

COMPELLING CLASSROOM ACCUMULATION AND HARMONIOUS TEACHING OF PUBLIC ELEMENTARY SCHOOL TEACHERS

ABSTRACT

This study investigated the relationship between compelling classroom accumulation and harmonious teaching practices among public elementary school teachers in Manay District, Davao Oriental. The research employed a non-experimental quantitative design with a correlational approach. A total of 132 teachers from public elementary schools participated through universal sampling. Data analysis involved calculating means, Pearson's r correlation coefficient, and regression analysis. The findings revealed that both compelling classroom accumulation (encompassing vision, sensitivity, needs awareness, and risk-taking) and harmonious teaching (characterized by supportive, instructive, preventive, and responsive practices) were frequently observed among the teachers. Additionally, a statistically significant positive relationship was identified between these two factors. The study further suggests that the various aspects of compelling classroom accumulation significantly influence the development of harmonious teaching practices among the educators in Manay District. Based on these results, public elementary school teachers are encouraged to participate in conferences and training programs offered by DepEd. These professional development opportunities can equip teachers with the necessary skills to enhance their abilities, improve student learning opportunities, and implement more effective teaching practices.

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

1. INTRODUCTION

Compelling teaching is a critical aspect of educational development [1]. It can be likened to a wind pump, gradually generating significant social and human change. In California, the challenges of compelling teaching include declining productivity, a drop in quality, and developments that start promisingly but ultimately falter. This results in increased absenteeism, high turnover, groupthink, lack of collaboration, poorly run meetings, and frequent conflicts over classroom management styles and priorities [2]. Compelling teaching requires a firm and persevering commitment to the common good, transcending vague compassion or shallow distress at others' misfortunes [3].

According to Rutter [4], people often act as their customers and diagnose themselves, using over-the-counter medication to maintain their healthy environment. Similarly, organizations may send a few individuals to seminars and implement training programs upon their return. However, for effective structural development, it is essential to diagnose internal conditions that need improvement and conduct feedback surveys to measure the efficiency of development strategies [5].

In the Philippines, the quality of compelling classroom leadership and teaching significantly impacts teachers' commitment. Despite the acknowledged importance of school health and its influence on teacher commitment, there is a notable lack of local research in this area, particularly in elementary school settings. Addressing this critical gap is necessary to understand elementary school teachers' perceptions of their workplace and the factors influencing their organizational commitment [6].

In Davao City, school heads prioritize the output level of compelling classroom management and harmonious teaching over the well-being of the teachers [7]. Some educational leaders neglect the welfare of both students and teachers, often delegating their responsibilities to teachers, which creates a negative environment [8]. According to Zollinger [9], synergy occurs, productivity increases, and students excel when compelling classroom management and teaching have a positive climate and a family culture. They argue that programs and systems are not the true measure of success; instead, the committed and dedicated individuals within these systems, engaged in healthy and systemic collaboration as a result of established relationships, define true success.

In light of this, the researcher felt the need to conduct this study to assist public school teachers and assess whether compelling classroom management and harmonious teaching are requirements in schools. The results of this study could serve as a guide for future administrative policies.

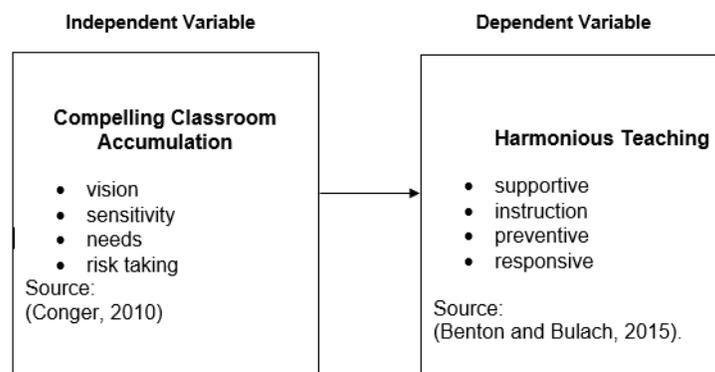


Figure 1. Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study employed a non-experimental quantitative research design utilizing the correlational method. This method is suitable for determining the necessary data by collecting information to establish the extent or degree of a relationship between two or more quantitative variables. This type of research focuses on existing conditions, relationships, and prevailing practices. The descriptive survey aspect involved gathering quantitative data about the phenomenon. The data collection process used a questionnaire specifically designed for the target respondents [10].

Quantitative researchers aim to identify and isolate specific variables within the study framework, seek correlations, relationships, and causality, and attempt to control the data collection environment to avoid confounding variables influencing the identified relationships. By doing so, they ensure that the variables being studied account for the relationships observed [11].

Given this context, the research design is appropriate for assessing the quality of compelling classroom management and harmonious teaching among public elementary school teachers in the Manay District, Division of Davao Oriental.

2.2 Research Respondents

The respondents of this study were 138 teachers from public elementary schools in the Manay District, Division of Davao Oriental. The teachers selected had each served at least three years in public elementary schools. The researcher used universal sampling to select the respondents, meaning that the entire population of the selected schools was included. This study was conducted during the 2023-2024 school year.

2.3 Research Instrument

The research instrument used for gathering data was a survey questionnaire based on concepts from various authors. The questionnaires were contextualized to the local setting. Refinement of the questionnaires was achieved with the assistance of the thesis adviser and three expert validators who evaluated the content.

The questionnaire comprised 40 items divided into 8 indicators, each comprising 5 questions. A Likert scale was adopted to assess the compelling classroom management and harmonious teaching of public elementary school teachers in the Manay District, Division of Davao Oriental. Pilot testing was conducted with 30 Luzon Central Elementary School teachers in the same district, resulting in a mean rating of .742.

The instrument for this study was composed of two parts: Part 1 addressed the compelling classroom management of public elementary school teachers with 4 indicators, and Part 2 focused on harmonious teaching of public elementary school teachers, also with 4 indicators.

2.4 Data Gathering Procedure

The data were gathered through the following procedures: The researcher secured a letter of permission to conduct the study on the level of compelling classroom management and harmonious teaching of public elementary school teachers in the Manay District, Division of Davao Oriental. This letter of permission and appearance was signed and granted by the Dean of Graduate Studies at Rizal Memorial Colleges, the adviser, the school principal, and the moderators or teachers in charge at the public elementary schools. Adequate and clear copies of the letter were printed to avoid administrative issues. The researcher personally administered the questionnaires to the respondents and requested that they answer honestly to ensure valid and reliable data. The researcher encountered difficulties in data collection due to the respondents' occasional unavailability and their busy schedules, which extended the data collection period to almost two months. Despite these challenges, all questionnaires were successfully retrieved. The collected data were collated and tabulated before being subjected to statistical treatment, and were analyzed and interpreted based on the study's objectives.

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 are responsible for developing, communicating, and providing the opportunity for growth and accumulation. It could be gleaned from the data that all 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 vary in their mean ratings.

According to Yagil[12], leaders attribute heroic or extraordinary leadership abilities when observing behaviors like vision and articulation. It is the ability to articulate a vision; such leaders have 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 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

Table 2 presents the level of harmonious teaching among public elementary school teachers in terms of supportive, instructive, preventive, and responsive behaviors. The items are ranked from highest to lowest as follows: collegial behavior of teachers, with a mean of 3.56, is described as high, while intimate behavior of teachers, with a mean of 3.47, is described as moderate. This indicates that teachers are responsive and cooperative with various school programs and activities and engage in socialization.

The overall mean rating for harmonious teaching of public elementary school teachers, considering supportive, instructive, preventive, and responsive aspects, is 3.36, described as high. This suggests that harmonious teaching is frequently observed among teachers. It indicates that teachers exhibit good leadership qualities, provide strong social support to colleagues, and are open to and accept suggestions from co-teachers.

Moreover, Peltola [14] stated that harmonious teaching relies on the collective emotional intelligence of its members. The most productive teams often demonstrate emotional intelligence competencies at the team level, including the behavior of school heads, such as supportive, directive, and restrictive behaviors.

Furthermore, high levels of harmonious teaching imply 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 of the Relationship Between Compelling Classroom Accumulation and Harmonious Teaching

Table 3. Significance of 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				

Table 3 presents the significant relationship between compelling classroom management and harmonious teaching among public elementary school teachers, with an overall computed r-value of .891 and a p-value of 0.00 at a significance level of $\alpha = 0.05$.

Since the overall computed r-value is higher than the tabular value, the null hypothesis is rejected. This indicates a significant relationship between compelling classroom management and harmonious teaching among public elementary school teachers. Specifically, it implies that a higher level of compelling classroom management is associated with better harmonious teaching outcomes.

According to Weary et al. [16], compelling classroom management extends attribution theory. It posits that followers attribute heroic or extraordinary leadership abilities to those who exhibit behaviors such as vision and articulation, sensitivity to the environment, responsiveness to member needs, personal risk-taking, and unconventional behavior. These attributes are key to compelling classroom leadership, as they involve articulating an idealized vision for the future and demonstrating sensitivity to the needs of followers through influence techniques that build mutual respect and liking.

Moreover, the significant relationship between compelling classroom management and harmonious teaching supports the findings of Lai & Peng [17]. Their study likely explores how accumulated experience, skills, and resources contribute to creating a harmonious classroom environment. Teachers with extensive classroom management experience possess valuable knowledge and effective instructional strategies. This expertise enables them to manage classroom dynamics effectively, fostering a harmonious atmosphere where students feel respected, engaged, and motivated to learn. The study suggests that combining accumulated teaching experience with 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					

Table 4 illustrates that the domains of compelling classroom management significantly influence the harmonious teaching of teachers, with an overall computed r-value of 0.895 and a p-value of 0.00 at a significance level of $\alpha = 0.05$. Since the computed r-value is substantially higher than the tabular value, the null hypothesis is rejected. This indicates that the domains of compelling classroom management significantly impact the harmonious teaching of public elementary school teachers in the Manay District, Division of Davao Oriental. Specifically, it suggests that higher levels of compelling classroom management are associated with better harmonious teaching outcomes.

A classroom culture based on mutual respect and trust fosters student growth and reduces disruptions. According to the Harvard Education Letter, discussions and assignments incorporating students' experiences and ideas encourage them to invest in their learning. Additionally, thoughtfully designed classroom facilities positively impact academic performance and student behavior. Students who are engaged in their education are more likely to remain focused and exhibit fewer disruptive behaviors.

Moreover, Conger [18] noted that compelling classroom management also involves sensitivity to member needs—a set of character traits that are gaining attention from the psychological community. Personal risk-taking refers to a leader's willingness to assume high risks to pursue their vision, while performing unconventional behavior involves using strategies that break accepted norms, reflecting confidence in their approach.

Furthermore, the finding that compelling classroom management significantly influences harmonious teaching supports experiential learning theory. According to Kolb [19], teachers who accumulate extensive experience, skills, and resources throughout their careers are better equipped to create harmonious classroom environments. This accumulated experience allows teachers to develop effective instructional strategies, understand student needs more deeply, and manage classroom dynamics more proficiently. 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 concluded 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 is 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 the null hypothesis. Moreover, it is concluded in this study that the domains of compelling classroom accumulation significantly influence the harmonious teaching of public elementary school teachers. Thus, the null hypothesis is rejected.

5. RECOMMENDATIONS

Based on the findings and conclusions, the researcher proposes several recommendations. The Department of Education may continue to enhance public elementary school teachers' compelling classroom management practices to foster a better work environment among teachers, school heads, and other staff. This may involve addressing identified gray areas, such as clarifying future goals for classroom management and tackling constraints in the social and cultural environment, including cultural norms and lack of grassroots support. School heads may work to raise the level of harmonious teaching by improving interactions and cooperation with teachers and administrators. They may also focus on areas with lower performance, such as showing greater sensitivity to the needs and feelings of other members and taking personal risks for the benefit of the group. It may be beneficial for teachers to elevate their classroom management and harmonious teaching practices by increasing student motivation. This may be achieved through formal and informal reward structures for deserving students. Finally, future researchers may use the results of this study to explore the relationship between behavior and, compelling classroom management and harmonious teaching. They may be encouraged to collaborate with their superiors to ensure the success of classroom management initiatives and to use this study as a reference for future research. These recommendations aim to build on the study's findings to improve classroom management, teaching harmony, and overall educational effectiveness.

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.

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.

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