

COMPELLING CLASSROOM ACCUMULATION AND HARMONIOUS TEACHING OF PUBLIC ELEMENTARY SCHOOL TEACHERS

ABSTRACT

This study described the compelling classroom accumulation and harmonious teaching of public elementary school teachers in Manay District, Division of Davao Oriental. The study used a non-experimental quantitative research design utilizing the correlational method. The respondents of this study were composed of 132 teachers in public elementary schools using universal sampling. The data analysis utilized the mean, Pearson r , and regression analysis. The findings disclosed that the degree of compelling classroom accumulation of public elementary school teachers in terms of vision, sensitivity, needs, and risk-taking was oftentimes manifested. Moreover, the level of harmonious teaching of public elementary school teachers in terms of being supportive, instructive, preventive, and responsive was oftentimes manifested. It was found that there was a significant relationship between compelling classroom accumulation and harmonious teaching of public elementary school teachers. Furthermore, the study revealed that the domains of compelling classroom accumulation significantly influence the harmonious teaching of public elementary school teachers in Manay District, Division of Davao Oriental. Based on the findings, public school teachers may attend conferences and training sessions provided by DepEd for professional expansion platforms. This may provide proficient enhancement for teachers aiming to build their abilities, support educational opportunities for learners, and concurrently acquire better academic practices.

Keywords: Compelling classroom accumulation, harmonious teaching, public elementary school, teachers, Philippines

1. INTRODUCTION

Compelling teaching is one of the most important aspects in educational development [1]. Providing education about improvement and compelling can be compared to a wind pump gradually generating social and human change. In educational accumulation in California, problems in compelling teaching in educational accumulations range from declining productivity. The quality of market share has dropped and disappearing developments that has started marvelously well and end up in a black hole. There is an increased absenteeism, turnover, group think no collaboration, poorly run meetings, and frequent head-on collisions of style and priorities among classroom management [2]. Compelling is a firm and persevering determination to commit oneself to the common good, not merely vague compassion or shallow distress at the misfortunes of others [3].

According to Rutter[4] people as customer and accumulations as clients often diagnose themselves and take over-the-counter medication to their own healthy environment. Accumulations take the equivalent a few people go to a seminar and put on some training programs once they come back. Structural development must diagnose internal conditions

which need development and there must be a feedback survey to evidence efficiency of the strategy for accumulation development [5].

In the Philippines, the quality of compelling classroom leadership and compelling teaching will have a determining effect on teachers' commitment. Despite the cited importance of school health and its impact on teachers' commitment to school, it is found that little local research had been conducted in this field, especially in elementary school settings. This critical gap should be filled in order to gain a panoramic view of the elementary school teacher's perception of their workplace and the antecedents of their accumulation commitment [6].

In Davao City, the school heads care for the output on level of compelling classroom accumulation and harmonious teaching teachers and not for the human being [7]. There are educational leaders who do not care for the welfare of the students and teachers. They keep on passing their assignment to the latter and it creates a negative climate [8]. Zollinger[9] stated that, when compelling classroom accumulation and compelling teaching of teachers has positive climate and cultures of family exist synergy occurs, productivity increases, and students excel. They say programs and systems are not the measure of success, but committed and dedicated individuals within these systems, engaged in healthy and systemic collaboration as a result of established relationships, are the true measure of success.

In view of the above, the researcher felt the need to conduct this study to help public the teachers, assess whether level of compelling classroom accumulation and harmonious teaching of public elementary school teachers are necessary requirements in school. The result of this document could be a guide for future administrative policies.

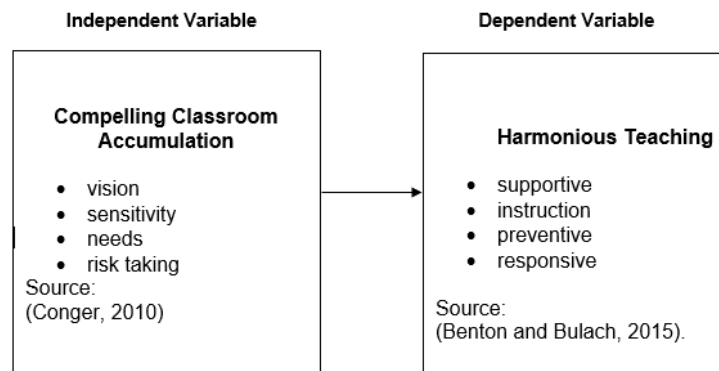


Figure 1. Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study used the non-experimental quantitative research design utilizing correlational method. Additionally, this method can be adapted to determine the needed data since it involves collecting data in order to determine whether to what extent or degree a relationship exists between two or more quantitative variables. This type of research is concerned with conditions, relationship that exists as well as the practices that prevail. This descriptive survey dealt on quantitative data about the said phenomenon. The quantitative aspect is an

appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data is based through the use of questionnaires [10].

Quantitative researchers try to recognize and isolate specific variables contained within the study framework, seek correlation, relationships and causality, and attempt to control the environment in which the data is collected to avoid the risk of variables, other than the one being studied, accounting for the relationships identified. Quantitative researchers try to recognize and isolate specific variables contained within the study framework, seek correlation, relationships and causality, and attempt to control the environment in which the data is collected to avoid the risk of variables, other than the one being studied, accounting for the relationships identified [11].

In this connection, this research design is appropriate in this investigation to assess the quality of compelling classroom accumulation and harmonious teaching of public elementary school teachers in Manay District, Division of Davao Oriental.

2.2 Research Respondents

The respondents of this study are the 138 teachers in public elementary schools in Manay District, Division of Davao Oriental. The teachers involved served at least three years in of public elementary school. The researcher used the universal sampling to process in selecting the respondents. This means that all the population of the selected school were considered as respondents. This study was conducted from the school year 2023 to 2024.

2.3 Research Instrument

The research instrument that used in gathering the data were the survey questionnaires based from the concepts of various authors. The questionnaires were contextualized to the local setting. The refinement of the questionnaires were made possible through the assistance of the thesis adviser and other three expert validators who evaluated the content of the questionnaire.

The questionnaire was composed of 40 items. There were 8 indicators in this study. Each indicator were made up of 5 item questions. Likert's scale were adopted to determine the compelling classroom accumulation and harmonious teaching of public elementary school teachers in Manay District, Division of Davao Oriental. Pilot testing were done in 30 teachers in Luzon Central Elementary School in the same District with the mean rating of .742. The instrument in this study composed of two parts and they are as follows: Part 1 dealt with the compelling classroom accumulation of public elementary school teachers with 4 indicators and part 2, dealt with harmonious teaching of public elementary school teachers with 4 indicators.

2.4 Data Gathering Procedure

The data were gathered through the following procedures: A letter of permission were secured by the researcher to conduct the study for the level of compelling classroom accumulation and harmonious teaching of public elementary school teachers in Manay District, Division of Davao Oriental. The letter of permission and appearance were signed and granted by the Dean of Graduate Studies of the Rizal Memorial Colleges, Adviser, School Principal, Moderators or Teacher in Charge in public elementary school. Adequate and clear copies were printed to avoid problems with the administration. The researcher administered the questionnaire personally to the respondents of the study and they were

requested to answer the questionnaire honestly so that valid and reliable data were elicited. The researcher experienced the difficulties in gathering the data due to non-availability of the respondents sometimes in the field. Mostly of the respondents are busy with their responsibilities in school which made the researcher gathered the data for almost two months until such time the data were gathered completely. One hundred percent (100) of the questionnaire was retrieved. The results were collated and tabulated before submitting it to statistical treatment and analyzed and interpreted based on the purpose of the study.

2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to determine the level of compelling classroom accumulation and harmonious teaching of public elementary school teachers.

Pearson Product Moment Correlation or Pearson r. This was used to measure the significant relationship between the level of compelling classroom accumulation and harmonious teaching of public elementary school teachers.

Regression Analysis. This was used to measure the significant influence of level of compelling classroom accumulation and harmonious teaching of public elementary school teachers in Manay District, Division of Davao Oriental.

3. RESULTS AND DISCUSSION

3.1 Compelling Classroom Accumulation of Public Elementary School Teachers

Table 1. *Level of Compelling Classroom Accumulation of Public Elementary School Teachers*

| Item | Mean | Descriptive Equivalent |
|---------------------|-------------|------------------------|
| 1. vision | 3.82 | High |
| 2. sensitivity | 3.77 | High |
| 3. needs | 3.77 | High |
| 4. risk taking | 3.78 | High |
| Overall Mean | 3.76 | High |

As shown in Table 1 is the level of compelling classroom accumulation of public elementary school teachers in terms of vision, sensitivity, needs and risk taking. The indicators with the highest mean rating of 3.82 is vision with high descriptive equivalent. Personal risk taking has a mean rating of 3.78 with high descriptive equivalent. Sensitivity to the environment has a mean rating of 3.77 with high descriptive equivalent. Sensitivity to members needs has a mean rating of 3.77 with high descriptive equivalent. Vision and articulation has the highest mean rating among the five indicators shows that creating a vision is part of the accumulation development of public.

The overall man rating of compelling classroom accumulation of public elementary school teachers in terms of vision, sensitivity, needs and risk taking is 3.76 described as high. This

means that the compelling classroom accumulation of public elementary school teachers in terms of vision, sensitivity, needs and risk taking are manifested oftentimes. This means that the teachers have the responsibility in the development, communicating, and providing the opportunity for growth in an accumulation. It could be gleaned from the data that all of the indicators of compelling classroom accumulation of public elementary school teachers in terms of vision, sensitivity, needs and risk taking are all described as high but they vary in their mean ratings.

According to Yagil[12] the leaders make attributions of heroic or extraordinary leadership abilities when they observe certain behaviors like vision and articulation, It is the ability to articulate a vision, such leaders has a unique ability to put into words an idealized vision of what the future could hold.

Moreover, high compelling classroom accumulation of teachers could imply that these teachers have amassed significant experience, skills, and resources that contribute effectively to classroom management and instructional delivery. This suggests that these teachers have accumulated a wealth of knowledge and strategies that enable them to engage students deeply, manage classroom dynamics effectively, and deliver compelling lessons that enhance student learning and achievement [13].

3.2 Harmonious Teaching of Public Elementary School Teachers

Table 2. *Level of Harmonious Teaching of Public Elementary School Teachers*

| Item | Mean | Descriptive Equivalent |
|---------------------|-------------|------------------------|
| 1. supportive | 3.79 | High |
| 2. instructive | 3.62 | High |
| 3. preventive | 3.29 | Moderate |
| 4. responsive | 3.47 | High |
| Overall Mean | 3.36 | High |

As shown in Table 2 is the level of harmonious teaching of public elementary school teachers in terms of supportive, instructive, preventive and responsive. The items of this indicator are arranged from highest to lowest are as follows: the collegial behavior of teachers has a mean of 3.56 described as high, intimate behavior of teacher with a mean of 3.47 described as moderate. This means that teachers are responsive, cooperative with the various programs and activities in school and not to forget the socialization among them. The disengaged behavior of teachers has a mean of 2.44 described as low. This means that teachers do not have negative practices that could ruin their accumulation.

The overall mean rating of harmonious teaching of public elementary school teachers in terms of supportive, instructive, preventive and responsive is 3.36 described as high. This means that the harmonious teaching of public elementary school teachers are manifested in most occasions. This means that teachers possess good qualities as leaders, provides strong social support for colleagues and listen and accept co-teachers' suggestions.

Moreover, Peltola[14] stated that harmonious teaching itself depends on the collective emotional intelligence of its members. The most productive teams may be those that exhibit emotional intelligence competencies at the team level. These includes the school heads behavior like supportive behavior, directive behavior and restrictive behavior.

Furthermore, a high harmonious teaching of teachers implies that these teachers excel in creating a balanced and cooperative classroom environment. They foster positive relationships among students, promote cooperation and respect, and maintain a peaceful and conducive atmosphere for learning. This suggests that these teachers prioritize harmony and unity within their classrooms, which enhances student engagement, collaboration, and overall academic success [15].

3.3 Significance on the Relationship Between Compelling Classroom Accumulation and Harmonious teaching

Table 3. Significance on the Relationship Between Compelling Classroom Accumulation and Harmonious teaching

| Variables | X | Y | r-value | Degree of Correlation | p-value | Decision (Ho) |
|-----------------------------------|------|------|---------|-----------------------|---------|---------------|
| Compelling Classroom Accumulation | 4.34 | | 0.891 | High Correlation | 0.00 | Rejected |
| Harmonious teaching | | 4.16 | | | | |

As presented in Table 3 is the significant relationship on compelling classroom accumulation and harmonious teaching of public elementary school teachers with an overall computed r-value of .891 with equivalent p-value 0.00 at α 0.05 of significance set in this study.

Since the overall computed value is higher than the tabular value. This indicates that the null hypothesis is hereby rejected and it could be stated therefore, that there is a significant relationship between compelling classroom accumulation and harmonious teaching of public elementary school teachers. This implies that the higher the result of compelling classroom accumulation teachers, the better result of harmonious teaching of public elementary school teachers.

According to Weary et al.[16], compelling classroom accumulation is an extension of the attribution theory. It says that followers make attributions of heroic or extraordinary leadership abilities when they observe certain behaviors like vision and articulation, sensitivity to the environment, sensitivity to member needs, personal risk taking and performing unconventional behavior this are the ability of compelling classroom leader to put into words an idealized vision of what the future could hold. Sensitivity to the environment is a part of the compelling classroom leadership process, teachers were expected to show sensitivity to the follower needs by using influence techniques that developed mutual liking and respect.

Moreover, the significant relationship between compelling classroom accumulation and harmonious teaching of public elementary school teachers supports the study of Lai & Peng [17]. This study likely explores how accumulated experience, skills, and resources contribute to creating a harmonious classroom environment. Teachers with compelling classroom accumulation have gathered extensive knowledge and effective instructional strategies over

their careers. This expertise enables them to manage classroom dynamics adeptly and foster a harmonious atmosphere where students feel respected, engaged, and motivated to learn. The study suggests that the combination of accumulated teaching experience and a focus on creating a harmonious learning environment positively influences student outcomes, including academic performance, social-emotional development, and overall classroom dynamics.

3.4 The Domains of Compelling Classroom Accumulation Significantly Influence Harmonious teaching of Teachers

Table 4. *The Domains of Compelling Classroom Accumulation Significantly Influence Harmonious teaching of Teachers*

| Model | Sum of Squares | DF | r-value Degree | r-value | p-value | Decision | |
|----------------|----------------|-----|----------------|---------|---------|----------|----------|
| Regression | 573.898 | 3 | 0.95 | High | .895 | 0.00 | Rejected |
| Residual Total | 524.331 | 132 | | | | | |
| | 564.121 | 135 | | | | | |

As presented in Table 4 is the domains of compelling classroom accumulation significantly influence harmonious teaching of teachers with an overall computed r-value of 0.895 with equivalent p-value 0.00 at α 0.05 of significance set in this study. Since the overall computed value is very much higher than the tabular value. This indicates that the null hypothesis is rejected and it could be stated therefore, that the domains of compelling classroom accumulation significantly influence harmonious teaching of public elementary school teachers in Manay District, Division of Davao Oriental. This implies that the higher the domains of compelling classroom accumulation, the better harmonious teaching of public elementary school teachers. A classroom culture based on mutual respect and trust fosters student growth and discourages disruptions. Discussions and assignments that draw on students' experiences and ideas encourage kids to invest in their own learning, according to the Harvard Education Letter. Thoughtfully designed facilities are proven to positively impact academic performance, and at the same time impact the behavior of students. When students are engaged in their education, they are more likely to remain focused and act out less in class.

Moreover, Conger [18], added that compelling classroom accumulation involves also sensitivity to member needs is a set of character traits that has just begun receiving attention from the psychological community. Personal risk taking is a willingness to assume high personal risks to pursue the vision of charismatic leaders are often seen as being willing to assume great risks to pursue their vision. Performing unconventional behavior is use of unconventional strategies, these leaders often use unconventional behavior or break accepted norms as a sign of their confidence in their course of action.

Furthermore, the finding that compelling classroom accumulation significantly influences the harmonious teaching of teachers supports the theory of experiential learning. According to Kolb[19], teachers who accumulate extensive experience, skills, and resources over their careers are better equipped to create harmonious classroom environments. This accumulation of classroom experience allows teachers to develop effective instructional strategies, understand student needs more deeply, and manage classroom dynamics with greater expertise. As a result, they are able to foster a classroom atmosphere characterized by cooperation, respect, and engagement among students.

4. CONCLUSION

On the basis of the foregoing findings, the following conclusions were drawn:It is concluded in this study that the compelling classroom accumulation of public elementary school teachers in terms of vision, sensitivity, needs and risk taking is high. Thus, the compelling classroom accumulation of public elementary school teachers is manifested oftentimes. Further, it is clinched in this study that the harmonious teaching of public elementary school teachers in terms of supportive, instructive, preventive and responsive is high. Thus, the harmonious teaching of public elementary school teachers are manifested oftentimes. Furthermore, it is established in this study that there is a significant relationship between compelling classroom accumulation and harmonious teaching of public elementary school teachers. This leads to the rejection of null hypothesis. Moreover, it is concluded in this study that the domains of compelling classroom accumulation is significantly influence harmonious teaching of public elementary school teachers. Thus, the null hypothesis is rejected.

5. RECOMMENDATIONS

Based on the foregoing findings and conclusions, the researcher proposes the following recommendations:It is recommended in this study that the Department of Education may

continue to improve the compelling classroom accumulation of public elementary school teachers in building up a better work related environment among themselves, school heads and teachers this includes the gray areas of the study which are the teachers clarifies what and where the accumulation would be in the future and identify constrains in the accumulation's social and cultural environment like cultural norms and lack of grass roots support that may stand in the way of achieving accumulation objectives. Furthermore, it is suggested in this study that the school heads may be raised the harmonious teaching of public elementary school teachers to the highest level in building up a better interaction and cooperation with teachers and other administrators this also include the lowest results in this study which are the teachers show their sensitivity for the needs and feelings of the other members of the accumulation and takes high personal risks for the sake of the accumulation. Moreover, it is indorsed in this study that the teachers may be raised the compelling classroom accumulation and harmon teaching of public elementary school teachers to a higher level by providing more motivation to its students. This can be done by setting up formal and informal structures for rewarding deserving students. Also, it is recommended in this study that the result of this study will provide information to the future researchers on how their behavior is related to the compelling classroom accumulation and harmonious teaching of public elementary school teachers and of school heads. Thus, they should be encouraged to work with their superiors for the success of the accumulation in the coming year. They may also use this study as future reference.

CONSENT (WHEREEVER APPLICABLE)

In conducting this study, all respondents provided informed consent and were assured of the confidentiality of their data. The study adhered to ethical guidelines, including principles of beneficence and respect for respondent autonomy. Measures were implemented to protect the welfare of respondents, ensuring that their identities remained confidential throughout the research process. Ethical approval was obtained from the relevant institutional review board to ensure compliance with ethical standards in research involving human subjects.

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