Original Research Article

INTELLECTUAL INSPIRATIONS AND PRODUCTIVE SCHOOL CULTURE OF LANGUAGE TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

This study aimed to determine the level of intellectual inspiration and the productive school culture among public elementary school teachers in Marilog District, Division of Davao City. The study employed a non-experimental quantitative research design, utilizing the correlational method. A total of 133 public elementary school teachers were selected as respondents using universal sampling. The data analysis methods included mean, Pearson r, and regression analysis.The findings revealed that the level of intellectual inspiration among public elementary school teachers, in terms of novelty, creativity, critical thinking, and problem-solving, is oftentimes demonstrated. Additionally, the productive school culture among teachers, in areas such as dealings, social skills, role modeling, rules, and praising students for good choices, is also oftentimes exhibited.Furthermore, the study found a significant relationship between intellectual inspiration and productive school culture among public elementary school teachers. It also highlighted that the domains of intellectual stimulation significantly influence productive school culture. Based on these results, it is recommended that school leaders focus on enhancing areas with lower results, such as helping create a more predictable, stable environment conducive to healthy teacher interactions. Teachers should be encouraged to engage in continuous learning, critical thinking, and innovation by fostering a mindset of curiosity and exploration in education.

Keywords: Intellectual inspiration, productive school culture, Philippines.

1. INTRODUCTION

Intellectual Inspiration has been a dynamic force in advancing the technology space, particularly within educational institutions. This involvement spans several critical areas, including technological innovation, emerging trends, intellectual property strategies, patent portfolio evaluation, and school profiling. Its expertise extends across planning, design, licensing, verification, integration, synthesis, physical design (including layout), testing, qualification, fabrication, revisions, and student support (Bolman& Deal, 2017). Additionally, intellectual Inspiration offers litigation support services, including expert witness testimony, prior art searches, source code evaluations, schematic analysis, and reverse engineering reports. Past and current students include those from high-tech universities and institutions emphasizing intellectual property education (Wexler, 2018).

In United States of America, there is a robust focus on understanding and addressing the challenges education leaders face in fostering positive learning environments. Recognizing the diversity inherent in intellectual inspiration and school culture, researchers have identified actionable strategies to enhance school productivity. Anderson and Madigan (2015) highlight realistic and specific approaches for creating a productive school culture, offering invaluable insights for leaders aspiring to implement meaningful changes.

Kivirand et al. (2022) complements this perspective by presenting a well-organized synthesis of evidence regarding school improvement leadership. Their work underscores a balanced approach, situating the learner at the center of improvement efforts while harmonizing relationships and academic focus.

In the Philippine context, the dynamics of intellectual inspiration and school culture manifest in diverse ways. Takayama et al. (2017) emphasize that relationships within educational settings, whether between colleagues or institutions, are grounded in essential building blocks like love, trust, and mutual respect. While mutual attraction, shared interests, or complementary personalities may initiate such relationships, their long-term success often depends on fostering common values and shared goals.

Even with mutual trust and respect, dissatisfaction may arise if dissimilar interests dominate or if intellectual engagement wanes (Layder, 2015). Addressing such issues involves reevaluating priorities and appreciating diverse forms of intelligence, including spatial, interpersonal, musical, and theoretical. Each type of intelligence brings unique strengths to relationships, highlighting the importance of complementarity rather than similarity (Liu & Jiang, 2024).

Psychologists and behavioral scientists increasingly emphasize the value of diverse intellectual inspirations in enriching relationships. These perspectives advocate those successful partnerships—whether in the workplace or beyond—require more than basic compatibility (Prilleltensky& Nelson, 2017; Compton& Hoffman, 2019).Moreover, Sabanal (2023) reinforces that foundational elements like mutual love and trust are critical in any professional or personal relationship, particularly in Region XI. However, sustaining these relationships requires deeper connections, shared values, and the ability to offer fresh perspectives over time.

Ultimately, achieving a productive school culture and maintaining meaningful professional relationships involve a commitment to understanding and valuing individual differences. By integrating intellectual inspiration into daily practices and fostering a culture of mutual

respect and shared purpose, educational leaders and institutions can build stronger, more enduring partnerships.

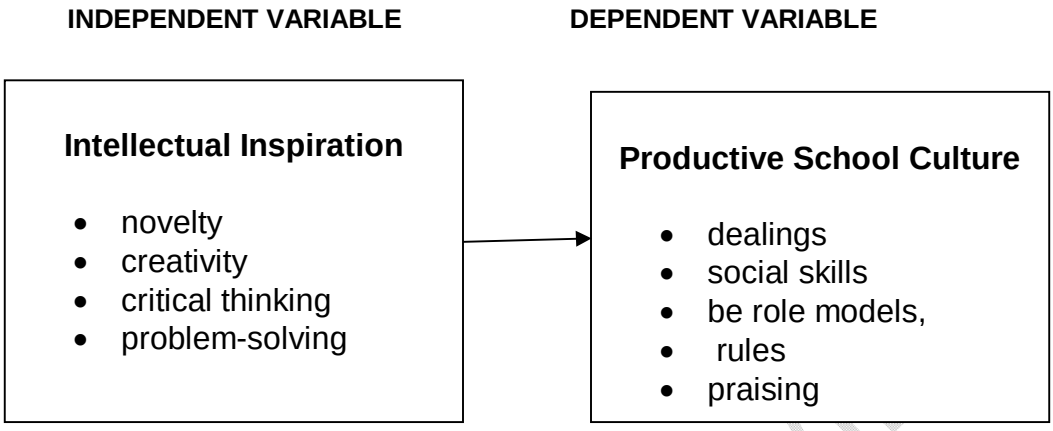

Figure 1: Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study employed a non-experimental quantitative research design, specifically utilizing the correlational method with regression analysis. The method is particularly suitable for determining the relationship between intellectual inspiration and the productive school culture of public elementary school teachers. The method was chosen because the study emphasizes measuring the connection between the distribution of resources and the monitoring mechanisms implemented by teachers in public elementary schools (Pregoner & Baguio, 2024).

Quantitative research involves collecting and analyzing numerical data, identifying patterns and averages, making predictions, testing causal relationships, and generalizing findings to broader populations. Its purpose is to generate knowledge and deepen understanding of the social world, making it an essential tool for observing phenomena that impact individuals and groups.Quantitative methodology is a dominant research framework in the social sciences, underpinned by strategies, techniques, and assumptions used to investigate psychological, social, and economic processes through numerical patterns. This approach facilitates the collection of data, whether intrinsically quantitative, such as personal income, or numerically structured data imposed for analysis. The gathered data allows researchers to conduct a range of statistical analyses, from basic calculations like averages and percentages to complex evaluations of relationships among variables. Moreover, quantitative research employs various methodologies, including structured questionnaires, systematic observations, and controlled experiments. These methods provide a stark contrast to qualitative research, which focuses on exploring experiences, perceptions, and meanings through non-numeric data. By employing quantitative techniques, this study seeks to uncover meaningful insights about the factors that influence productive school culture and intellectual inspiration in educational settings (Pregoner, 2024).

2.2 Research Respondents

The respondents of this study comprised public elementary school teachers from the Marilog District, Division of Davao City. These teachers were selected based on their service tenure

of at least three years, ensuring that they possessed sufficient experience and familiarity with the study's focus. Their expertise and involvement in the school system provided a reliable basis for eliciting accurate and relevant data.

A total of 133 teachers participated in the study, determined through universal sampling, where the entire population meeting the study's criteria was included as respondents. This sampling approach ensured comprehensive data collection and representation of the target population. The study was conducted during the 2022–2023 school year.

2.3 Research Instrument

The instrument used in this study was a self-made questionnaire designed to measure the levels of intellectual inspiration and productive school culture among public elementary school teachers in Marilog District, Division of Davao City. The questionnaire consisted of two parts. The first part focused on intellectual inspiration and was developed by the researcher based on relevant studies and literature. This section was carefully crafted to capture the various dimensions of intellectual stimulation and its impact on teaching practices.

The second part of the instrument centered on creating a productive school Culture. It was designed to assess the factors contributing to a supportive and effective school environment. This section was also self-developed by the researcher, guided by theoretical frameworks and research findings related to school improvement and culture. Both parts of the questionnaire were subjected to face and content validation by a panel of three experts holding Doctor of Education degrees specializing in Educational Management. Feedback from the validators was incorporated to refine and enhance the instrument's clarity and reliability.

Before its administration, the questionnaire was pilot-tested on 30 teachers from a different school within the same district to evaluate its reliability and validity. The pilot test results showed that the instrument was highly reliable, with a Cronbach's Alpha of .792. The finalized questionnaire contained 45 items distributed across five subscales, each with its own scoring system. This structured approach ensured the instrument's capacity to effectively measure both intellectual inspiration and productive school culture among the respondents.

2.4 Data Gathering Procedure

The data for this study were collected through the following steps. First, the researcher sought permission and endorsement from the Dean of the Graduate School of Rizal Memorial Colleges to obtain approval from the Schools Division Superintendent. Once the Dean approved the request, a formal letter was submitted to the office of the Schools Division Superintendent for approval. Upon receiving the Superintendent's endorsement, the researcher issued an endorsement letter to the school teachers who participated in the study.

Subsequently, a schedule was arranged for the distribution of the test questionnaires for pilot testing. This initial step aimed to evaluate the reliability and validity of the self-made questionnaire. The test questionnaires included an explanation of the study's purpose and detailed instructions for completing the test. Based on the pilot testing results, the researcher identified necessary corrections and revisions to refine the instrument.

Once the questionnaire was finalized, the survey was administered to all respondents in the target population. After collecting the completed questionnaires, the researcher retrieved all responses and prepared the data for statistical analysis. The collected data were carefully tallied, tabulated, analyzed, and interpreted in alignment with the study's objectives. This systematic approach ensured the accuracy and integrity of the research process.

2.5 Data Analysis

This study employed three statistical tools to analyze the data effectively. First, the mean was used to measure the levels of Intellectual Inspiration and Productive School Culture among public elementary school teachers in Marilog District, Division of Davao City. This statistical tool provided an average score that summarized the respondents' perceptions and experiences regarding the variables under investigation.

Next, the Product Moment Correlation Coefficient (Pearson r) was utilized to determine the relationship between Intellectual Inspiration and Productive School Culture. This statistical method assessed the strength and direction of the association between the two variables, helping to understand whether they were positively or negatively related.

Finally, Regression Analysis was employed to examine the influence of Intellectual Inspiration on Productive School Culture. This tool enabled the researcher to determine the extent to which one variable could predict changes in the other, offering valuable insights into their potential causal connection.

3. RESULTS AND DISCUSSION

3.1 Level of Intellectual Inspiration among Teachers

Table 1.*Level of Intellectual Inspiration among Teachers*

No.	Statements	Mean ($\bar{X}$)	Descriptive Equivalent
1	novelty	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**

Table 1 shows the level of intellectual inspiration among teachers. The overall mean score of 3.46, categorized as "high," suggests that it is manifested oftentimes by the teachers.In detail, "critical thinking" has the highest mean score of 4.10, categorized as "high," indicating that teachers in the district strongly engage in critical thinking. This reflects their ability to analyze and assess ideas effectively. On the other hand, the other aspects—"novelty," "creativity," and "problem-solving"fall into the "moderate" category, with mean scores of 3.26, 3.10, and 3.38, respectively. This suggests that while teachers show some degree of novelty, creativity, and problem-solving, these areas can still be improved to enhance the overall intellectual inspiration among teachers.

This finding supports the study of Starko (2021), which concluded that teachers who frequently demonstrate behaviors associated with intellectual inspiration foster a high level of engagement and curiosity within their classrooms. When teachers consistently exhibit a passion for intellectual pursuits, it encourages a culture of continuous intellectual growth, ultimately benefiting both students and educators. Additionally, the finding aligns with the study of Torreset al. (2023), which found that teachers who actively inspire intellectual curiosity in their students help to create a dynamic and stimulating educational environment. Their study highlighted the important role that teacher-led intellectual inspiration plays in shaping a positive and productive learning culture, as it encourages students to think critically and explore new ideas.

3.2 Productive School Culture among Teachers

Table 2.*Productive School Culture among Teachers*

No.	Statements	Mean ($\bar{x}$)	Descriptive Equivalent
1	Dealings	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

Table 2 presents the level of productive school culture among teachers. The overall mean score of 3.90, categorized as "high," indicates that teachers generally contribute to a productive school culture. This means that the level of productive school culture is manifested by the teachers oftentimes. The individual indicators reveal that the teachers strongly engage in practices that foster a positive school environment. "Teach essential social skills" has the highest mean score of 4.19, which is categorized as "high," demonstrating that teachers place significant importance on equipping students with essential social skills. "Dealings" also received a high mean score of 4.07, reflecting strong interpersonal interactions and communication between teachers and students. "Be role models" mean of 3.45 and "Clarify classroom and school rules" mean of 3.71 both fall under the "high" category as well, showing that teachers effectively serve as role models and clarify rules in the school environment. However, "Praise students for good choices" has a mean score of 3.28, categorized as "moderate." This suggests that while teachers acknowledge students' positive behaviors, there is potential for more frequent or stronger reinforcement of good choices.

This finding is consistent with the research conducted by Hofkens and Pianta (2022), who found that a high level of productive school culture, characterized by strong teacher-student relationships and clear communication, enhances student engagement and achievement. Teachers who model positive behaviors and maintain structured classroom environments create a more conducive setting for learning. Additionally, the finding is in agreement with Lee, and Li (2015) which showed that teachers who foster a productive school culture through their interactions and clear expectations contribute to a more collaborative and effective educational environment. Their research highlighted the importance of teachers' role in shaping a positive school climate, which directly impacts students' academic and social development.

3.3 Significance on the Relationship Between Intellectual Inspiration and Productive School Culture

Table 3.*Significance on the Relationship Between Intellectual Inspiration and Productive School Culture*

Variables	X	Y	r-value	p-value	Decision (Ho)
Intellectual Inspiration	4.37		0.063	0.05	Rejected
Productive School Culture		4.13			

Table 3 presents the significance of the relationship between Intellectual Inspiration (X) and Productive School Culture (Y). The r-value is 0.063, which indicates a weak or negligible correlation between the two variables, suggesting that the relationship between Intellectual Inspiration and Productive School Culture is not strong. However, the p-value is 0.05, which is at the threshold for statistical significance. This p-value indicates that the observed relationship is statistically significant and unlikely to have occurred by chance. As a result, the null hypothesis (Ho) is rejected, implying that there is a statistically significant, though weak, relationship between Intellectual Inspiration and Productive School Culture. Despite the weak correlation, the relationship is deemed significant based on the p-value.

This finding is consistent with the work of Allen et al. (2015), who observed that intellectual inspiration among teachers can significantly influence school culture, even if the strength of the relationship varies. Their study emphasized that intellectual engagement, such as fostering a love for learning and creative thinking, can create a more dynamic and supportive environment, thus improving the overall school culture. Similarly, Jackson (2015) highlighted that teachers' intellectual inspiration plays a crucial role in shaping school culture, asserting that a positive and stimulating school environment is influenced by the level of intellectual inspiration among educators. By fostering an environment where teachers feel intellectually engaged, schools can encourage a culture of collaboration, mutual respect, and continuous improvement.

3.4 Domains of Intellectual Inspiration Significantly Influence Productive School Culture

Table 4 The domains of Intellectual Inspiration Significantly Influence Productive School Culture

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression Residual Total	56.3797 513.311 545.111	1 132 133	56.009 11.5847	.598	0.00

Intellectual Inspiration					
Productive School Culture (Indicators)		B	β	t	Sig.
Dealings	novelty, creativity, critical thinking and problem-solving	-.078	-.059	-.506	.614
social skills	novelty, creativity, critical thinking and problem-solving	.017	.015	.128	.898
be role models	novelty, creativity, critical thinking and problem-solving	-.219	-.207	-1.810	.074
Rules	novelty, creativity, critical thinking and problem-solving	.165	.188	1.573	.120
Praising	novelty, creativity, critical thinking and problem-solving	.017	.015	.128	.898
R	.272				0.146

R^2	.074				
F	.598				
P	.000				

Table 4 presents the results of the regression analysis examining the influence of the domains of Intellectual Inspiration on Productive School Culture. The analysis reveals that the domains of Intellectual Inspiration significantly influence Productive School Culture, as indicated by the p-value of 0.00, which is less than the 0.05 significance level. This suggests that Intellectual Inspiration has a meaningful influence on the creation of a productive school culture among public elementary school teachers.

The finding in this study, which reveals that intellectual inspiration significantly influences productive school culture, validates the theory of transformational leadership (Bass, 1995). Transformational leadership emphasizes the importance of leaders in inspiring and motivating individuals to exceed expectations and engage in innovative thinking. In the context of this study, school leaders who provide intellectual inspiration encourage teachers to think creatively, problem-solve, and continually improve their teaching practices. As teachers feel intellectually stimulated, they contribute to creating a more productive school culture. This aligns with the study's findings that intellectual inspiration fosters an environment of collaboration and growth among teachers, leading to a positive and productive school culture.

Moreover, the findings conform to Bandura's Social Learning Theory (1977), which suggests that individuals learn and adopt behaviors by observing and interacting with others. In a school environment, teachers who are intellectually inspired not only benefit from these experiences themselves but also share them with colleagues, leading to a collective improvement in teaching practices. As teachers model behaviors and attitudes derived from intellectual inspiration, it encourages others to engage in similar practices. This process of mutual learning strengthens the overall culture of the school, creating an environment where teachers continuously grow and develop together, contributing to a productive and dynamic school culture.

Furthermore, the finding corroborates with Deci and Ryan's Self-Determination Theory (2012), which posits that individuals are more motivated and productive when they experience autonomy, competence, and relatedness in their environment. Intellectual inspiration fosters these three elements: teachers are given the freedom to explore creative solutions, develop their skills through intellectual challenges, and engage with colleagues in a supportive, collaborative environment. As a result, teachers' intrinsic motivation is enhanced, leading to greater job satisfaction and improved performance. This creates a productive school culture where teachers feel empowered to innovate and contribute to the overall success of the school.

4. CONCLUSION

Based on the findings of this study, several key conclusions can be drawn. First, it is concluded that intellectual inspiration among public elementary school teachers, particularly in terms of novelty, creativity, critical thinking, and problem-solving, is high. Second, the study reveals that productive school culture among these teachers is also high, specifically in areas such as dealings, teaching essential social skills, serving as role models, clarifying classroom rules, and praising students for good choices. Third, it is established that intellectual inspiration significantly relates productive school culture, leading to the rejection

of the null hypothesis. Finally, the study concludes that the various domains of intellectual inspiration have a significant impact on fostering a productive school culture in public elementary schools, further supporting the rejection of the null hypothesis.

5. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are made for consideration. First, it is recommended that intellectual inspiration among public elementary school teachers, particularly in the areas of novelty, creativity, critical thinking, and problem-solving, be enhanced. Teachers can improve in these areas by providing flexible time for employees, which fosters a sense of ownership in their work and leads to better outcomes. Additionally, teachers should continue to explore creative methods to engage students, inspiring them through innovative thinking and learning strategies in the classroom.

Second, it is suggested that the productive school culture among teachers be further strengthened, particularly in aspects such as building positive relationships with students, teaching essential social skills, serving as role models, clarifying classroom and school rules, and praising students for good choices. Teachers can improve in these areas by focusing on the quality of relationships they cultivate with students, as well as teaching values such as honesty, respect, reliability, and sensitivity. Creating an atmosphere of trust and mutual respect can foster a better-managed classroom environment and contribute to overall school culture.

Third, it is recommended that intellectual stimulation and productive school culture be further developed by addressing the low-scoring areas of the study. This includes encouraging teachers to help students develop pride in their accomplishments, even in the face of challenges or ridicule, and fostering a predictable, stable environment conducive to healthy student-teacher interactions. Additionally, teachers should focus on attributes that build community, such as understanding diverse perspectives and assisting students in developing essential skills for success.By addressing these areas of improvement, the intellectual inspiration and productive school culture within public elementary schools can be significantly upgraded, creating a more effective and positive educational environment.

CONSENT (WHERE EVER APPLICABLE)

This quantitative study followed rigorous ethical protocols to protect the privacy and rights of all participants. Prior to data collection, informed consent was obtained from every respondent, and they were fully informed about the study's purpose and the steps taken to maintain confidentiality. To ensure anonymity, no personal identifying details were collected, and each participant was assigned a unique code for analysis. All data were stored securely on encrypted servers, with access restricted to the research team. The results were reported in aggregate, preventing any individual responses from being linked to specific participants. Additionally, statistical analyses were performed in a way that further ensured the respondents' anonymity and privacy throughout the research process.

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