also positively impacts students' social and emotional development. High resourceful solidarity, therefore, is integral to creating a harmonious school environment that supports both academic and personal growth [10].

### 3.2 Classroom Obligation of Teachers

**Table 2.** *Level of Classroom Obligation of Teachers*

No	Indicators	Mean (x)	Descriptive Level
1	Altruism	3.40	Moderate
2	Conscientiousness	2.90	Moderate
3	Courtesy	3.71	High
4	civic virtue	3.22	Moderate
<b>Overall</b>		<b>3.31</b>	<b>Moderate</b>

As presented in Table 2 shows the level of classroom obligation of language teachers in public elementary schools in terms of altruism, conscientiousness, courtesy and civic virtue. The mean ratings of this indicators are as follows: altruism (3.40); conscientiousness (2.90); courtesy (3.71) and civic virtue (3.22).

The overall mean rating is (3.31) moderate. This means that the classroom obligations of language teachers in public elementary schools in terms of altruism, conscientiousness, courtesy, and civic virtue are sometimes manifested by the language teachers. This denotes that the language teachers are giving their time and energy to succeed in their assigned job and behaving as good citizens by engaging in all sorts of positive behaviors.

This finding conforms to the study of Berger&Girardet [11],who emphasized that a moderate classroom obligation among teachers indicates that while they consistently demonstrate a sense of responsibility and duty toward their teaching roles, there is room for further improvement in some areas. These teachers generally adhere to standards of professionalism and commitment, exemplified by their efforts to maintain classroom discipline, foster a positive learning environment, and support student achievement. However, their engagement in aspects such as humanity, conscientiousness, sportsmanship, courtesy, and virtue may vary, sometimes reflecting a moderate rather than a high level of dedication.

Moreover, the moderate level of classroom obligation means that teachers are performing adequately, but there are opportunities to enhance their impact on students and the educational environment. It suggests a need for additional professional development or support systems to help teachers fully realize their potential in these areas. By addressing these aspects, schools can help teachers elevate their classroom obligation from moderate

to high, ultimately leading to more effective teaching practices and better outcomes for students [12].

### 3.3 Significance on the Relationship Between Resourceful Solidarity and Classroom Obligation

**Table 3.** Significance on the Relationship Between Resourceful Solidarity and Classroom Obligation

Variables	X	Y	r-value	Degree of Correlation	Computed	p-value Tabular	Decision (Ho)
Resourceful Solidarity	4.34						
Classroom Obligation		4.10	0.059	High Correlation	3.35	0.00	Rejected

As presented in Table 3 is the significant relationship between the principles of resourceful solidarity and classroom obligation of language teachers in public elementary schools with an overall computed r-value of .059 with equivalent tabular value 0.00 at  $\alpha$  0.05 of significance set in this study.

Since the overall computed value is much higher than the tabular value. This indicates that the null hypothesis is hereby rejected. It could be stated, therefore, that there is a significant relationship between the principles of resourceful solidarity and the classroom obligation of language teachers in public elementary schools. This implied that the higher the result of the principles of resourceful solidarity, the better result of the classroom obligation of language teachers in public elementary schools.

This finding supports the study of Çoban et al. [13], found that teachers who engaged in high levels of resourceful solidarity, characterized by shared resources, mutual support, and collaborative problem-solving, demonstrated significantly higher levels of classroom obligation. They concluded that such solidarity fosters a sense of collective responsibility and dedication among teachers, which directly translates into more effective classroom management and a stronger commitment to student success. This aligns with the current study's conclusion, reinforcing the idea that resourceful solidarity is a crucial factor in enhancing teachers' classroom obligations.

Additionally, the work of Benoliel & Schechter [14] further supports this relationship by showing that resourceful solidarity positively impacts classroom obligation. Their research highlighted that teachers who frequently collaborate and support one another tend to exhibit greater conscientiousness and accountability in their teaching roles. They found that resourceful solidarity not only improves individual teacher performance but also contributes to a more supportive and cohesive school environment. This is consistent with the findings of the present study, suggesting that fostering a culture of resourceful solidarity among language teachers can significantly enhance their classroom obligation, leading to better educational outcomes for students in public elementary schools.

### 3.4 The Domains of Resourceful Solidarity Significantly Influence Classroom Obligation

**Table 4.** *The Domains of Resourceful Solidarity Significantly Influence Classroom Obligation*

Model	Sum of Squares	Degrees of Freedom	Mean Square	p-value	Sig	Decision
Regression	55.3897	1	57.019	.000	0.136	Rejected
Residual Total	503.301	130	12.5947			
	535.101	131				

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

		<i>Principles of Resourceful Solidarity</i>				
<i>Classroom Obligation</i>		<i>B</i>	<i>B</i>	<i>t</i>	<i>Sig.</i>	
	(Indicators)					
altruism	process curriculum mediation program	-				
	peaceable classroom	.075	-.056	-.503	.611	
	peaceable school					
conscientiousness	curriculum approach mediation program					
	peaceable classroom	.014	.012	.125	.895	
	peaceable school					
courtesy	curriculum mediation program	-				
	peaceable classroom	.217	-.205	-1.807	.071	
	peaceable school					
civic virtue	curriculum mediation program	-				
	peaceable classroom	.074	-.057	-.502	.610	
	peaceable school					
						0.136
R		.251				
R <sup>2</sup>		.071				
F		.670				
ρ		.058				

As presented in Table 4 is the domains of resourceful solidarity significantly influence classroom obligation of language teachers in public elementary schools with an overall computed r-value of 0.136 with equivalent tabular value 0.000 at  $\alpha$  0.05 of significance set in this study.

Since the overall computed value is significantly higher than the tabular value, the null hypothesis is rejected. This result indicates a significant influence of the domains of resourceful solidarity on the classroom obligation of language teachers in public elementary

schools. Therefore, it can be concluded that higher levels of resourceful solidarity among teachers are associated with enhanced classroom obligation. This suggests that as the principles of resourceful solidarity improve, so do the domains of classroom obligation among language teachers, leading to more effective teaching and a more supportive educational environment.

This finding validates several key theories. Firstly, Social Exchange Theory, as proposed by Blau [15], emphasized the reciprocal nature of social interactions and relationships. According to this theory, the mutual support and collaborative efforts characteristic of highly resourceful solidarity lead to positive exchanges between teachers. These exchanges, in turn, enhance teachers' commitment to their classroom responsibilities and professional duties.

Furthermore, Social Constructivism Theory, developed by Vygotsky [16], highlighted the crucial role of social interactions and collaborative processes in learning and development. This theory suggests that when teachers engage in resourceful solidarity, such as shared problem-solving and collective support, their professional growth and commitment are enhanced. Consequently, this leads to improved classroom obligation and effectiveness.

Additionally, Organizational Support Theory, introduced by Eisenberger et al. [17], posited that employees' perceptions of organizational support significantly impact their job performance and commitment. In the educational context, when teachers perceive strong resourceful solidarity from their peers and the school environment, they feel more supported and motivated. As a result, this heightened sense of support translates into increased classroom obligation and improved teaching outcomes. Thus, these theories collectively reinforce the importance of a supportive and collaborative professional environment in enhancing teachers' classroom obligations.

#### **4. CONCLUSION**

Based on the findings of the study, the following conclusions are drawn:

It was concluded in this study that the level of resourceful solidarity of language teachers in public elementary schools in terms of process curriculum, mediation program, peaceable classroom and peaceable school were oftentimes manifested. Moreover, the level of classroom obligation of language teachers in public elementary schools in terms of altruism, conscientiousness, courtesy and civic virtue was sometimes manifested. Furthermore, it was established in this study that there was a significant relationship between the resourceful solidarity and classroom obligation of language teachers in public elementary schools. Additionally, it was concluded in this study that the domains of resourceful solidarity significantly influenced the classroom obligation of language teachers in public elementary schools.

#### **5. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations are formulated for considerations:

The Department of Education (DepEd) may focus on improving the principles of resourceful solidarity among language teachers in public elementary schools. Efforts may be directed

toward addressing areas that require development, ensuring that students receive integrated and coherent learning experiences that contribute to their personal, academic, and professional growth. By targeting these gray areas, the DepEd may help create a more cohesive and supportive teaching environment.

The school heads may work to enrich the classroom obligation of language teachers by addressing areas with lower performance results. This may involve assisting new employees in acclimating to their roles, ensuring they complete their tasks effectively, encouraging proactive behavior without unnecessary delays, and actively participating in school activities and meetings. By focusing on these aspects, school heads may enhance teachers' sense of responsibility and commitment. Additionally, school heads may consider implementing specific programs to upgrade the principles of resourceful solidarity and classroom obligation. This may involve integrating problem-solving processes related to resourceful solidarity into the curriculum, whether as a separate course, a distinct curriculum module, or part of daily lesson plans. Such measures may systematically enhance both aspects.

The language teachers may focus on minimizing discussions and expressions of subjective opinions unless the audience is receptive to such perspectives. They should prioritize clear, objective communication and ensure that discussions are constructive and relevant. This approach may help foster a more professional and supportive environment.

## **CONSENT (WHEREEVER APPLICABLE)**

Ethical considerations were meticulously addressed throughout the study. Respondents were fully informed about the research's purpose, procedures, and potential risks through a detailed consent form. Anonymity and confidentiality were strictly maintained to protect respondents' identities. Any sensitive data collected were securely stored and only accessible to authorized personnel. The study received approval from the institutional review board, ensuring that all procedures complied with ethical standards. Respondents were given the right to withdraw from the study at any point without any consequences.

### **Disclaimer (Artificial intelligence)**

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

## **REFERENCES**

1. Laitinen A, Pessi AB. Solidarity: Theory and practice. An introduction. *Solidarity: Theory and practice*. 2014 Dec 16:1-29.
2. Quiroz-Niño C, Murga-Menoyo MÁ. Social and solidarity economy, sustainable development goals, and community development: The mission of adult education & training. *Sustainability*. 2017 Nov 24;9(12):2164.
3. Martinez AN, Valdez C, Cariaga S. Solidarity with the people: Organizing to disrupt teacher alienation. *Equity & Excellence in Education*. 2016 Jul 2;49(3):300-13.
4. Perez J. Why Teach in the Philippines: Voices of the Committed Public Elementary School Teachers. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*. 2024 Jul 9;1(7):41-54.
5. Ingay AB. Leadership Practice of Elementary school Heads as Determinants of teachers' Morale in Davao Region, Philippines. *International Journal of Management Excellence (ISSN: 2292-1648)*. 2019 Aug 31;13(2):1935-55.

6. Furkan N. The implementation of character education through the school culture in sma negeri 1 dompu and sma negeri kilo dompu regency. *Journal of Literature, Languages and Linguistics*. 2014 Apr;3(1):14-44.
7. Pregoner JD. Research Approaches in Education: A Comparison of Quantitative, Qualitative and Mixed Methods. *IMCC Journal of Science*. 2024 Jul 22;4(2):31-6.
8. Alem DD. An overview of data analysis and interpretations in research. *International Journal of Academic Research in Education and Review*. 2020;8(1):1-27.
9. Martinez AN, Valdez C, Cariaga S. Solidarity with the people: Organizing to disrupt teacher alienation. *Equity & Excellence in Education*. 2016 Jul 2;49(3):300-13.
10. Barnes ME, Marlatt R. From involvement to solidarity: Community engagement to foster culturally-proactive and constructivist pedagogy. *Journal of Curriculum and Pedagogy*. 2022 Jan 2;19(1):4-27.
11. Berger JL, Girardet C. Vocational teachers' classroom management style: the role of motivation to teach and sense of responsibility. *European Journal of Teacher Education*. 2021 Mar 15;44(2):200-16.
12. Da Luz FS. The relationship between teachers and students in the classroom: Communicative language teaching approach and cooperative learning strategy to improve learning.
13. Çoban Ö, Özdemir N, Bellibaş MŞ. Trust in principals, leaders' focus on instruction, teacher collaboration, and teacher self-efficacy: Testing a multilevel mediation model. *Educational Management Administration & Leadership*. 2023 Jan;51(1):95-115.
14. Benoliel P, Schechter C. Is it personal? Teacher's personality and the principal's role in professional learning communities. *Improving schools*. 2017 Nov;20(3):222-35.
15. Blau PM. Social exchange theory. Retrieved September. 1964 Sep;3(2007):62.
16. Vygotsky L, Cole M. *Lev Vygotsky: Learning and social constructivism*. Learning Theories for Early Years Practice. UK: SAGE Publications Inc. 2018:68-73.
17. Eisenberger R, Huntington R, Hutchison S, Sowa D. Perceived organizational support. *Journal of Applied psychology*. 1986 Aug;71(3):500.