

COLLABORATING GLITCHES OF STUDENTS AND CLASSROOM DIPLOMATIC HANDLING OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

ABSTRACT

This study aimed to determine the relationship between collaborating glitches of students and classroom diplomatic handling of teachers in the classroom in public elementary schools in Panabo District, Division of Davao del Norte. This study used the descriptive correlation method. The respondents of this study were the 138 teachers in public elementary schools who evaluated their collaborating glitches of students and classroom diplomatic handling of teachers in public elementary schools via the questionnaire that was administered to them. The desired sample size was determined by using universal sampling, wherein all the population members were considered respondents. The statistical tools used are mean and product moment correlation or Pearson r. The foregoing conclusions show that the level of collaborating glitches in students oftentimes manifested. The level of classroom diplomatic handling of teachers in the classroom in public elementary schools was oftentimes manifested. There was no significant relationship between the collaborating glitches of students and the classroom diplomatic handling of teachers in the classroom in public elementary schools. The recommendations are the teachers may continue to improve the collaborating glitches of students and ensure diplomatic handling by teachers in the classroom to create an environment conducive to learning and personal growth. Collaboration among students often faces challenges such as differing opinions, varying work paces, or misunderstandings, which can hinder group dynamics and productivity.

Keywords: Collaborating glitches, classroom diplomatic handling, public elementary schools, Philippines

1. INTRODUCTION

The concept of collaboration glitches among students refers to the challenges and disruptions that naturally arise when students work together, particularly in diverse or dynamic groups. These glitches can take various forms, such as misunderstandings, conflicts, and communication breakdowns, often stemming from differing personalities, learning styles, or personal backgrounds (Baker, 2015). While collaboration has the potential to enhance learning and build teamwork skills, these occasional challenges can hinder the effectiveness of group work if not managed constructively (Michaelsen et al., 2023).

Teachers play a vital role in diplomatically addressing these challenges in the classroom. By fostering a supportive and inclusive environment, teachers can guide students in navigating conflicts and misunderstandings with empathy and respect. This diplomatic approach may involve mediating disputes, encouraging open dialogue, and modeling effective conflict-

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resolution strategies (Bonaparte, 2024). Teachers can also set clear expectations for collaborative work, ensuring that every student understands the value of teamwork and feels comfortable contributing. Effective management of these glitches requires patience, fairness, and strong communication skills, enabling teachers to transform potential conflicts into valuable learning opportunities. Through this balanced approach, teachers support both the academic and social development of their students, helping them become more adaptable, respectful, and resilient collaborators (Tharp, 2018).

In the context of the Philippines, glitches among students in collaborative classroom settings are common and often unavoidable. Working in groups brings together individuals with varying viewpoints, skill levels, personalities, and communication styles, which can lead to challenges such as some students dominating discussions, others being reluctant to participate, and misunderstandings about how tasks should be completed (Harris & Sherblom, 2018). Additionally, differences in work ethic, expectations, and personal conflicts may lead to frustration, making students feel misunderstood or unappreciated. While these challenges can be difficult, they are natural in collaborative environments and can offer valuable opportunities for growth and learning when approached constructively (Gillies, 2019).

Teachers play a crucial role in managing these collaborative challenges with diplomacy, tact, and empathy. By acting as facilitators, teachers can create a structured yet flexible environment where students feel safe to express their concerns and resolve conflicts respectfully. Diplomatically handling these situations may involve stepping in to mediate when disagreements arise, setting communication ground rules, and teaching conflict-resolution techniques that students can apply in group settings (Snow & Cull, 2020). Teachers can also promote a culture of accountability, encouraging each student to contribute fairly while respecting their peers' ideas and efforts. By remaining calm and impartial, teachers model effective communication and problem-solving skills, helping students learn to manage interpersonal challenges constructively. This balanced approach helps students develop essential skills for successful collaboration and fosters a classroom culture that values teamwork, mutual respect, and resilience in the face of challenges (Kumar et al., 2015).

In collaborative learning, glitches among students often reflect the complexities of bringing together individuals with diverse backgrounds, perspectives, and abilities. These issues might manifest as unequal participation, with some students contributing more while others remain passive, or as differing opinions that can lead to heated debates or misunderstandings (Baker, 2015). Additionally, varying levels of commitment can frustrate group members, especially when some prioritize the project more than others. These glitches can create tension and disrupt the learning process if left unchecked. However, they also provide critical opportunities for students to develop valuable interpersonal skills, such as compromise, empathy, and active listening, which are integral to effective teamwork (Englund & Graham, 2019).

Teachers play a crucial role in navigating these collaborative glitches with diplomatic skill, ensuring that conflicts become learning moments rather than obstacles. As supportive guides, teachers help students develop strategies to manage disputes independently, promoting a sense of responsibility and respect within the group. This may involve establishing clear communication guidelines from the outset, encouraging constructive expression, and fostering an inclusive environment where every voice is valued. Teachers might also intervene strategically when tensions escalate, using mediation techniques to help students find common ground without taking sides or imposing solutions (Buinwi et al., 2024). By consistently encouraging students and modeling respectful dialogue, teachers equip them with the tools needed to resolve conflicts on their own, turning collaborative glitches into valuable lessons in resilience and cooperation. By maintaining a diplomatic approach, teachers create a classroom environment where students feel safe to face and overcome challenges together,

ultimately building a more cohesive and supportive learning community (Jefferson & Anderson, 2017).

Given the above, the researcher recognizes the importance of examining the role of collaborating glitches among students and the diplomatic handling of these challenges by teachers. This study aims to assess the significance of these factors in public elementary schools and their broader impact on the community. By preparing students to work through conflicts and navigate complex social dynamics, teachers are equipping future citizens with the skills necessary to thrive in diverse, interconnected communities. Learning to collaborate effectively despite differences is a foundational skill that students will carry into their personal and professional lives, where teamwork, empathy, and adaptability are highly valued.

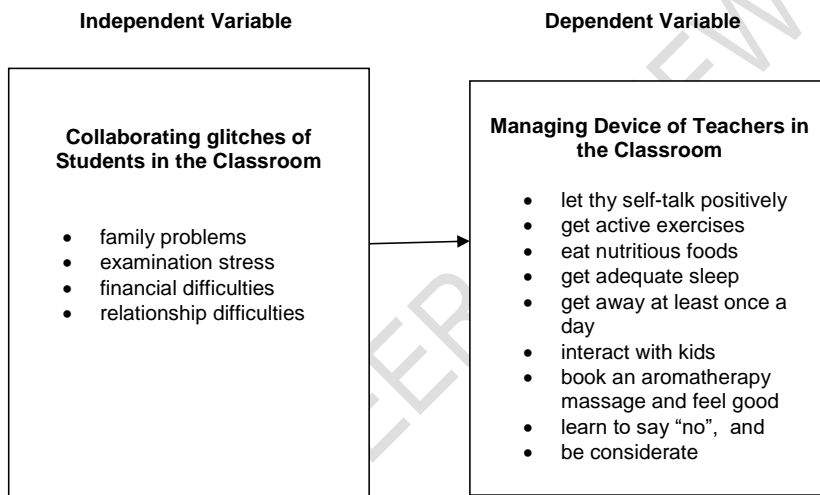


Figure 1: Conceptual Framework of the Study

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2. METHODOLOGY

2.1 Research Design

This study employed a non-experimental quantitative design using the correlation method. This design is appropriate for investigating the current state of a phenomenon without manipulating variables. In correlation research, the goal is to determine the strength and nature of the relationship between two or more quantifiable variables (Pregoner & Baguio, 2024).

The correlation method assesses the degree and direction of the relationship between variables, often employing statistical tools such as Pearson's correlation coefficient. A positive correlation suggests that as one variable increases, the other also increases, while a negative correlation indicates that as one variable increases, the other decreases. However, it is important to note that correlation does not imply causation; it simply indicates that a relationship exists between the variables without establishing a cause-and-effect link. For

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instance, the researcher may use a non-experimental quantitative design with the correlation method to study the relationship between students' study time and academic performance. While the approach can reveal patterns or associations between the variables, it does not confirm that more study time directly leads to better academic performance. Instead, it highlights that the two variables are related in some way (Pregoner, 2024).

The correlational design was used to collect quantitative data regarding the phenomenon under study. A well-structured questionnaire was designed to gather this data for the target respondents. The focus of the study is to examine the extent of collaborating glitches among students in the classroom and the diplomatic handling of these challenges by teachers in public elementary schools. The non-experimental quantitative design utilizing the correlation method allows the researcher to explore the relationship between these variables as they naturally occur without intervention.

2.2 Research Respondents

The respondents of this study were 138 teachers from public elementary schools, each with at least three years of teaching experience. The study was conducted during the 2021-2022 school year. The researcher employed a universal sampling technique, meaning that the entire population of teachers within the study's scope was considered as potential respondents. This approach ensured that all eligible teachers were included in the study, providing a comprehensive representation of the target group.

2.3 Research Instrument

The research instruments used to gather data were self-made questionnaires. The refinement of the questionnaire was made possible through the assistance of the thesis adviser and three additional validators, who evaluated the content for relevance and clarity. Following this, a pilot testing was conducted at a separate school in the Sta. Ana Elementary School District, resulting in a mean Cronbach's alpha rating of 0.718, indicating acceptable reliability.

The questionnaire was composed of two parts. Part 1 focused on the extent of collaborating glitches among students in the classroom, while Part 2 centered on the classroom diplomatic handling by teachers. Each part consisted of 13 indicators, with 5 item questions per indicator, totaling 65 items. Likert's scale was employed to assess the responses, which helped determine the degree of collaborating glitches among students and the effectiveness of teachers' diplomatic handling in public elementary schools.

2.4 Data Gathering Procedure

The data for this study were gathered through a series of organized procedures. First, a letter of permission was secured to conduct the research on collaborating glitches among students and the diplomatic handling of these challenges by teachers in public elementary schools. The letter was signed and granted by the Dean of Graduate Studies at Rizal Memorial Colleges, the research adviser, and the school principal, with additional approvals from moderators or teachers in charge. To ensure clarity and prevent any administrative issues, adequate and clear copies of the letter were distributed.

The researcher personally administered the questionnaire to the study's respondents, encouraging them to answer the questions honestly to ensure the collection of valid and reliable data. After the questionnaires were completed, the results were collated, tabulated,

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and subjected to statistical treatment. The data were then analyzed and interpreted in alignment with the objectives of the study.

2.5 Data Analysis

The gathered data were classified, analyzed, and interpreted using various statistical tools to ensure a comprehensive understanding of the relationships and influences between the variables. The mean was used to determine the extent of collaborating glitches among students in the classroom and the classroom diplomatic handling of teachers in public elementary schools. To assess the significant relationship between these two variables, Pearson Product Moment Correlation (Pearson r) was applied. This tool helped in measuring the degree of relationship between the extent of collaborating glitches among students and classroom diplomatic handling of teachers. Finally, regression analysis was used to determine the significant influence of the collaborating glitches on the classroom diplomatic handling of teachers. These statistical methods collectively provided valuable insights into the dynamics of classroom collaboration and teacher responses, allowing for a deeper understanding of the study's objectives.

3. RESULTS AND DISCUSSION

3.1 Extent of Collaborating Glitches among Students in the Classroom

Table 1. *Extent of Collaborating Glitches among Students in the Classroom*

No.	Domains	Mean	Descriptive Equivalent
1.	family problems	3.22	High
2.	examination stress	4.20	High
3.	financial difficulties	4.18	High
4.	relationship difficulties	4.18	High
	Overall Mean	3.95	High

Table 1 presents the extent of collaborating glitches among students in the classroom across four domains. The highest mean was observed in examination stress (4.20), followed closely by financial difficulties (4.18) and relationship difficulties (4.18), **all rated as high**. Family problems received a mean score of 3.22, **which also falls under the high category**. The overall mean of 3.95 indicates **a high level** of collaborating glitches among students, highlighting that issues such as examination stress, financial difficulties, and relationship difficulties are significant factors affecting students in the classroom. While family problems were ranked slightly lower, they still contribute to the overall **high level** of collaborating glitches. This suggests that while the majority of students experience a range of challenges, focused attention and support systems are necessary to address these issues and mitigate their impact on the students' classroom experiences.

This finding is consistent with the study of Le et al. (2018), which emphasized that high levels of collaborating glitches among students significantly affect their behavior and performance in the classroom. Their research highlighted that these personal issues often result in emotional and psychological strain, which in turn disrupts the students' ability to focus and participate fully in the learning process. These findings suggest the need for schools to provide support systems aimed at addressing students' personal difficulties, which may ultimately improve their academic and behavioral outcomes.

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Moreover, the finding aligns with the study of Osher et al. (2020), which found that external factors, including family dynamics and financial stress, play a pivotal role in shaping students' classroom experiences. They argued that these challenges often lead to disengagement, behavioral problems, and lower academic performance. Their study suggested that schools need to implement comprehensive support services, including counseling and stress management programs, to help students cope with these external stressors.

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3.2 Extent of Classroom Diplomatic Handling of Teachers

Table 2. *Extent of Classroom Diplomatic Handling of Teachers*

No.	Domains	Mean	Descriptive Equivalent
1.	let thy self-talk positively	3.63	High
2.	get active exercises	1.42	Low
3.	eat nutritious foods	3.48	Moderate
4.	get adequate sleep	3.48	Moderate
5.	get away at least once a day	3.25	Moderate
6.	interact with kids	2.49	Fairly
7.	book an aromatherapy massage and feel good	3.25	Moderate
8.	learn to say "no",	2.49	Fair
9.	be considerate	3.49	Moderate
	Overall Mean	2.97	Moderate

Table 2 illustrates the extent of classroom diplomatic handling of teachers across nine domains. The highest mean was observed in the item let thy self-talk positively (3.63), which was rated as high. Several items, including eat nutritious foods (3.48), get adequate sleep (3.48), get away at least once a day (3.25), book an aromatherapy massage and feel good (3.25), and be considerate (3.49), were all rated as moderate, with means ranging from 3.25 to 3.48. The items get active exercises (1.42) and learn to say "no" (2.49) received lower scores, rated as low and fairly respectively. The overall mean of 2.97 suggests that teachers generally demonstrate a moderate level of diplomatic handling in the classroom. This suggests that teachers generally exhibit a balanced approach to managing their own well-being and classroom interactions. While their efforts in handling classroom dynamics and personal stress may be effective to some extent, there is room for improvement. A moderate rating highlights the need for teachers to enhance their strategies for stress management and self-care, ensuring that their diplomatic handling can be more consistently applied in the classroom environment.

This finding coincides with the study of Nghia et al. (2020), which observed that while teachers are generally able to apply diplomatic strategies in managing classroom behavior, there are inconsistencies in their approach depending on the situation and available resources. Their research highlighted the challenges teachers face in maintaining consistent diplomatic handling without sufficient support or training, which can lead to varying levels of success in classroom management.

Similarly, the finding aligns with the study of Myers and Rivero (2019), which emphasized the importance of teacher training and professional development in enhancing diplomatic handling in classrooms. They found that teachers who received ongoing support and training in emotional intelligence and conflict resolution were better equipped to maintain a balanced and

diplomatic approach in managing student behavior. Their study suggests that with the right tools and resources, teachers can improve their diplomatic handling skills, leading to a more positive and effective classroom environment.

3.3 Significant Relationship *B*etween the Collaborating Glitches among Students and Classroom Diplomatic Handling of Teachers

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Table 3. *Significant Relationship *B*etween the Collaborating Glitches among Students and Classroom Diplomatic Handling of Teachers*

Independent Variable	Dependent Variable	p-value	Decision
Interactive Problem among Students in the Classroom	classroom diplomatic handling		
family problems	letting thy self-talk positively getting active exercises eating nutritious foods getting adequate sleep get away at least once a day interacting or chat with kids booking an aromatherapy massage and feel good learning to say "no" being considerate	0.00	Reject Ho
examination stress	letting thy self-talk positively getting active exercises eating nutritious foods getting adequate sleep get away at least once a day interacting or chat with kids booking an aromatherapy massage and feel good learning to say "no" being considerate	0.00	Reject Ho
financial difficulties	letting thy self-talk positively getting active exercises eating nutritious foods getting adequate sleep get away at least once a day interacting or chat with kids booking an aromatherapy massage and feel good learning to say "no" being considerate	0.00	Reject Ho

relationship difficulties	letting thy self-talk positively getting active exercises eating nutritious foods getting adequate sleep get away at least once a day interacting or chat with kids booking an aromatherapy massage and feel good learning to say "no" being considerate	0.00	Reject Ho
Overall		0.00	Reject Ho

Table 3 shows that the overall relationship between the collaborating glitches among students and the classroom diplomatic handling of teachers is statistically significant, with a p-value of 0.00. This result leads to the rejection of the null hypothesis (Ho), indicating that there is a significant relationship between the extent of collaborating glitches among students and the classroom diplomatic handling of teachers. In other words, the challenges students face in the classroom are meaningfully linked to how teachers manage their well-being and classroom dynamics.

This finding corroborates with the study of Ozen and Yıldırım (2020), which found that the challenges students face in the classroom, such as stress and personal difficulties, directly influence how teachers manage classroom dynamics. Their research showed that when students experience significant personal issues, teachers' diplomatic approaches, such as communication, patience, and emotional regulation, are often tested, and the effectiveness of these strategies can impact overall classroom harmony.

Furthermore, the finding is consistent with the study of Burde et al. (2017), which emphasized the critical link between student challenges and teacher responses. They observed that teachers who are aware of the external stressors impacting students are more likely to use diplomatic handling techniques to mitigate disruptions and foster a supportive learning environment. Their study highlighted that an understanding of student difficulties allows teachers to adopt more empathetic and effective strategies, reinforcing the connection between student issues and teacher-handling strategies in the classroom.

3.4 Significant Influence of Collaborating Glitches of Students on the Classroom Diplomatic Handling of Teachers

Table 4. Significant Influence of Collaborating Glitches of Students on the Classroom Diplomatic Handling of Teachers

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	56.400	3	57.600	4.144	0.01
Residual Total	501.265	135	12.6056		
	543.065	138			

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Collaborating Glitches among Students in the Classroom					
classroom diplomatic handling (Indicators)		B	β	t	Sig.
family problems	letting thy self-talk positively getting active exercises eating nutritious foods getting adequate sleep get away at least once a day interacting or chat with kids booking an aromatherapy massage and feel good learning to say "no" being considerate	-.077	-.058	-.505	.613
examination stress	letting thy self-talk positively getting active exercises eating nutritious foods getting adequate sleep get away at least once a day interacting or chat with kids booking an aromatherapy massage and feel good learning to say "no" being considerate	.016	.014	.127	.897
financial difficulties	letting thy self-talk positively getting active exercises eating nutritious foods getting adequate sleep get away at least once a day interacting or chat with kids booking an aromatherapy massage and feel good learning to say "no" being considerate	-.219	-.207	1.809	.073
relationship difficulties	letting thy self-talk positively getting active exercises eating nutritious foods getting adequate sleep get away at least once a day interacting or chat with kids booking an aromatherapy massage and feel good learning to say "no" being considerate	.165	.188	1.572	.109
R	.271				0.148
R ²	.073				
F	4.144				
p	.010				

Table 4 presents the results of the regression analysis that examines the significant influence of the domains of collaborating glitches among students on the classroom diplomatic handling of teachers. The regression sum of squares is 56.400, and the residual sum of squares is 501.265, giving a total sum of squares of 543.065. The degrees of freedom for the regression model is 3, while the residual has 135 degrees of freedom, resulting in a mean square of 57.600 for regression and 12.6056 for residuals. The F-value is 4.144, with a significance value of 0.01. Since the p-value is less than the significance level of 0.05, it means that there is a statistically significant influence of the domains of collaborating glitches among students on the classroom diplomatic handling of teachers.

This finding validates the theory of Bandura's Social Learning Theory (1977), which emphasizes the role of observational learning and modeling in the development of behavior. Bandura argued that individuals learn behaviors by observing others, especially role models, and this includes teachers' responses to student challenges. The significant influence of collaborating glitches suggests that teachers' behavior in managing classroom difficulties, such as emotional or social challenges, can affect how students learn to cope with similar issues.

Moreover, the finding reinforces Erikson's Psychosocial Development Theory (1950), which highlights the importance of social interactions in an individual's psychological development. According to Erikson, each stage of life is marked by different challenges that require resolution for healthy psychological growth. In the context of students facing collaborating glitches, such as family issues or financial difficulties, teachers' diplomatic handling of these challenges plays a vital role in supporting students' development. The ability of teachers to manage these issues effectively can influence students' emotional well-being and overall development, reinforcing Erikson's theory that external support during difficult periods can promote positive psychosocial outcomes.

Additionally, the finding affirms [Vygotsky's Sociocultural Theory](#), which emphasizes the role of social interactions and cultural context in learning. Vygotsky proposed that cognitive development is heavily influenced by social interactions within a cultural setting, and teachers play a crucial role as facilitators in this process. The significant relationship between students' collaborating glitches and teachers' diplomatic handling suggests that the support and guidance provided by teachers in navigating students' personal and academic challenges can enhance their learning experiences and promote more effective problem-solving strategies. This aligns with Vygotsky's theory that learning occurs in a social context and is deeply shaped by the interactions between students and their teachers.

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4. CONCLUSION

Based on the foregoing findings, the following conclusions are drawn: The level of collaborating glitches among students in public elementary schools, particularly in terms of family problems, examination stress, financial difficulties, and relationship issues, is high and oftentimes manifested by the students. Additionally, the level of classroom diplomatic handling by teachers in these schools, specifically in terms of self-talk, engaging in physical activity, eating nutritious foods, getting adequate sleep, taking breaks, interacting with children, booking aromatherapy massages, feeling good, learning to say "no," and being considerate, is moderate and sometimes manifested by the teachers. Furthermore, a significant relationship exists between the level of collaborating glitches among students and the classroom diplomatic handling of teachers. The domains of collaborating glitches among students significantly influence the classroom diplomatic handling of teachers in public elementary schools.

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5. RECOMMENDATIONS

Based on the foregoing conclusions, the researcher proposes the following recommendations: **First, it is recommended that** the collaborating glitches among students in public elementary schools, particularly in terms of family problems, examination stress, financial difficulties, and relationship issues, may be addressed by school heads. Special attention may be given to gray areas such as preventing drug addiction within families and improving communication issues among family members. **Second, it is suggested that** the classroom diplomatic handling by teachers, particularly in areas such as positive self-talk, engaging in physical activity, eating nutritious foods, getting adequate sleep, taking breaks, interacting with children, booking aromatherapy massages, and learning to say "no," may be enhanced. Teachers may focus on areas of improvement, such as encouraging the use of positive self-talk to manage stress and dedicating at least one hour a day to exercise to improve physical fitness and cope with stress. **Additionally, it is recommended that** logical practices for collaboration among teachers and stakeholders may be upgraded, especially in areas where results were lower, such as ensuring teachers who fail to submit grades on time are given the opportunity to correct this. **Lastly,** the school heads may monitor the collaborating glitches among students and the classroom diplomatic handling of teachers, particularly in areas with lower results, to prevent issues like depression and anxiety from developing.

CONSENT (WHERE EVER APPLICABLE)

This quantitative study followed stringent ethical standards to protect the privacy and confidentiality of all participants. Prior to data collection, informed consent was obtained from all respondents, who were provided with a detailed explanation of the study's goals and the measures in place to ensure their confidentiality. To maintain anonymity, no personal identifying information was gathered, and each participant was assigned a unique identification code for data analysis purposes. All collected data were securely stored on encrypted servers, with access restricted to the research team. The results were presented in aggregated form to prevent any individual responses from being traced back to specific participants. Additionally, statistical analyses were conducted in a way that further protected respondent anonymity, ensuring their privacy was maintained throughout the entire research process.

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