



Appealing Classroom Organization and Building Community Teaching of Teachers in Public Elementary Schools

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study examined the relationship between appealing classroom organization and building community teaching among public elementary school teachers in Manay District, Davao Oriental, Philippines. A non-experimental quantitative research design using a correlational method was employed. A total of 135 teachers were surveyed using universal sampling. Data were analyzed using mean, Pearson-r correlation, and regression analysis. The findings revealed that teachers often manifested appealing classroom organization in terms of vision, sensitivity, needs, and risk-taking. However, they sometimes demonstrated building community teaching practices such as supportive, instructive, preventive, and responsive approaches. A significant positive correlation was found between appealing classroom organization and building community teaching. Furthermore, the domains of appealing classroom organization significantly influenced building

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community teaching practices. Based on these findings, it is recommended that public school teachers participate in DepEd-sponsored conferences and trainings to enhance their professional capabilities. This can contribute to improved teaching practices, better support for learners, and ultimately, higher academic achievement.

Keywords: *Appealing classroom organization; building community teaching; public elementary school; teachers; Philippines.*

1. INTRODUCTION

Building community teaching is a crucial aspect of educational development, as it fosters social and human change, much like a wind pump gradually generates energy. In educational organizations in California, challenges in community-building practices include declining productivity, diminishing market share quality, and promising initiatives that begin with great potential but ultimately fall short of their objectives (Moustafa, 2016). Addressing these issues can help revive and sustain the growth needed to enhance both educational outcomes and community impact.

Individuals within organizations, much like customers with health concerns, often attempt self-diagnosis and apply quick solutions, akin to taking over-the-counter medication, to maintain a healthy environment. In organizations, this frequently translates to sending a few staff members to seminars or implementing short-term training programs without a comprehensive approach (Prinsloo, 2017). For effective structural development, a thorough diagnosis of internal needs is essential, along with a feedback mechanism to assess the efficacy of strategies for organizational growth. In the context of school systems, an analysis reveals that, while the primary educational system serves as the foundation, various interconnected and overlapping subsystems exist to support it. These systems work together to create a cohesive and effective environment (Fuentes et al., 2020).

Thus, the school must arrange the structure and working team on the level of appealing classroom organization and building community teaching of public elementary school teachers to be appropriate to the different systems for the school to be able to move efficiently according to different roles, missions and systems within the school (Johnson, 2020). However, in actual

practice, administering different systems in schools at present confronts difficulties and complexity because educational institutions have missions that cover several aspects of work, causing the administration of different systems within the school to try to support school personnel to be independent to perform work fluently to respond to their own needs and schools' needs (Fidan and Balci, 2017).

In the Philippines, the quality of appealing classroom organization and community-building teaching practices plays a significant role in influencing teachers' commitment levels. Although school health is recognized for its positive impact on teacher commitment, there is limited local research on this topic, particularly within elementary school settings. Addressing this research gap is essential to gain a comprehensive understanding of elementary school teachers' perceptions of their work environment and the factors contributing to their organizational commitment (Ronald, 2022).

In Davao Oriental, the school heads care for the output on the level of appealing classroom organization and building community teaching of teachers, not for human beings. Some educational leaders 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 (Anong, 2024). When appealing classroom organization and building community teaching of teachers has a 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. Still, 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 (Young et al., 2018).

In view of the above, the researchers felt the need to conduct this study to help public the

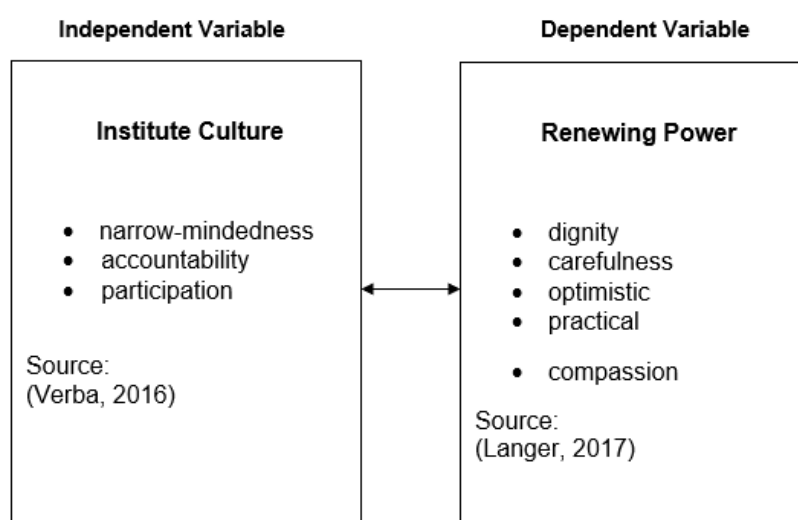


Fig. 1. Conceptual framework of the study

teachers in Manay District, Davao Oriental, assess whether the level of appealing classroom organization and building community teaching of public elementary school teachers are necessary requirements in school and whether these two variables are related. The result of this document could be a guide for future administrative policies.

2. METHODOLOGY

2.1 Research Design

This study employed a non-experimental quantitative research design using the correlational method, which is well-suited for determining the presence and extent of relationships between two or more quantitative variables. This approach focuses on existing conditions, relationships, and prevailing practices. This descriptive survey gathered quantitative data related to the phenomenon in question, utilizing a structured schedule for data collection to ensure the target respondents could provide responses aligned with the study objectives. Data collection was conducted through questionnaires (Pregoner and Baguio, 2024).

In quantitative research, specific variables within the study framework are identified and isolated to seek correlations, relationships, and causality. Quantitative researchers aim to control the data collection environment to minimize the impact of extraneous variables on the relationships observed (Pregoner, 2024). Accordingly, this research design was appropriate for assessing

the quality of appealing classroom organization and community-building teaching practices among public elementary school teachers in Manay District, Division of Davao Oriental.

2.2 Research Respondents

The respondents of this study were 135 teachers from public elementary schools in the Manay District, Division of Davao Oriental, along with an additional 138 teachers from a separate school. All participating teachers had at least three years of service in public elementary schools. Universal sampling was used to select respondents, meaning the entire population of teachers from the selected schools was included. This study was conducted during the 2021-2022 school year.

2.3 Research Instrument

The research instrument used to gather data consisted of survey questionnaires based on concepts from various authors and contextualized for the local setting. Refinements were made with the assistance of the thesis adviser and three expert validators, who evaluated the questionnaire's content for relevance and clarity.

The questionnaire comprised 40 items, divided across 8 indicators, with each indicator containing 5 items. A Likert scale was used to measure the levels of appealing classroom organization and community-building teaching practices among public elementary school teachers in Manay District, Division of Davao Oriental.

Pilot testing was conducted with 30 elementary school teachers from the same district, yielding a mean reliability rating of .792. The instrument was organized into two parts: Part 1 focused on the appealing classroom organization of public elementary school teachers with 4 indicators, while Part 2 addressed community-building teaching practices, also with 4 indicators.

2.4 Data Gathering Procedure

The data were gathered through the following procedures:

The researchers obtained a letter of permission to conduct the study on the level of appealing classroom organization and community-building teaching practices among public elementary school teachers. This letter was signed and approved by the Dean of Graduate Studies at Rizal Memorial Colleges, the adviser, school principal, and other relevant moderators or teachers in charge of the public elementary school.

To ensure a smooth administration, adequate and clear copies of the questionnaire were printed. The researchers personally administered the questionnaire to the study respondents, requesting that they answer honestly to yield valid and reliable data. Data collection presented challenges, as some respondents were occasionally unavailable in the field, and many were occupied with their responsibilities. As a result, data collection took nearly two months to complete. Ultimately, all (100%) of the questionnaires were retrieved. The results were collated, tabulated, and then subjected to statistical analysis, followed by interpretation in alignment with 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 appealing classroom organization and building community 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 appealing classroom organization and building community teaching of public elementary school teachers.

Regression Analysis. This was used to measure the significant influence of the level of appealing

classroom organization and building community teaching of public elementary school teachers in Manay District, Division of Davao Oriental.

3. RESULTS AND DISCUSSION

3.1 Level of Appealing Classroom Organization

As shown in Table 1, the summary of the level of appealing classroom organization among public elementary school teachers is presented in terms of vision, sensitivity, needs, and risk-taking. The indicator with the highest mean rating of 3.82 is vision, which is categorized as having a high descriptive equivalent. Personal risk-taking has a mean rating of 3.78, and it also has a high descriptive equivalent. Sensitivity to the environment has a mean rating of 3.77, likewise classified as high. Sensitivity to members' needs has a mean rating of 3.77, which is also considered high. The indicator of vision and articulation, which has the highest mean rating among the five indicators, demonstrates that creating a vision is an essential part of the organizational development of public elementary schools.

The overall mean rating of appealing classroom organization of public elementary school teachers in terms of vision, sensitivity, needs and risk-taking is 3.76, described as high. This means that the appealing classroom organization 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 to develop, communicate, and provide the opportunity for growth in an organization. It could be gleaned from the data that all of the indicators of appealing classroom organization 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.

This finding aligns with the study of Burden (2020) which highlights that an appealing classroom organization characterized by clear structures, engaging materials, and responsive arrangements significantly impacts student motivation and participation. Similarly, Wang and Degol (2016) emphasize that effective classroom organization is vital for establishing a positive classroom climate, thereby promoting better learning outcomes.

Table 1. Level of appealing classroom organization

Indicators	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

Table 2. Level of building community teaching of teachers

Indicators	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 3. Significance on the relationship between appealing classroom organization and building community teaching

Variables	X	Y	r-value	Degree of Correlation	p-value	Decision (Ho)
Appealing Classroom Organization	4.34					
Building community Teaching		4.16	0.891	High Correlation	0.00	Rejected

Table 4. The Domains of appealing classroom organization significantly influence building community teaching of teachers

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

3.2 Level of Building community Teaching of Teachers

Table 2 presents the level of building community teaching among teachers, showcasing four key indicators: supportive, instructive, preventive, and responsive behaviors. The indicator for supportive teaching received a mean rating of 3.79, categorized as high, indicating that teachers demonstrate strong support for their colleagues and students. The instructive indicator followed closely with a mean rating of 3.62, also classified as high, suggesting that teachers effectively facilitate learning and provide valuable guidance. In contrast, the preventive indicator scored a mean of 3.29, categorized as

moderate, indicating that while there are some measures in place to prevent issues, there is room for improvement in this area. Finally, the responsive indicator achieved a mean rating of 3.47, classified as high, reflecting teachers' ability to address and adapt to the needs of their students and colleagues.

The overall mean rating of 3.36 is categorized as high, reinforcing the idea that building community teaching is a strong aspect of the teachers' professional practice. This suggests that, while there are areas for enhancement, the overall commitment to fostering a supportive and instructive community is evident among the teachers.

This finding aligns with the study of Toom et al. (2017) which emphasizes the significance of community building in enhancing teacher collaboration and student engagement. When teachers actively participate in creating a supportive community, they not only improve their professional relationships but also contribute to a more positive learning environment for their students. This collaborative approach fosters an atmosphere where educators feel valued and motivated, leading to greater job satisfaction and improved student outcomes.

Similarly, this finding supports the idea of Eccles and Roeser (2015) who argue that effective community teaching practices lead to improved educational outcomes and a more cohesive school environment. When educators are engaged in building relationships with their colleagues, they are better equipped to address the diverse needs of their students. Furthermore, a strong sense of community among teachers not only enhances instructional practices but also cultivates a culture of continuous improvement within schools.

3.3 Significance of the Relationship Between Appealing Classroom Organization and Building Community Teaching

Table 3 presents the significance of the relationship between appealing classroom organization and building community teaching among public elementary school teachers. The data shows that the mean rating for appealing classroom organization is 4.34, while the mean rating for building community teaching is 4.16. The calculated r-value of 0.891 indicates a high correlation between the two variables, suggesting that as the level of appealing classroom organization increases, so does the level of building community teaching. This strong relationship underscores the importance of classroom organization in fostering a collaborative and supportive teaching environment.

The p-value is 0.00, which is statistically significant, allowing us to reject the null hypothesis (H_0). This indicates that there is a significant relationship between appealing classroom organization and building community teaching, further affirming the idea that effective classroom organization plays a critical role in

enhancing teachers' ability to build a strong community within their schools.

This finding coincides with the study of Toom et al. (2017) who found that structured classroom environments significantly influence collaborative teaching practices, promoting a sense of community among educators. A well-organized classroom setting not only benefits teachers but also enhances student engagement and learning outcomes, indicating a holistic approach to education.

Furthermore, this finding corroborates with the study of Darling-Hammond and Cook-Harvey, (2018) which highlights the importance of classroom organization in fostering a positive school culture. When teachers implement organized classroom strategies, it leads to improved relationships among staff and students, ultimately creating a supportive learning environment. This underscores the vital role that classroom organization plays in not just instructional effectiveness but also in building a strong, interconnected school community.

3.4 The Domains of Appealing Classroom Organization Significantly Influence Building Community Teaching of Teachers

Table 4 presents the domains of appealing classroom organization that significantly influence the building community teaching of teachers, with an overall computed r-value of 0.895 and a corresponding p-value of 0.00 at a significance level of $\alpha = 0.05$ established for this study. This indicates that the null hypothesis is rejected, and it could be stated, therefore, that the domains of appealing classroom organization significantly influence the building of community teaching for public elementary school teachers. This implies that the higher the domains of appealing classroom organization, the better the community teaching of public elementary school teachers.

This finding affirms the view of Horner et al. (2017) who argue that an organized classroom environment is essential for fostering a collaborative teaching community. When teachers observe effective practices in a supportive setting, they are more likely to adopt and replicate these behaviors, further enhancing the community's educational practices.

Furthermore, this finding validates the Constructivist Theory proposed by Saleem et al. (2021) which emphasizes the importance of social interaction in learning, suggesting that an appealing classroom organization can facilitate meaningful connections among educators and contribute to a supportive teaching community. Vygotsky argues that knowledge is constructed through social experiences, and an inviting environment encourages these interactions, enriching the learning process for both teachers and students.

Similarly, Weber's Theory of Social Capital by Fulkerson and Thompson (2008) reinforces this perspective by highlighting how a well-organized classroom environment can enhance relationships and trust among teachers, promoting a sense of belonging and community. According to Weber, social capital is crucial for fostering collaboration and mutual support, and a positive organizational climate can significantly enhance the collective efficacy of the teaching staff.

4. CONCLUSION

This study revealed that public elementary school teachers in Manay District, Davao Oriental, exhibit a high degree of appealing classroom organization, as evidenced by their strong sense of vision, sensitivity to student needs, and willingness to take risks. Additionally, teachers demonstrated a high level of building community teaching practices, including supportive, instructive, preventive, and responsive behaviors.

A significant positive correlation was found between appealing classroom organization and building community teaching, indicating that these two constructs are interrelated. Furthermore, the domains of appealing classroom organization, such as vision, sensitivity, needs, and risk-taking, were found to significantly influence building community teaching practices.

These findings suggest that a well-organized and supportive classroom environment can positively impact teacher-student relationships, student engagement, and ultimately, student achievement.

5. RECOMMENDATIONS

The Department of Education should prioritize initiatives to further enhance appealing classroom organization among public elementary school teachers. This includes addressing the

grey areas identified in the study, such as developing long-term organizational visions and strategies. Additionally, it is crucial to consider potential constraints, such as cultural norms and limited grassroots support, that may hinder the achievement of organizational objectives.

School heads should actively promote and support building community teaching practices among public elementary school teachers. This involves encouraging teachers to prioritize empathy, sensitivity, and risk-taking in their interactions with colleagues and students. By fostering a positive and collaborative school culture, school heads can significantly improve teacher morale and student outcomes.

To further elevate appealing classroom organization and building community teaching, teachers should implement strategies to motivate students. This can be achieved through a variety of methods, including recognizing and rewarding student achievement, creating engaging learning experiences, and fostering positive relationships with students.

The findings of this study provide valuable insights for future researchers investigating the relationship between teacher behavior and classroom organization and community building. Future research can delve deeper into specific strategies and interventions that can enhance these practices. Additionally, researchers can explore the long-term impact of these practices on student achievement and well-being.

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 the writing or editing of this manuscript.

CONSENT

In this quantitative research, rigorous ethical protocols were implemented to safeguard respondent privacy and confidentiality. Prior to data collection, informed consent was obtained, and respondents were fully briefed on the study's purpose and the confidentiality measures in place. All data was securely stored on encrypted servers, accessible solely to the research team. Results were presented in aggregate form, ensuring that individual responses remained untraceable. Additionally, statistical analysis was conducted in a manner that further reduced the risk of identifying any respondents, fully protecting their privacy.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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