



Workstation Collaboration and Classroom Culpability 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.

Article Information

DOI: <https://doi.org/10.9734/ajess/2024/v50i71489>

Open Peer Review History:

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/119444>

Original Research Article

Received: 25/04/2024

Accepted: 28/06/2024

Published: 05/07/2024

ABSTRACT

This study was conducted to determine the relationship between workstation collaboration and classroom culpability of public elementary school teachers in Babak District, Island Garden City of Samal. The research employed a non-experimental quantitative research design utilizing the correlational method, with universal sampling. The respondents of the study were 131 public elementary school teachers who answered researchers-made questionnaires. The statistical tools used were the mean, Pearson Product-Moment Correlation Coefficient (Pearson r), and regression analysis. The results showed that workstation collaboration among public elementary school teachers is high and is oftentimes manifested by the students. Similarly, the classroom culpability of public elementary school teachers is high and is moderately demonstrated by the teachers. A significant relationship was found between workstation collaboration and classroom culpability of public elementary school teachers. Furthermore, the domains of workstation collaboration

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Cite as: Mugat, Ornido V., and Josephine B. Baguio. 2024. "Workstation Collaboration and Classroom Culpability of Teachers in Public Elementary Schools". *Asian Journal of Education and Social Studies* 50 (7):589-98. <https://doi.org/10.9734/ajess/2024/v50i71489>.

significantly influence the classroom culpability of teachers in public elementary schools. These results may serve as a basis for teachers to refine workstation collaboration and classroom culpability practices in public elementary schools. It is recommended that school teachers consider enhancing problem-solving processes related to workstation collaboration, potentially through a separate course, distinct curriculum, or integrated daily lesson plans.

Keywords: Workstation collaboration; classroom culpability; public elementary teachers

1. INTRODUCTION

Collaboration in the workstation is about people working together. That might mean individual contributors working together or with their managers or supervisors to achieve the team's goals. Quality Education is what people long to achieve. Despite all the innovations introduced nowadays, people cannot deny that research is lacking in the system. The relationship of superior to subordinates is what really counts in order to have a peaceful, harmonious and systematic condition in the workstation. Thus, school effectiveness should be based on the principles of workstation collaboration and classroom accountability of teachers in public elementary schools.

Datnow [1] argued that school organizations thrive on the positive behaviors and good citizenship of their members, particularly highlighting the critical roles of collaboration and accountability among teachers in public elementary schools. The literature emphasizes that teachers are fundamentally accountable for several key organizational aspects, including the effective implementation of the curriculum, the accurate and fair assessment of student performance, and their continuous professional development. They are also responsible for maintaining disciplined and positive classroom environments and engaging collaboratively with parents to support student development. Upholding high ethical standards in all interactions is crucial to fostering trust and integrity within the school community. Despite the clear importance of these responsibilities, the complex nature of organizational accountability continues to pose challenges, indicating the need for ongoing exploration and improvement in how schools can support and manage teacher accountability to ensure their success.

According to Alegado [2], Filipino teachers are not adequately compensated and often lack tangible rewards for their teaching efforts. When teachers are compelled to perform extra-role behaviors beyond their regular duties without

adequate recognition or support, it can lead to suboptimal outcomes. This pressure can blur the lines between voluntary collaboration and obligatory tasks, undermining key goals such as effective teamwork and classroom accountability in public elementary schools. Collaboration among teachers is crucial for fostering a productive educational environment. In elementary schools, teachers often work together to share resources, develop lesson plans, and address student needs. This teamwork enhances problem-solving capabilities, promotes innovation, and streamlines processes, ultimately leading to increased success and improved communication. By listening to and learning from each other, teachers can support one another in achieving their collective and individual goals, thereby enhancing the overall educational experience for their students.

In the local setting, Carillo [3] said that administrators always had difficulties ensuring that teachers' appropriate workstation collaboration and classroom accountability in public elementary schools are supported with regular and ongoing recognition and reinforcement activities. They emphasized that mutual respect among pupils, teachers, and staff should be evident on campus and in classrooms, but it is still not always successful. That is why there is a need for everyone to work together cooperatively, communicate with sensitivity, and utilize appropriate language. The administrators and teachers should serve as role models for students in developing self-control, a sense of responsibility, and attitudes of tolerance and sensitivity to produce the best output in their school, respectively.

In this view, the researcher opted to conduct a study on workstation collaboration and classroom accountability for teachers in public elementary schools. This study's major practical implication encouraged them to develop a clearer role definition, improved communication channels, or mutual negotiations among all of the organization's members. Successful organizations need staff who do more than their

usual job duties and provide performance that is beyond expectations. This may lead to a more efficient organization and improve performance. Thus, such recognition brings glory to the school, community and teaching profession.

Fig. 1 shows the conceptual framework of the study. There are two variables of the study which is subjected for evaluation. The independent variable is the principles of workstation collaboration developed by Crawford [4], with the following indicators: Process Curriculum - devoting a specific time to teaching the foundation abilities, principles, and one or more of the problem-solving processes of conflict; Mediation Program - a conflict resolution program in which selected individuals and trained in the principles and foundation abilities of conflict resolution and in the mediation process; Peaceable Classroom - a whole-classroom

methodology that includes teaching students the foundation abilities, principles, and problem-solving processes of conflict resolution and Peaceable School - it builds on the peaceable classroom approach by using conflict resolution as a system of operation for managing the school as well as the classroom.

The dependent variable is the classroom culpability of teachers designed by Tschannen-Moran [5], with the following indicators: Altruism generally directed toward other individuals' performance; Conscientiousness - which contributes to the efficiency of both and the group; Sportsmanship - it maximizes the total amount of time spent on constructive endeavors in the organization; Courtesy - it helps prevent problems and maximizes use of time; and Civic Virtue - it serves the interest of the organization.

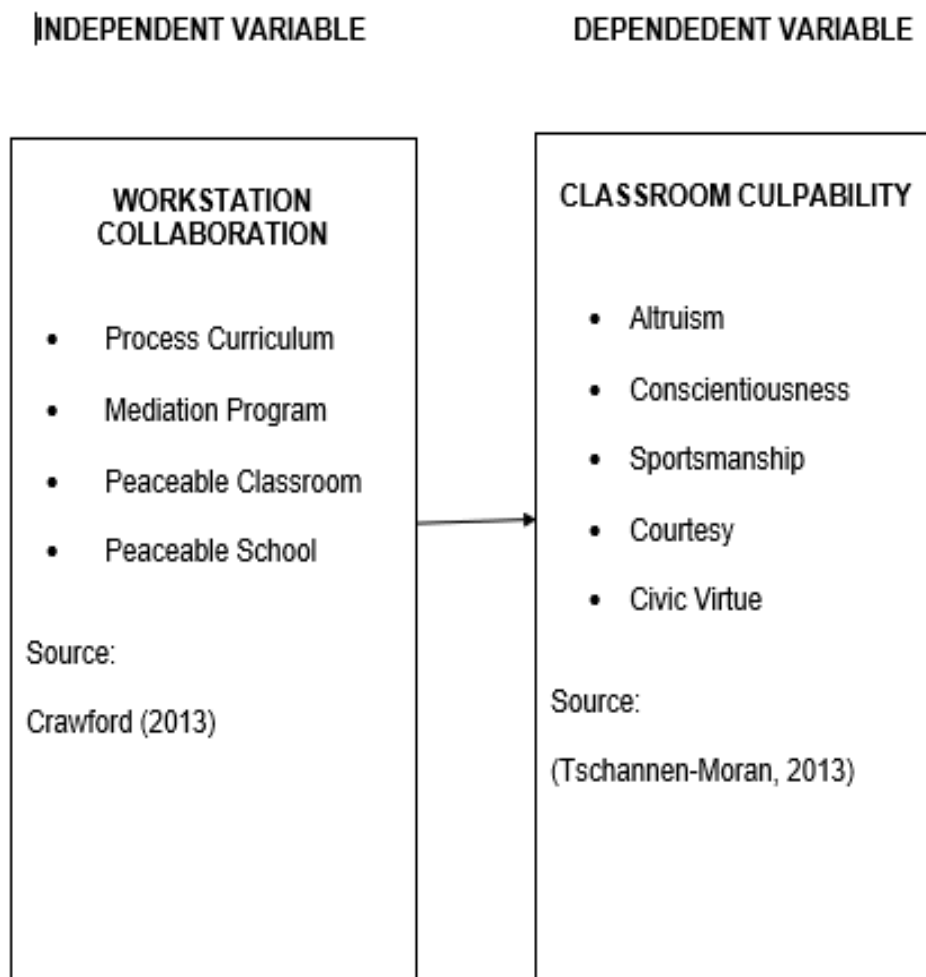


Fig. 1. Conceptual framework of the study

2. METHODOLOGY

2.1 Research Design

The non-experimental quantitative research design utilizing the correlational method was employed in the study. According to Bloomfield & Fisher [6], the descriptive category includes correlational studies of the phenomenon under study conducted in a natural setting and that involve no attempts to introduce something new or to modify or control a phenomenon.

These so-called descriptive-correlational surveys were designed to examine the extent to which changes in one dimension of a phenomenon correlate with changes in one or more other dimension [7]. In this view, the researcher utilized the descriptive-correlational method to determine the conflict resolution mechanism of school teachers and the organizational culpability of teachers.

Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through questionnaires and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering data and generalizing it across groups of people or explaining a particular phenomenon [8]. Hence, this research examined the relationship on the principles of workstation collaboration and the classroom culpability of teachers in public elementary schools.

2.2 Research Respondents

The respondents of this study were the 131 teachers of public elementary schools, using universal sampling wherein all the population are considered as respondents. They evaluated themselves and colleagues through survey questionnaires that were administered to them. The teachers involved serve at least three years in elementary public schools. This study was conducted in the school year 2023 to March 2024.

2.3 Research Instrument

The study utilized the sets of researchers made survey questionnaires based on different authors. The first part of the survey questionnaire was the workstation collaboration with indicators the process curriculum, mediation program,

peaceable classroom, and peaceable school. This questionnaire was composed of 5 items for each indicator with a total number of 20 items.

The second part of the survey questionnaire expressed teachers' classroom culpability regarding altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. This questionnaire consisted of 5 items for each indicator with a total number of 20 items.

The adviser gave a go-signal to the researcher for the reproduction of the survey questionnaire. Adequate and clear copies were printed to avoid problems with the administration. The researcher 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 could be elicited.

The survey questionnaire was used to acquire information from the respondents of the study and presented to the panel of validators for content modification prior to the distribution to the research respondents for pilot testing. Based from their comments and suggestions, revisions were made. The pilot testing for reliability and validity of the instruments was tried out in one separate school in the same cluster, among 30 teachers. The instruments were found reliable with a Cronbach's Alpha result of .723. In taking the test, the participants answered the 40 items questions in 5 subscales.

2.4 Data Gathering Procedure

The following steps were followed in the conduct of the study:

Asking permission to conduct the study. The researcher asked permission from the Office of the Schools Division Superintendent of Davao City, to conduct the study to public elementary school teachers to the selected schools. Upon approval, the researcher prepared the letter addressed to the different District Supervisor and was noted by the Division Superintendent, Dean of Graduate Studies of the Rizal Memorial Colleges and Adviser.

Distribution and Retrieval of Survey Questionnaire. The researcher forwarded the letter of permission with the attached endorsement letter from the office of the Schools Division Superintendent to the School Teachers. The questionnaire was distributed to the respondents, after two weeks, the researcher

retrieved the questionnaire. The researcher tallied all the data and presented it to the statistician. Then, the results were analyzed and interpreted based on the statement of the problem of the study.

2.5 Data Analysis

The statistical tools used for data analysis were the following:

Mean. This was used to determine the workstation collaboration and classroom culpability of teachers in public elementary schools.

Pearson (r). This was used to determine the significant relationships between workstation collaboration and classroom culpability of teachers in public elementary schools.

Regression Analysis. This was used to determine the influence of workstation collaboration and classroom culpability of teachers in public elementary schools.

3. RESULTS AND DISCUSSION

3.1 Workstation Collaboration of Teachers

As presented in Table 1 is the level of workstation collaboration of teachers in public elementary schools in terms of process curriculum approach, mediation program approach, peaceable classroom approach and peaceable school approach. The mean ratings of these indicators are as follows: process curriculum approach (3.58) or high; mediation program approach (3.83) or high; peaceable classroom approach (2.98) or high and peaceable school approach (3.85).

The overall mean rating of 3.56 is categorized as high. This means that principles of workstation

collaboration of teachers in public elementary schools in terms of process curriculum approach, mediation program approach, peaceable classroom approach and peaceable school approach are manifested oftentimes by the teachers. This signifies that teachers are having the ability to resolve disputes effectively and nonviolently resolution that is central to the peaceful expression of classroom workstation collaboration.

According to Ertan [9], principles of workstation collaboration is a natural, vital part of life. When principles of workstation collaboration is understood, it can become an opportunity to learn and create. The challenge for people in collaboration is to apply the principles of workstation collaboration in their human relationships. The ability to resolve disputes effectively and nonviolently is central to the peaceful expression of workstation collaboration.

Principles of workstation collaboration can be viewed as a responsibility of law-abiding members of our society. Responsible citizens in a democracy express their concerns peacefully, seek resolutions to problems that consider common interests, and recognize the human dignity of all involved. Crawford [4] presented the indicators of workstation collaboration principles: process curriculum approach, mediation program approach, peaceable classroom approach and peaceable school approach.

3.2 Classroom Culpability of Teachers

As shown in Table 2 is the level of classroom culpability of teachers in public elementary schools in terms of altruism, conscientiousness, courtesy and civic virtue. The mean ratings of this indicators are as follows: altruism (3.40); conscientiousness (2.90); courtesy (3.71) and civic virtue (3.22).

Table 1. Level of Workstation Collaboration of Teachers

| No | Indicators | Mean (x) | Descriptive Level |
|----------------|---------------------|-------------|-------------------|
| 1. | process curriculum | 3.58 | High |
| 2. | mediation program | 3.83 | High |
| 3. | peaceable classroom | 2.98 | Moderate |
| 4 | peaceable school | 3.85 | High |
| Overall | | 3.56 | High |

Table 2. Level of classroom culpability of teachers

| No | Indicators | Mean (x) | Descriptive Level |
|---------|-------------------|----------|-------------------|
| 1 | Altruism | 3.40 | Moderate |
| 2 | Conscientiousness | 2.90 | Moderate |
| 3 | Courtesy | 3.71 | High |
| 4 | civic virtue | 3.22 | Moderate |
| Overall | | 3.31 | Moderate |

Table 3. Significance of the relationship between workstation collaboration and classroom culpability

| Variables | X | Y | r-value | Degree of Correlation | p-value Computed | Tabular | Decision (Ho) |
|---------------------------|------|------|---------|-----------------------|------------------|---------|---------------|
| Workstation Collaboration | 4.34 | | | | | | |
| Classroom Culpability | | 4.10 | 0.059 | High Correlation | 3.35 | 0.501 | Rejected |

The overall mean rating is (3.31) moderate. This means that the classroom culpability of teachers in public elementary schools in terms of altruism, conscientiousness, courtesy, and civic virtue are sometimes manifested by the teachers. This denotes that the teachers are giving their time and energy to succeed in their assigned jobs and behave as good citizens by engaging in positive behaviors.

According to Johnson [10], successful organizations have teachers who go beyond their formal job responsibilities and freely give of their time and energy to succeed at the assigned job. Schools could not survive or prosper without their members behaving as good citizens by engaging in all sorts of positive behaviors. Because of the importance of good culpability for organizations, understanding the nature of organizational culpability has long been a high priority for all schools.

As emphasized by Hargreaves & Fullan [11], the benefits of organizational culpability resulting from all changes that have taken place at different levels in an organization can be observed through increased efficiency of teachers, releasing instructional resources, reduced maintenance cost, helping coordination activities, increased teaching ability, increased stability of teacher performance, improved effectiveness and efficiency of school performance.

3.3 Significance of the Relationship Between Workstation Collaboration and Classroom Culpability

As presented in Table 3 is the significant relationship between the principles of workstation collaboration and classroom culpability of teachers in public elementary schools with an overall computed r-value of .059 with equivalent tabular value 0.501 at α 0.05 of significance set in this study.

Since the overall computed value is much higher than the tabular value. This indicates that the null hypothesis is hereby rejected. It could be stated, therefore, that there is a significant relationship between the principles of workstation collaboration and the classroom culpability of teachers in public elementary schools. This implied that the higher the result of the principles of workstation collaboration, the better result of the classroom culpability of teachers in public elementary schools.

However, the findings of the study supported by the concepts of Ertan [9], stated that principles of workstation collaboration is a natural, vital part of life. When the principles of workstation collaboration is understood, it can become an opportunity to learn and create. The challenge for people in collaboration is to apply the principles of workstation collaboration in their human relationships. The ability to resolve disputes

effectively and nonviolently is central to the peaceful expression of workstation collaboration [12].

Additionally, Gundersen [13] highlighted that collaborative workstations encourage regular interaction among educators, fostering a sense of shared responsibility for classroom management and student outcomes. By facilitating collaborative discussions and sharing insights, these workstations enable teachers to address challenges and develop effective teaching strategies collectively. This collaborative environment not only strengthens professional relationships but also promotes a culture of

classroom culpability, where teachers work together to enhance classroom dynamics and ensure positive student experiences.

3.4 The Domains of Workstation Collaboration Significantly Influence Classroom Culpability

As presented in Table 4, three domains of workstation collaboration significantly influence classroom culpability of teachers in public elementary schools with an overall computed r-value of 0.136 with equivalent tabular value 0.058 at α 0.05 of significance set in this study.

Table 4. The Domains of Workstation Collaboration Significantly Influence Classroom Culpability

| Model | Sum of Squares | Degrees of Freedom | Mean Square | p-value | Sig | Decision |
|----------------|----------------|--------------------|-------------|---------|-------|----------|
| Regression | 55.3897 | 1 | 57.019 | | | |
| Residual Total | 503.301 | 130 | 12.5947 | .058 | 0.136 | Rejected |
| | 535.101 | 131 | | | | |

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

| Principles of Workstation Collaboration | | | | | | |
|---|--|-------|---------|--------|--|-------|
| Classroom Responsibility Routine (Indicators) | | B | β | t | | Sig. |
| Altruism | process curriculum mediation program peaceable classroom peaceable school | -.075 | -.056 | -1.503 | | .611 |
| conscientiousness | curriculum approach mediation program peaceable classroom peaceable school | .014 | .012 | .125 | | .895 |
| Courtesy | curriculum mediation program peaceable classroom peaceable school | -.217 | -.205 | -1.807 | | .071 |
| civic virtue | curriculum mediation program peaceable classroom peaceable school | -.074 | -.057 | -.502 | | .610 |
| R | .251 | | | | | 0.136 |
| R ² | .071 | | | | | |
| F | .670 | | | | | |
| ρ | .058 | | | | | |

Since the overall computed value is much higher than the tabular value. This indicates that the null hypothesis is rejected. Therefore, it could be stated that the domains of workstation collaboration significantly influence teachers' culpability in public elementary schools. This implied that the higher the domains of principles of workstation collaboration, the better domains of classroom culpability of teachers in public elementary schools.

This finding aligns with Vygotsky's [14] sociocultural theory, emphasizing how collaborative interactions and social contexts shape learning and development. According to Vygotsky, learning is inherently social, with collaborative environments enhancing cognitive growth through peer interaction and shared resources. Implementing collaborative workstations transforms teachers into facilitators of interactive learning spaces, where they manage group dynamics and adapt instructional strategies to foster collaborative problem-solving and knowledge acquisition [15-17]. Thus, Vygotsky's theory underscores the profound impact of collaborative workstations on teachers' classroom culpability by highlighting their pivotal role in creating supportive learning environments that promote student engagement and academic achievement in public elementary schools.

4. CONCLUSION

Based on the findings of the study, the following conclusions are drawn: It was concluded in this study that the level of workstation collaboration of teachers in public elementary schools in terms of process curriculum, mediation program, peaceable classroom and peaceable school were manifested oftentimes. It was concluded in this study that the level of classroom culpability of teachers in public elementary schools in terms of altruism, conscientiousness, courtesy, and civic virtue was sometimes manifested.

It was established in this study that there was a significant relationship between workstation collaboration and classroom culpability of teachers in public elementary schools. It was concluded in this study that the domains of workstation collaboration significantly influenced the classroom culpability of teachers in public elementary schools.

5. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are formulated for considerations:

1. It is recommended in this study that principles of workstation collaboration of teachers in public elementary schools may be improved by the DepEd mainly on the gray areas that ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development.
2. It is mentioned in this study that the classroom culpability of teachers in public elementary schools may be enriched by the school teachers primarily on the portion of lowest results, which are helping new employees settle his/her job, accomplishing a lot of work and do more than what is expected, avoiding the initiation of actions before consulting with others who might be affected and attending school activities and invitational meetings.
3. It is recommended in this study that the principles of workstation collaboration and classroom culpability of teachers in public elementary schools be upgraded by the school teachers, particularly in problem-solving processes of workstation collaboration, such as a separate course, distinct curriculum, or daily lesson plan.
4. It is commended in this study that the principles of workstation collaboration and classroom culpability of teachers in public elementary schools may be upgraded by the teachers primarily in minimizing the discussion and expression of feelings on subjective elements unless the other party and companions seem open to the perspective raised by the group.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

CONSENT

The research study adhered to rigorous ethical standards to ensure the protection and dignity of all participants. Written consent was obtained from all individuals involved, guaranteeing their understanding of the study's purpose, procedures, and potential risks. Confidentiality was maintained by anonymizing personal data and securely storing all information. The research methodology was designed to minimize potential harm or discomfort to participants, with measures in place to address adverse effects. An ethics review board reviewed and approved the study's protocol, ensuring compliance with all relevant ethical guidelines and regulations. Transparency and integrity were upheld throughout the research process to maintain trust and credibility.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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