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Classroom Stewardship Demeanor and Teacher Productivity 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

The study aimed to investigate the level of classroom stewardship demeanor and teacher's productivity of public elementary schools in Governor Generoso District, Division of Davao Oriental. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 133 teachers in public elementary school using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the classroom stewardship demeanor of teachers in public elementary schools in terms of relationship, decision-making, instructional guidance, control domain and conflict were high and oftentimes manifested. Moreover, the teacher's productivity in public elementary schools in terms of commitment, integrity, compassion and responsibility were very high and always manifested. It was found out that there was a significant relationship between classroom

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stewardship demeanor and teacher productivity in public elementary schools. It revealed further, that the domains of classroom stewardship demeanor were significantly influence teacher's productivity in public elementary schools. Based on the findings, the public-school teachers may conduct trainings and programs for classroom stewardship demeanor of teachers for organizational development maximizing individual student success. A teacher's productivity may closely link to how well they manage their classroom and inspire students to participate actively and responsibly.

Keywords: Classroom stewardship demeanor; teacher productivity; public elementary school teachers; Philippines.

1. INTRODUCTION

The purpose of studying classroom stewardship demeanor and teacher productivity is to emphasize the critical connection between how teachers manage their classrooms and their effectiveness in fostering a productive learning environment (Badawi, 2024). Classroom stewardship refers to a teacher's responsibility in creating an organized, respectful, and engaging atmosphere that supports the diverse needs of students (Chan, 2020). A teacher's demeanor—characterized by professionalism, empathy, consistency, and approachability—plays a significant role in maintaining order, inspiring student participation, and building positive relationships (Dulay, 2023).

Moreover, teachers who exhibit strong stewardship and a calm, confident demeanor not only minimize disruptions but also maximize teaching time and student focus, thereby enhancing productivity. These qualities also contribute to setting clear expectations, encouraging self-discipline, and promoting accountability among students. By fostering a well-managed and supportive environment, teachers can focus on delivering effective instruction, implementing innovative strategies, and achieving educational goals, ultimately benefiting both their performance and student outcomes (Munin & White, 2023).

The exploration of classroom stewardship demeanor and teacher productivity highlights how a teacher's leadership in the classroom directly impacts their effectiveness and the overall success of the learning experience. Effective classroom stewardship involves maintaining an organized, disciplined, and engaging learning space, where students feel safe, respected, and motivated to participate actively (Werder & Otis, 2023). Traits such as patience, empathy, consistency, and professionalism are essential to shaping this environment. Teachers who demonstrate

calmness, respect, and confidence set a positive example, creating a culture of trust and collaboration. This approach minimizes distractions and behavioral challenges, ensuring more time is devoted to meaningful teaching and learning activities (Swargiary, 2023). Furthermore, effective classroom stewardship enables teachers to cater to diverse learning needs and implement inclusive strategies, helping all students reach their full potential (Arcuino et al., 2022).

In the Philippines, the importance of classroom stewardship demeanor and teacher productivity lies in how teachers' interpersonal behavior directly impacts their efficiency and the overall learning environment. Classroom stewardship involves maintaining an orderly, respectful, and supportive space where students thrive academically and socially. Teachers who are composed, approachable, consistent, and empathetic set the tone for positive student behavior and engagement (Raju, 2024). Strong leadership combined with a positive attitude fosters trust, mutual respect, and accountability, which minimizes disruptions and maximizes instructional time, leading to enhanced productivity (Mpuangan & Roboji, 2024).

In Davao Region, effective classroom stewardship is vital for managing diverse learning needs, addressing challenges, and implementing inclusive and collaborative strategies. Discussing this topic underscores the importance of a teacher's demeanor and classroom management skills in achieving personal and institutional goals, which ultimately improve outcomes for both educators and students (Bantilan et al., 2023).

Recognizing the challenges faced by teachers in the school environment, this research explores the relationship between classroom stewardship demeanor and teacher productivity in public elementary schools. By identifying the strongest predictors of effective classroom stewardship,

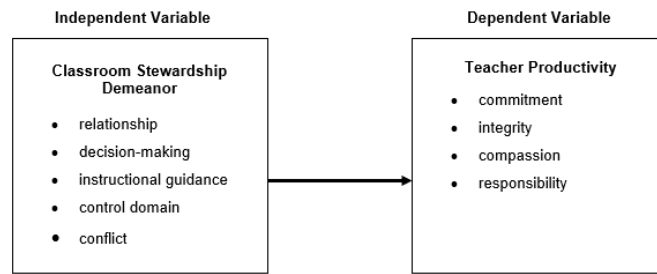


Fig. 1. Conceptual framework of the study

this study aims to develop best practices and address factors affecting teacher productivity. Furthermore, the findings will serve as a foundation for enhancing Department of Education (DepEd) policies and programs, improving classroom management performance, and fostering a more effective and productive educational environment. These insights will guide the prioritization and implementation of initiatives to enhance teacher competence and ensure a supportive and inclusive learning atmosphere.

1.1 Significance of the Study

This study aims to provide valuable insights into the relationship between classroom stewardship demeanor and teacher productivity in public elementary schools. It underscores the importance of teachers' behaviors and practices in fostering a positive and effective learning environment. The findings are expected to help teachers enhance their classroom management skills, improve their professional performance, and create a more conducive atmosphere for student learning. For school administrators, this research serves as a guide in designing professional development programs and implementing policies that support teacher effectiveness and overall productivity. Students also stand to benefit, as a well-managed classroom and productive teaching practices lead to better educational experiences and outcomes. Moreover, policymakers can use the insights from this study to develop and refine educational policies that prioritize teacher training and promote a culture of stewardship in schools. Lastly, this research contributes to the existing body of knowledge on classroom management and teacher productivity, providing a foundation for future studies to explore additional factors and dynamics that impact teaching performance.

2. METHODOLOGY

2.1 Research Design

This study employed a non-experimental quantitative research design utilizing the correlational method. This method measures the association between variables with varying levels of measurement. In some cases, two variables may become related because they are both influenced by or associated with another variable or variables. As a result, two variables may tend to vary together, where the presence of one indicates the presence of the other, or one can be predicted based on the presence of the other (Pregoner, 2024).

Quantitative research is a systematic investigation of phenomena that involves gathering quantifiable data and performing statistical, mathematical, or computational analyses. This approach gathers information using sampling methods and instruments such as surveys, questionnaires, and other structured tools. The data collected is expressed in numerical form, which allows researchers to analyze and interpret it systematically. This process helps to predict outcomes and make informed decisions based on the findings (Mohajan, 2020). Quantitative research is commonly conducted in the social sciences, where statistical methods are used to collect and analyze data. Researchers and statisticians apply mathematical frameworks and theories relevant to the variables under investigation (Abu-Bader, 2021).

This research method was utilized in this study to measure the relationship between classroom stewardship demeanor and teacher productivity in public elementary schools in the Governor Generoso District, Division of Davao Oriental.

2.2 Research Respondents

The respondents of this study consisted of 133 teachers from public elementary schools in the Governor Generoso District, Division of Davao Oriental. All participating teachers had a minimum of three years of service in public elementary schools. The researcher employed universal sampling in selecting respondents, meaning the entire population of the study was included as participants. This study was conducted during the school year 2022–2023.

2.3 Research Instrument

The research instrument utilized for data collection was a set of survey questionnaires. This instrument, developed by the researcher, was based on concepts drawn from various authors and contextualized to the local setting. The refinement of the questionnaires was facilitated with the guidance of the thesis adviser and validated by three expert validators who are Doctors of Education. These experts assessed and ensured the content validity of the survey questionnaire.

The final instrument consisted of 45 items, divided across 9 indicators, with each indicator containing 5 items. A Likert scale was adopted to measure the levels of classroom stewardship demeanor and teacher productivity in public elementary schools within the Governor Generoso District, Division of Davao Oriental. Pilot testing was conducted with 30 respondents from a separate school in the same district, resulting in a Cronbach's alpha reliability rating of 0.798.

2.4 Data Gathering Procedure

The data for this study were gathered through a series of well-defined procedures. The researcher first secured a letter of permission to conduct the study on the levels of classroom stewardship demeanor and teacher productivity in public elementary schools in the Governor Generoso District, Division of Davao Oriental. This letter was signed and granted by the Dean of Graduate Studies of Rizal Memorial Colleges, the research adviser, and the school principals, moderators, or teachers in charge of the public elementary schools involved in the study.

To ensure smooth administration, adequate and clear copies of the questionnaire were prepared. The researcher personally distributed the

questionnaires to the respondents and provided instructions for completing them. The respondents were encouraged to answer the survey honestly to ensure that the data collected would be valid and reliable. A 100% retrieval rate was achieved, as all distributed questionnaires were collected. The gathered data were then collated, tabulated, and subjected to statistical treatment, analysis, and interpretation based on the study's objectives.

2.5 Data Analysis

The data for this study were collected through a structured and systematic process. First, the researcher secured a formal letter of permission to conduct the study on the levels of classroom stewardship demeanor and teacher productivity in public elementary schools within the Governor Generoso District, Division of Davao Oriental. This letter was duly signed and approved by the Dean of Graduate Studies of Rizal Memorial Colleges, the research adviser, school principals, and moderators or teachers in charge of the participating schools.

To ensure the smooth administration of the survey, sufficient and clear copies of the questionnaire were printed. The researcher personally distributed the questionnaires to the respondents and provided instructions, emphasizing the importance of honest and accurate responses to elicit valid and reliable data. A 100% retrieval rate was achieved, as all distributed questionnaires were successfully collected.

The gathered data were then organized, tabulated, and subjected to statistical treatment and analysis. These steps ensured a comprehensive interpretation of the results, aligned with the study's objectives.

3. RESULTS AND DISCUSSION

3.1 Level of Classroom Stewardship Demeanor among Teachers

Table 1 presents the level of classroom stewardship demeanor among teachers across five indicators. The highest mean was observed in Decision-Making (4.35), which was rated as very high. This indicates that teachers are highly effective in making informed and participative decisions to manage their classrooms. The second highest mean was recorded for conflict (4.16), rated as high, demonstrating teachers'

ability to manage and resolve classroom conflicts constructively. Relationship followed with a mean score of 4.11, also rated as high, reflecting teachers' capability to build positive and supportive interactions with students. Both instructional leadership and control domain received the same mean score of 4.01, rated as high. These scores indicate that teachers are competent in guiding instructional processes and maintaining classroom discipline. Overall, the mean score of 4.13 signifies a high level of classroom stewardship demeanor among teachers, suggesting that they demonstrate commendable practices in fostering an organized, respectful, and engaging learning environment.

This finding is consistent with the study of Hayes et al. (2019), which emphasized the critical role of classroom stewardship demeanor in establishing an organized and respectful learning environment. Their research highlighted that teachers who exhibit strong classroom stewardship demeanor positively impact student engagement, behavior, and overall learning outcomes. The high level of classroom stewardship demeanor observed in this study suggests that teachers are effective in fostering a classroom environment where students feel valued, respected, and motivated to participate.

Additionally, this finding aligns with the work of Arceo and Chua (2022), who emphasized the importance of teachers' demeanor in shaping the classroom atmosphere. Their research showed that teachers who display professionalism, empathy, and consistency in their classroom stewardship demeanor are better equipped to

manage classroom dynamics and build trustful relationships with students. The high mean score in this study further supports these conclusions, indicating that teachers exhibit exemplary classroom stewardship demeanor, which in turn enhances student participation and success.

3.2 Level of Teacher Productivity

Table 2 illustrates the level of teachers' productivity across four indicators. The highest mean scores were observed in Integrity (4.27) and Compassion (4.27), both rated as very high. These results highlight that teachers exhibit strong ethical standards and empathy, which are integral to their professional roles and interactions. Commitment followed closely with a mean score of 4.22, also rated as very high, indicating that teachers are dedicated to their responsibilities and strive for excellence in their work. Meanwhile, responsibility received a mean score of 4.13, rated as high, reflecting that teachers reliably fulfill their duties and maintain accountability in their professional conduct. The overall mean of 4.20 signifies a very high level of productivity among teachers. This indicates that they demonstrate exceptional dedication, integrity, compassion, and accountability, contributing to effective teaching and positive student outcomes.

This finding corroborates with the study of Manla (2021), which emphasized the crucial role of teacher productivity in fostering a positive and efficient learning environment. Teachers who exhibit a high level of productivity, as reflected in their commitment, integrity, compassion, and

Table 1. Level of classroom stewardship demeanor among teachers

Indicators	Mean	Descriptive Level
1. relationship	4.11	High
2. decision-making	4.35	Very High
3. instructional leadership	4.01	High
4. control domain	4.01	High
5. conflict	4.16	High
Overall	4.13	High

Table 2. Level of teacher productivity

Item	Mean	Descriptive Level
1. commitment	4.22	Very High
2. integrity	4.27	Very High
3. compassion	4.27	Very High
4. responsibility	4.13	High
Overall	4.20	very high

responsibility, are more likely to create an environment conducive to student success. The very high mean score observed in this study suggests that teachers consistently demonstrate these qualities, which are essential in promoting academic achievement and overall student development.

Moreover, the finding aligns with the study of Roos and Borkoski (2021), which argued that teacher productivity is influenced not only by instructional time but also by the teacher's ability to build relationships, maintain high standards, and show genuine care for students' well-being. The very high level of teacher productivity observed in this study indicates that teachers in the region are deeply committed to these principles, significantly impacting their students' learning experience and performance.

3.3 Significance on the Relationship between Classroom Stewardship Demeanor and Teacher Productivity

Table 3 presents the significance of the relationship between classroom stewardship demeanor and teacher productivity. The computed r-value of 0.883 indicates a high correlation between the two variables, suggesting a strong positive relationship. The p-value of 0.00, which is less than the significance level of 0.05, leads to the rejection of the null hypothesis (Ho). This implies that the relationship is statistically significant, meaning that as classroom stewardship demeanor improves, teacher productivity also increases significantly.

This finding is consistent with the study of Roeser et al. (2022), which emphasized that a positive classroom environment, fostered through effective classroom stewardship demeanor, has

a direct impact on teacher productivity. Their research found that when teachers demonstrate strong classroom management, maintain clear expectations, and build supportive relationships with students, their overall productivity improves. The significant correlation observed in this study between classroom stewardship demeanor and teacher productivity supports this notion, highlighting that teachers who create organized and engaging learning environments tend to show higher levels of commitment and effectiveness in their teaching.

Furthermore, the result aligns with the work of Larson (2022), which argued that a teacher's demeanor in the classroom influences not only the classroom atmosphere but also their overall performance and productivity. They highlighted that when teachers exhibit patience, consistency, and approachability, the key components of classroom stewardship, they are better able to manage their classrooms effectively, leading to higher productivity. This study's findings reaffirm that strong classroom stewardship demeanor is a crucial factor in enhancing teacher performance, suggesting that such qualities significantly contribute to improved teacher productivity in the classroom.

In addition, the finding resonates with the research of Saddique and Raja (2022), who highlighted the importance of teacher demeanor in shaping their professional effectiveness. When teachers demonstrate professionalism, empathy, and effective leadership in the classroom, their ability to engage and motivate students improves, which in turn boosts their productivity. The positive relationship identified in the present study further corroborates their findings, suggesting that teachers who demonstrate positive classroom stewardship behaviors tend to achieve greater productivity and effectiveness in their roles.

Table 3. Significance on the relationship between classroom stewardship demeanor and teacher productivity

Variables	r-value	Degree of Correlation	p-value	Decision (Ho)
Classroom stewardship demeanor	0.883	High Correlation	0.00	Rejected
Teacher Productivity				

Table 4. Significant influence of classroom stewardship demeanor on teachers’ productivity

Model	Sum of Squares	DF	r-value	Degree	p-value	Decision
Regression	573.896	3	0.884	High	0.00	Rejected
Residual Total	524.329	130				
	564.119	133				

3.4 Significant Influence of Classroom Stewardship Demeanor on Teachers’ Productivity

Table 4 illustrates the significant influence of classroom stewardship demeanor on teachers’ productivity. The regression analysis reveals a computed r-value of 0.884, indicating a high degree of correlation between classroom stewardship demeanor and teacher productivity. This suggests that changes in classroom stewardship demeanor strongly and positively influence teacher productivity. The p-value of 0.00 is less than the significance level of 0.05, leading to the rejection of the null hypothesis. This result confirms that classroom stewardship demeanor has a statistically significant impact on teacher productivity, emphasizing the importance of effective classroom management practices in enhancing teachers’ performance and overall productivity.

This finding affirms the Transformational Leadership Theory by Bass (1995), which emphasizes that leadership behaviors, such as inspiring and motivating others, can have a profound impact on the productivity of individuals within an organization. In the context of classroom stewardship demeanor, teachers who exhibit transformational leadership qualities—such as fostering positive relationships, promoting collaboration, and maintaining a supportive environment—are likely to see a significant increase in their productivity.

Moreover, the finding reinforces Social Learning Theory by Bandura (1977), which suggests that people learn from observing the behaviors of others, particularly those in authoritative roles. Teachers who model effective classroom stewardship—demonstrating calm decision-making, empathy, and strong instructional guidance—set an example for their students, which can increase not only student engagement but also their own productivity as educators.

Furthermore, the finding validates Theory of Planned Behavior by Ajzen (1991), which

proposes that attitudes, subjective norms, and perceived behavioral control influence an individual’s intentions and behaviors. In this study, teachers’ perceptions of their own stewardship behaviors and their ability to manage classroom dynamics have a direct effect on their teaching productivity. The theory suggests that teachers who view their classroom environment positively and feel confident in their stewardship abilities are more likely to engage in productive teaching practices.

4. CONCLUSION

Based on the findings of the study, several conclusions can be drawn. First, the classroom stewardship demeanor of teachers in public elementary schools, in terms of relationship, decision-making, instructional guidance, control domain, and conflict management, was found to be high. This suggests that the stewardship demeanor of teachers is oftentimes exhibited in these areas. Second, the teachers’ productivity in public elementary schools, as measured by commitment, integrity, compassion, and responsibility, was very high, indicating that teachers always demonstrate high levels of productivity. Furthermore, the null hypothesis, which proposed no significant relationship between classroom stewardship demeanor and teacher productivity, was rejected. The study revealed a positive correlation between classroom stewardship demeanor and teacher productivity, meaning that effective stewardship directly contributes to higher productivity among teachers. Lastly, the domains of classroom stewardship demeanor were found to significantly influence teacher productivity in public elementary schools in Governor Generoso District, Division of Davao Oriental, further supporting the rejection of the null hypothesis.

5. RECOMMENDATION

Based on the findings and conclusions of the study, the following recommendations are proposed. Given the significant relationship

between classroom stewardship demeanor and teacher productivity in public elementary schools, it is recommended that policymakers and human resource managers may incorporate these variables when developing policies, training programs, and seminars aimed at enhancing classroom stewardship demeanor. Special attention may be given to areas requiring improvement, such as fostering deep relationships that focus on a student's potential, strengths, interests, and weaknesses. Additionally, teachers may be encouraged to guide students in setting and reflecting on their academic goals to promote better decision-making.

Furthermore, school administrators are encouraged to implement targeted training and development programs aimed at improving the classroom stewardship demeanor of teachers. Focus may be placed on maximizing individual student success and ensuring that teachers can quickly address classroom challenges. This includes maintaining consistency in setting expectations and consequences to foster a positive classroom environment and regain control when necessary.

Teachers are also urged to actively engage in school programs, training sessions, and other professional development activities to further enhance their productivity and social learning. Emphasis may be placed on handling classroom disruptions constructively by promoting a compassionate, rather than punitive, approach to behavior management. Teachers may be mindful of the importance of managing their time and attention to avoid escalating tension, and strive to exceed expectations in all aspects of their professional roles, including communication with students and colleagues.

Lastly, future researchers interested in similar studies may explore additional indicators related to classroom stewardship demeanor and teacher productivity, identifying other variables that may serve as predictors and contribute to the overall understanding of effective teaching practices.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. **Grammarly:** Used for grammar and spell-checking, as well as suggestions for improving sentence structure and overall clarity.
2. **Quillbot:** Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

CONSENT

This quantitative study adhered to strict ethical guidelines to safeguard the privacy and confidentiality of all participants. Prior to data collection, informed consent was obtained from all respondents, who were thoroughly briefed on the study's objectives and the measures implemented to protect their privacy. To ensure anonymity, no personally identifiable information was collected, and each participant was assigned a unique identification code for data analysis purposes. All data were securely stored on encrypted servers, with access restricted to the research team. The results were presented in aggregate form, ensuring that individual responses could not be traced back to specific participants. Furthermore, statistical analyses were performed in a manner that reinforced respondent anonymity, preserving their privacy throughout the entire research process.

ETHICAL APPROVAL

The researcher secured a formal letter of permission to conduct the study on the levels of classroom stewardship demeanor and teacher productivity in public elementary schools within the Governor Generoso District, Division of Davao Oriental. This letter was duly signed and approved by the Dean of Graduate Studies of Rizal Memorial Colleges, the research adviser, school principals, and moderators or teachers in charge of the participating schools.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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