

CONTEMPLATIVE PEDAGOGY AND INTERPERSONAL TRUST OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

ABSTRACT

This study was conducted to determine the level of contemplative pedagogy and interpersonal trust among public elementary school teachers in Manay District, Division of Davao Oriental. This employed the universal sampling, using the non-experimental quantitative research design utilizing correlational method, the respondents of the study were the 131 teachers in public elementary school teachers. The statistical tools were the mean, Pearson Product Moment Coefficient Correlation (Pearson r) and regression analysis. The interpersonal trust among public elementary school teachers in terms of respect, competence, personal regard and integrity were oftentimes manifested. The contemplative pedagogy of public elementary school teachers in terms of academic, ability and class were manifested oftentimes. There was significant relationship between contemplative pedagogy and interpersonal trust among public elementary school teachers. Moreover, the domains of domains of contemplative pedagogy were significantly influence to interpersonal trust among public elementary school teachers in Manay District, Division of Davao Oriental. This result may serve as basis of school heads on showing good and effective school heads to enhanced by the teacher mostly on the part of lowest features which are being sure of themself in class situation and thinking of their ability is sufficient to cope with school work.

Keywords: Contemplative pedagogy, interpersonal trust, public elementary school teachers, Philippines

1. INTRODUCTION

Contemplative pedagogy involves teaching methods designed to cultivate deepened awareness, concentration and insight. Contemplation fosters additional ways of knowing that complement the rational methods of traditional liberal arts education. Demonstrated benefits of contemplative practices include stress reduction, enhanced attention and awareness abilities, improved self-regulation and enhanced empathy awareness. The expansion of the body of research on contemplative practices lead to an increased interest in those practices by the education systems [1].

Instructors and learners alike deal with a multitude of distractions, demands on their time, anxieties about teaching and learning, and the pressure to multitask. There are a variety of teaching and learning challenges that one may encounter which can be addressed by contemplative pedagogical practices, including: student distraction or anxiety, superficial learning, rigid thinking, inability to see how course material relates to students' daily lives, and students who are motivated by grades, rather than by learning [2].

The integration of contemplative practices encourages instructors and learners to focus on the present moment, to fully engage in teaching and learning, and to achieve focus and

attention in the classroom. Professors find that not only are students better able to be present in the moment with the subject matter and each other, but they are better able to hold on to what they are learning over time and integrate it into meaningful patterns [3]. Contemplative practices can help students tap into their emotional reaction to course materials and to confront difficult course topics, allowing them to engage more openly and holistically with the course material and their peers in the class [4].

Harrell [5] stressed that many contemplative practices have cultural and religious foundations, and it's important to acknowledge these. Instructors who wish to adopt contemplative practices in the classroom should do so with a mindset toward openness and inclusion. Practices which draw upon evidence-based practices and the science of teaching and learning rather than religious practice can help students achieve high levels of attention, focus, and insight without causing alienation, exclusion, or discomfort. Whenever possible, instructors should strive to understand the origins of the practices they are incorporating into their courses, and should provide an appropriate amount of context about the history of the practice for students [6].

In the Philippines, interpersonal trust among teachers has been found to be very low [7]. Teachers have difficulty trusting each other because of the fear that if someone divulges something, the same information was known to others most especially the principal. If not, they are scared to share their ideas/innovations because of fear of being imitated and not acknowledged. Since competition is too stiff because of limited item for promotion, teachers tend to be competitive and doubtful. Through contemplative teaching, teachers are able to understand what areas might be improved or changed for better learning outcomes. Some methods of contemplative teaching include journaling, requesting student and peer feedback and recording an actual teaching moment [8].

In Davao Region, problem in interpersonal trust also exists and persists. A feeling of alienation is easily felt among teachers not only in the two units of district but also in their own schools. This problem of interpersonal trust has impeded good relationship and performance [9]. This scenario, the researcher takes a fervent interest in this study that may help in finding out the contemplative pedagogy and interpersonal trust of teachers.

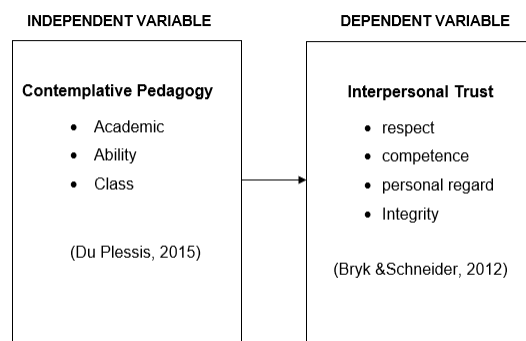


Figure 1. Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study will use the non-experimental quantitative research design utilizing correlational method. This method used when the objective is to describe the status of the situation as it existed at the time of the study to explore the causes of a particular phenomenon. In correlation research, it involves collecting data in order to determine whether the degree of a relationship existed between two or more quantifiable variables [10].

Quantitative research design aimed to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Quantitative research designs are either descriptive (subjects usually measured once). A descriptive study establishes only associations between variables [11]. For an accurate estimate of the relationship between variables, a descriptive study usually needs a sample of hundreds or even thousands of subjects. The estimate of the relationship is less likely to be biased if they have a high participation rate in a sample selected randomly from a population. In all studies, subject characteristics can affect the relationship they are investigating. Limit their effect either by using a less heterogeneous sample of subjects or preferably by measuring the characteristics and including them in the analysis.

2.2 Research Respondents

The respondents of this study are the 131 teachers of public elementary school in Manay District, Division of Davao Oriental. They were evaluated their peer through survey questionnaires that were administered to them. The teachers were involved in the study serve at least three years and above in public elementary school. This study was conducted in the school year 2021-2022. The researcher used the universal sampling to process in selecting the respondents. This means that all the population of the study was considered as respondents.

2.3 Research Instrument

The research instrument was used in gathering the data were based from various authors globally. The questionnaires were contextualized to the local setting. Refinement of the questionnaires was made possible through the assistance of the thesis adviser and other three validators evaluated the content of the questionnaire.

The questionnaires were composed of 50 items for 10 indicators in this study. Each indicator was made up of 5 item questions. Likert's scale was adopted to determine the contemplative pedagogy and interpersonal trust among public elementary school teachers in Manay District, Division of Davao Oriental. The reliability and validity of the result of the instrument will have mean rating of .782 cronbach alpha.

2.4 Data Gathering Procedure

The data was gathered through the following procedures: A letter of permission was secured by the researcher to conduct the study on the contemplative pedagogy and interpersonal trust among public elementary school teachers in Manay District, Division of Davao Oriental. The letter of permission and appearance were signed and granted by Dean of Graduate Studies, Adviser and School Principal, Moderators and Teacher in Charge in public secondary school.

Adequate and clear copies was printed to avoid problems with the administration. The researcher was 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 was elicited. It took for two weeks for the researcher to distribute of the questionnaire and

two weeks also for the retrieval of the questionnaire. One hundred percent (100) of the questionnaire was retrieved due to the availability, kindness and cooperation of the respondents. The results were collated and tabulated before subjecting it to statistical treatment and analyzed and interpreted based on the purpose of the study.

2.5 Data Analysis

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

Mean. This was used to determine the contemplative pedagogy and interpersonal trust among public elementary school teachers in Manay District, Division of Davao Oriental.

Pearson Product Moment Correlation or Pearson r. This was used to find out the significant relationship between contemplative pedagogy and interpersonal trust among public elementary school teachers in Manay District, Division of Davao Oriental.

Regression Analysis. This was used to measure the influence of contemplative pedagogy and interpersonal trust among public elementary school teachers in Manay District, Division of Davao Oriental.

3. RESULTS AND DISCUSSION

3.1 Contemplative Pedagogy of Teachers

Table 1. *Extent of Contemplative Pedagogy of Teachers*

| No | Indicators | Mean (x) | Descriptive Level |
|----------------|------------|-------------|-------------------|
| 1. | academic | 3.57 | High |
| 2. | ability | 3.80 | High |
| 3. | class | 2.98 | Moderate |
| Overall | | 3.45 | High |

Presented in Table 1 is the summary of the contemplative pedagogy of public elementary school teachers in terms of academic, ability and class. The mean ratings of these indicators are as follows: communication (3.57) or high; evaluation (3.80) or high; planning (2.98) or high and implementation (3.83).

The overall mean rating of (3.45) or high. This means that contemplative pedagogy of public elementary school teachers in terms of academic, ability and class indicators are manifested oftentimes by the teachers. This signifies that teachers are breaking down the tasks will make them seem more manageable, keep organized, and help to be more productive and efficient. If they are still having difficulty managing the workload, ask a coworker for advice, or speak with the supervisor to prioritize the work.

This finding supports the study of Pace[12], which emphasized that breaking tasks into smaller, manageable steps enhances teachers' ability to stay organized and effective in their instructional practices. Additionally, Hallam et al.[13] highlighted that teacher collaboration and supervisory support are critical in helping educators prioritize and manage their responsibilities effectively. Similarly, the research by Hartney[14] demonstrated that

structured task management and guidance from school leaders significantly improve teachers' capacity to maintain high-quality teaching while managing workload stress.

3.2 Interpersonal Trust of Teachers

Table 2. *Extent of Interpersonal Trust of Teachers*

| No | Indicators | Mean (x) | Descriptive Level |
|----------------|-----------------|-------------|-------------------|
| 1 | Respect | 3.40 | High |
| 2 | Competence | 2.90 | Moderate |
| 3 | personal regard | 3.71 | High |
| 4 | integrity | 3.22 | Moderate |
| Overall | | 3.31 | Moderate |

Presented in Table 2 is the summary of the level of interpersonal trust among public elementary school teachers in terms of respect, competence, personal regard and integrity. The mean ratings of this indicators are as follows: respect (3.40); competence (2.90); personal regard (3.71) and integrity (3.22).

The overall mean rating is (3.31) moderate. This means that interpersonal trust among public elementary school teachers in terms of respect, competence, personal regard and integrity are manifested sometimes by the teachers. This indicates that the teachers are more maintain an understanding of their role obligations and holds expectations about the role obligations of the other. They added that interpersonal trust is built on four criteria; respect, competence, personal regard for others, and integrity.

This finding coincides with the study of Kollect et al.[15], who found that moderate levels of interpersonal trust among teachers often reflect a need for more consistent communication and shared expectations within educational teams. Likewise, the research by Simmons (2020) highlighted that trust in professional relationships is often based on occasional, rather than continuous, displays of respect and integrity, which can impact team dynamics and collaboration. Furthermore, van der Werff[16] emphasized that trust in educational settings is complex and evolves over time, with sporadic manifestations of respect and competence influencing overall trust levels.

3.3 Significance on the Relationship Between the Contemplative Pedagogy and Interpersonal Trust

Table 3. *Significance on the Relationship Between the Contemplative Pedagogy and Interpersonal Trust*

| Variables | r-value | Degree of Correlation | p-value | Decision (Ho) |
|------------------------|---------|-----------------------|---------|---------------|
| contemplative pedagogy | 0.086 | High Correlation | 0.00 | Rejected |
| interpersonal | | | | |

Presented in Table 3 is the significant relationship between contemplative pedagogy and interpersonal trust among public elementary school teachers with an overall computed r -value of 0.086 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 hereby rejected. This could be stated therefore, that there is a significant relationship between contemplative pedagogy and interpersonal trust among public elementary school teachers. This implies that the higher the results of the contemplative pedagogy of teachers, the better results of the interpersonal trust among public elementary school teachers.

This finding aligns with the study of Black et al.[17], which demonstrated that reflective and contemplative teaching practices can foster stronger relationships and trust among educators by promoting empathy and deeper understanding. Similarly, the research by Jackman [18] indicated that teachers who engage in contemplative pedagogy tend to build more respectful and trust-based environments in their schools, as they model openness and mindfulness in their interactions. Additionally, Louis & Murphy[19] found that trust in educational settings often grows when teachers actively participate in practices that emphasize reflection, personal growth, and mutual respect, reinforcing the positive link between pedagogy and trust.

3.4 The Domains of Contemplative Pedagogy Significantly Influence to Interpersonal Trust

Table 4. *The Domains of Contemplative Pedagogy Significantly Influence to Interpersonal Trust*

| Model | Sum of Squares | Degrees of Freedom | r-square | p-value | Sig | Decision |
|----------------|----------------|--------------------|----------|---------|-------|----------|
| Regression | 55.3897 | 3 | 0.085 | 0.00 | 0.136 | Rejected |
| Residual Total | 503.301 | 128 | | | | |
| | 535.101 | 131 | | | | |

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

| | | <i>Contemplative Pedagogy</i> | | | |
|----------------------------|--------------|-------------------------------|---------|----------|-------------|
| <i>Interpersonal Trust</i> | (Indicators) | <i>B</i> | β | <i>t</i> | <i>Sig.</i> |
| respect | academic, | -.075 | -.056 | -.503 | .611 |
| competence | ability | .014 | .012 | .125 | .895 |

| | | | | | |
|-----------------|-------|--|--------|--------|--------|
| personal regard | class | | | | |
| | | | -0.217 | -0.205 | -1.807 |
| integrity | | | | | .071 |
| | | | -0.074 | -0.057 | -0.502 |
| | | | | | .610 |
| R | .251 | | | | 0.136 |
| R ² | .085 | | | | |
| F | .670 | | | | |
| p | 0.00 | | | | |

Presented in Table 4 is the significance of the domains of contemplative pedagogy significantly influence to interpersonal trust among public elementary school teachers with an overall computed r-value of 0.085 with 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 was rejected. This could be stated therefore, that the domains of contemplative pedagogy significantly influence to interpersonal trust among public elementary school teachers. This implied that the higher the domains of contemplative pedagogy teachers, the better domains of interpersonal trust among public elementary school teachers.

This finding affirms the view of Rendón& Kanagala [20], who highlighted that contemplative practices in education foster stronger interpersonal connections and mutual respect among teachers. Similarly, Reeves [21] found that when teachers engage in reflective and contemplative practices, they tend to build trust-based professional relationships, as these practices encourage open dialogue and emotional intelligence.

Moreover, this finding validates the Social Capital Theory [22] which emphasizes that trust and collaboration within communities, including educational settings, are built through shared values, norms, and mutual obligations. Contemplative pedagogy fosters these shared experiences, leading to stronger interpersonal trust among teachers. This theory supports the idea that trust within a group grows as individuals engage in meaningful, reflective, and collaborative interactions.

4. CONCLUSION

On the basis of the forgoing findings, the following conclusions are drawn:

It was concluded in this study that the level of interpersonal trust among public elementary school teachers in terms of respect, competence, personal regard and integrity were high and manifested oftentimes by the teachers.

It was established in this study that the contemplative pedagogy of public elementary school teachers in terms of academic, ability and class were high and manifested oftentimes. It was clinched in this study that there was significant relationship between contemplative pedagogy and interpersonal trust among public elementary school teachers. This led to the rejection of the null hypothesis.

It was concluded in this study that the domains of contemplative pedagogy were significantly influence to interpersonal trust among public elementary school teachers. This also leads to the rejection of the null hypothesis.

5. RECOMMENDATIONS

Based on the forgoing conclusions, the researcher proposes the following recommendations:

It is recommended in this study that interpersonal trust among public elementary school teachers in terms of respect, competence, personal regard and integrity may improve by the school heads mainly on the portion of gray areas which evaluate self-perception that is formed through experience with and interpretation of one's school environment and need for a reliable and valid instrument to measure subject-based academic self-pedagogy in elementary school children.

It is acclaimed in this study that contemplative pedagogy of public elementary school teachers in terms of academic, ability and class may be enhanced by the teacher mostly on the part of lowest features which are being sure of themselves in class situation and thinking of their ability is sufficient to cope with school work.

It is recommended in this study that contemplative pedagogy and interpersonal trust among public elementary school teachers should be upgraded by the school heads particularly in the low result areas of the study such as building the best team buddies who ensure success and truth and providing the best possible conditions for personal growth to the students.

It is mentioned in this study that the contemplative pedagogy and interpersonal trust among public elementary school teachers should be enhanced by the school heads primarily in the low result areas of the study such as showing that they are an honest and dependable person, to gain respect and trust from their peers and school managers and upstanding character traits and work ethics including sound judgment, honesty, dependability, and loyalty.

It is recommended in this study that the contemplative pedagogy and interpersonal trust among public elementary school teachers may involve their teachers in safety planning, provide clear work instructions, focus the safety efforts on the most likely issues, create a safe work area, maintain a clean work area, encourage the teachers to have a voice in safety and focus on how each teachers performs their job.

It is recommended in this study that the contemplative pedagogy and interpersonal trust among public elementary school teachers may always ensure the skills are up-to-date by developing the skills at every opportunity. In times of uncertainty and downsizing, school heads may seek versatile, multi-talented team members in school who can adapt to constant change. Think about how they can add value by learning about new technologies, methodologies or systems that can make them more diverse and dynamic teachers.

CONSENT (WHEREEVER APPLICABLE)

In this quantitative study, rigorous ethical standards were applied to ensure the privacy and protection of all respondents. Prior to data collection, informed consent was secured, and respondents were clearly informed about the study's objectives and the confidentiality safeguards in place. To maintain anonymity, no personal information was gathered, and each respondent was assigned a distinct code for use during data analysis. The collected data were stored securely on encrypted servers, with access restricted to the research team. Results were reported in a summarized format, making it impossible to trace any specific responses back to individuals. Additionally, statistical analyses were conducted in such a

way that minimized any chance of identifying individual respondents, further ensuring their privacy throughout the process.

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