



## SCHOOL INTERPERSONAL BEHAVIOR AND TEACHING SPACE QUALITY

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Teacher I

### Abstract

This study aimed to determine the relationship between interpersonal behavior and teaching space quality. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Sta. Maria of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2022-2023. Research instruments on interpersonal behavior and teaching space quality were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the level of interpersonal behavior is very high, the level of teaching space quality is very high, there is a significance on the relationship between interpersonal behavior and teaching space quality.

**Keywords:** *Interpersonal Behavior, Teaching Space Quality, School Administration and Supervision, Quantitative Research, Philippines*

### 1. INTRODUCTION

The concept of teaching space quality has gained considerable attention as it impacts learning and performance of students. In a classroom that values teaching space quality, the class is productive where the learning experience of students is characterized by excitement for discovery, joy, satisfaction and pride at one's accomplishments. All these positive emotions have the effect of motivating students for further learning.

Many teachers lack skills in providing quality teaching space. In South Africa, Conversely, there are classrooms which the predominant emotions in a class are fear, shame, or embarrassment for being wrong, or boredom and apathy about the content, these negative emotions will be highly demotivating to students making them dislike to participate in the class activities (Du Plessis & Mestry, 2019).

In the Philippines, there are some common issues on teaching space quality that has been noted by teachers. The most frequent disciplinary issues include violence, disrespect, defiance, and bullying. A student's behavior may be impacted by a poor family situation. A student's behavior may be negatively impacted by peer pressure. Cultural and racial pressure can be difficult for some kids (Ho & Seow, 2017).

In the local context, teachers have observed that students oftentimes experience bullying and intimidation from classmates. They feel that this has affected their interest to go to school that they wanted to drop from the class. Teachers also noted that disciplining students has been a tough job especially when it has become a serious problem in the class (Galabo, 2019).

Teaching space quality has been found to be one of the factors most influencing students' mental wellbeing, achievements, and improvement in their cognitive, academic, social, and emotional functioning. Additionally, the professional literature indicates that a school with a healthy teaching space quality is a school with an effective leader, where the teachers are satisfied with their work and colleagues, and consequently they are also more involved in school life and more willing to invest in developing quality education and teaching methods.

It is in this context that the researcher would like to conduct study on the relationship between school interpersonal behavior and classroom climate quality in the local context. The results of the study will contribute to the body of knowledge concerning the variables covered in this research.

This study is anchored on Interpersonal theory of Hill (1974). The theory claims that individuals look for fulfillment and security in interpersonal connections. Threats to security and satisfaction in particular cause anxiety, and people are often inclined to avoid interpersonal circumstances that cause worry.

Schutz asserts that everyone has an inherent yearning for love or admiration. Although our criteria for satisfying this need may differ, acceptance and a sense of belonging are universal human needs.

The theory asserts that all people, to varying degrees, have these three requirements. They are the needs for acceptance, power, and love. According to Schutz, the inner need "to establish and maintain a satisfactory relation with people with respect to interaction and association" is what drives the demand for inclusion.

The total physical and emotional well-being depends on your interpersonal relationships. Relationships give you a sense of purpose in life and combat loneliness. For instance, a key component of your social support system is the closeness you feel to your family and friends.

This study is also supported by the pronouncement of Reid & Radhakrishnan, (2003) who stated that teaching space quality reflects students' opinions of their academic experience This includes their perceptions of the rigor of the class, their interactions with their instructor and class peers, and their involvement in the class.

Although each student will develop his or her individual sense of the classroom environment, there is also a community, or collective, sense among the students and the instructor, so teaching space quality is a general feeling shared by all in the class (Fraser & Treagust, 1986). Students' perceptions often define the teaching space quality because their exposure to multiple learning environments and their many opportunities to form impressions give them a credible vantage point from which to make judgments (Fraser & Treagust, 1986).

Similarly, a teaching space quality that motivates students to learn is an ideal classroom that reflects positive energy for students to develop their skills. For a classroom to become conducive to learning, it has to be well-ventilated and well-lighted. The ventilation in the classroom makes the students breath normally while the lights in the classroom allow them to clearly see the instructional learning materials and make them easily read texts in the book.

Reynolds and Walberg (1992) stated that teaching space quality is important because of its effects on students' scholastic performance. The teaching space quality is one of the factors that affects student learning in school. It encompasses several aspects like physical classroom setup, emotional atmosphere, and intellectual classroom climate. All these influences the learning attitudes of students in the class. A motivating teaching space quality invites optimum growth of students and develops their esteem. Teachers must understand how teaching space quality affects students' development in school.

The conceptual paradigm is shown in Figure 1. The independent variable of this study is the variable of this study is school interpersonal behavior which is taken from Podsakoff, MacKenzie, Moorman and Fetter, (1990) and have the following indicators: helping, courtesy, sportsmanship, compliance, civic virtue, and organizational loyalty. The dependent variable of this study is *teaching space*

*quality*. The indicators were taken from the Alliance for the Study of School Climate (2011) and these are following: discipline environment, student interaction, learning/assessment, attitude and culture.

*Discipline environment* refers a classroom characterized by a fair and consistent discipline to all students; *student interaction* refers to the sense of community in the classroom. *Learning/Assessment* refers to the way the teacher productively utilizes

assessment results for students' progress, and *Attitude and Culture* refers to the positive classroom environment.

This study aims to find out the significance of the relationship between school interpersonal behavior and teaching space quality.

This study significantly to the Schools Division Office where the study was conducted as it will give the personnel a concrete view of the levels of the variables which this study is aimed to identify. This will guide the personnel as their reference for future decision-making to improve on the aspects which the study is intended to uncover.

Similarly, this study is viewed as a significant benchmark to the School heads and Teachers as this will help them enhance their current practice in terms of the variables and indicators included in this study. This may guide them in designing Learning Action Cells that will help the school gain inputs and eventually improve their present practice.

This study is beneficial to students as they are the direct beneficiary of the initiatives in schools including the professional advancements of school heads and teachers. The benefits that the students will gain from this study is expected to help them increase their learning proficiency.

This study is also beneficial to future researchers as this will guide them in conducting similar studies. This study can also be their benchmark in exploring other variables not covered in this research.

This study is aimed to determine the relationship between the school's interpersonal behavior and teaching space quality. The study will be implemented in some public schools in Davao Occidental Division within the second semester of the School Year 2022-2023.

This study is limited to helping, courtesy, sportsmanship, civic virtue, and organizational loyalty in terms of interpersonal behavior and it included only the following: discipline environment, student interaction, learning/assessment, and attitude and culture for teaching space quality.

## 2. MATERIALS AND METHODS

This study utilized non-experimental quantitative research approach utilizing descriptive correlational design. Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research collects information from existing and potential customers using sampling methods and sending out online surveys, online polls, and questionnaires. The results of which can be depicted in the form of numerical. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly (Berg, 2009).

Quantitative research is mostly conducted in the social sciences using the statistical methods used above to collect quantitative data from the research study. In this research method, researchers and statisticians deploy mathematical frameworks and theories that pertain to the quantity under question. Quantitative research templates are objective, elaborate, and many times, even investigational. The results achieved from this research method are logical, statistical, and unbiased. Data collection happened using a structured method and conducted on larger samples that represent the entire population (Crano, Brewer & Lac, 2015).

This study is also descriptive in nature. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the what of the research subject rather than the why of the research subject. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. Descriptive statistics tell what is, while inferential statistics try to determine cause and effect (Bunge, 1995).

Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection.

The geographic location of this study was shown in Figure 2. The municipality of Santa Maria, officially the Municipality of Santa Maria (Cebuano: Lungsod sa Santa Maria; Tagalog: Bayan ng Santa Maria), is a 2nd class municipality in the province of Davao Occidental, Philippines. According to the 2020 census, it has a population of 57,526 people.

The research sample included only those Junior and Senior High School teachers who have permanent position. They must also have a teaching experience for the public school for at least five years. The substitute teachers and those holding Learning Support Aid positions are excluded in the sample of the research. Likewise, this study is conducted only to one district of Davao Occidental Division and at least have more than a hundred teachers as sample.

This study utilized convenient sampling in determining the sample of this study. Only those teachers who manifested their willingness to participate in the research were included in the study. These students must have Informed Consent to show their voluntary participation of the study.

The research instrument used by the researcher in gathering data has two parts. The first part of the questionnaire deals with school interpersonal behavior This is an adopted questionnaire. Further, the said instrument was revised to suit the setting in the conduct of the study.

The questionnaires were submitted to the research adviser for comments and suggestions. Upon approval, the instruments were validated by the experts before the conduct of the survey. The following rating scales were used in the interpretation of the responses of respondents in school interpersonal behavior.

Meanwhile, the questionnaire on teaching space quality was taken from the Alliance for the Study of School Climate (2011) with the following indicators: discipline environment, student interaction, learning/assessment, attitude and culture.

The following rating scales were used in the interpretation of the responses of respondents in teaching space quality.

The following steps will be undertaken in the gathering of data for this study. First the researcher asked permission from the Superintendent of Davao Occidental Division to conduct the study in Sta. Maria District. After the request was granted, the researcher also sent a letter to the district supervisor indicating the intention to conduct the study in the district. The researcher attached the letter of approval from the division superintendent. The same letter of request was also sent to the school heads.

The school allowed the researcher to gather data for the research during activity period in the afternoon. This was a big challenge for the researcher because the travel going to schools' district usually takes more than half an hour from the station.

As soon as the researcher got into the school, he went to the office of the school head and showed the letter of approval and endorsement from the superintendent and from the district supervisor. After which, the researcher met the teachers and the school head and gave them a brief orientation on how they will respond to the questions in the questionnaire. As soon as the respondents were able to complete answering the questionnaire, the researcher collected them and tallied the responses. Interpretation followed after the statistician handed the data.

For more comprehensive interpretation and analysis of the data, the following statistical treatments were utilized.

**Mean.** This will be used to describe the level of school interpersonal behavior and teaching space quality.

**Pearson *r*.** This will be used to determine the significance of the relationship between school interpersonal behavior and teaching space quality.

### 3. RESULTS AND DISCUSSION

#### **Level of School Interpersonal Behavior**

Shown in Table 1 are the responses of the respondents on their level of school interpersonal behavior of teachers with an overall mean score of 4.41 and a standard deviation of 0.362 with a descriptive equivalent of very high indicating that most of the provision relating to school organizational behavior of teachers embodied in the item is always observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Computations revealed an overall mean score of 4.41 or very high, indicating that the said respondents were very high in school interpersonal behavior of teachers. The score was derived from the mean scores of 4.61 or very high for courtesy, 4.61 or very high for organizational loyalty, 4.41 or very high, for helping, 4.21 or very high for sportsmanship, and 4.21 or very high for civic virtue.

The very high level of organizational behavior of teachers is due to the very high level of rating given by the respondents to the indicators helping, courtesy, sportsmanship, civic virtue, and organizational loyalty as indicators of organizational citizenship behavior.

The result of the study is aligned with the statement of Chen and Yang (2012); Ehtiyar, Aktas Alan & Ömüri (2010); and Martinez (2012) who stated that school organizational behavior means that a teacher works more than his responsibilities beyond the standards and job descriptions determined by the position and makes extra voluntary effort in this regard. This means that a teacher accomplishes more beyond his responsibilities and makes more effort on behalf of the school for the latter's effective functioning. Further, organizational citizenship behavior in the school setting suggests that a teacher works more than his/her responsibilities determined by the school in performing the task. The concept of organizational commitment includes the confidence and acceptance of the aim, objective and values of the organization and the internalization of its values.

#### **Level of Teaching Space Quality**

Presented in Table 2 is the level of teaching space quality with the overall mean of 4.58 and a descriptive equivalent of very high, indicating that all enumerated indicators were always observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the enumerated indicators, discipline environment obtained the highest mean score of 4.82 or very high, learning/assessment obtained the mean score of 4.46 with a descriptive level of very high, student interaction obtained a mean score of 3.84 or very high, attitude and culture had a mean score of 3.92 or very high.

Results of this study showed that teachers have a high level of classroom culture environment. According to Freiberg (2009) and Keep (2012) classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and

behaviors stressed. Fisher (2010) and Cohen (2012) added that classroom culture environment is a key concept in planning to enhance the quality of school life, teaching, learning, and support. Understanding the nature of school climate is a basic element in improving schools.

The result of this study is a confirmation of the statement of Cohen and Geier (2010), Glavin (2010), Horne (2012), and Pirie and Kieren (2012), which stated that classroom culture learning environment is one of the factors that affects student learning in school. It encompasses several aspects like physical classroom setup, emotional atmosphere, and intellectual classroom climate. All these influenced the learning attitudes of students in the class. A motivating classroom environment invites optimum growth of students.

The result of this study is also aligned with the statement of Cohen et al. (2009) and Moos (2008) which declared that a classroom that motivates students to learn is an ideal classroom that reflects positive energy for students to learn. For a class room to become conducive to learning, it has to be well-ventilated and well-lighted. The ventilation in the classroom makes the students breath normally while the lights in the classroom allow them to see clearly the instructional learning materials and makes them easily read texts in the book.

The result of this study is also in congruence with the statement of Ellis (2008), Lackney and Jacobs (2012), and Patrick, Ryan and Kaplan (2010), which stated that well-arranged classrooms make the students excited to go to school. They develop fondness for their classroom and they take pride about the physical set up, especially when it is clean. Meanwhile, teachers are also motivated to conduct classes in a clean classroom. Generally, teachers and students work hand in hand to maintain a classroom that is conducive to learning.

### **Relationship between School Interpersonal Behavior and Teaching Space Quality**

Displayed in Table 3 are the results of the relationship between the school interpersonal behavior and teaching space quality. Bivariate correlation analysis using Pearson product moment correlation was employed to determine the relationship between the variables mentioned. Based on the first correlation analysis, interpersonal behavior and teaching space quality revealed a computed R-value of 0.185 with a probability value of  $p = 0.000$  which is significant at the 0.05 level.

This implies that the higher the school interpersonal behavior there is, the higher will be the teaching space quality. Thus, the null hypothesis of no significant relationship between and teaching space quality is rejected.

The result of this study confirms the pronouncement of Reid & Radhakrishnan, (2003) who stated that teaching space quality reflects students' opinions of their academic experience This includes their perceptions of the rigor of the class, their interactions with their instructor and class peers, and their involvement in the class. Although each student will develop his or her individual sense of the classroom environment, there is also a community, or collective, sense among the students and the instructor, so teaching space quality is a general feeling shared by all in the class (Fraser & Treagust, 1986). Students' perceptions often define the teaching space quality because their exposure to multiple learning environments and their many opportunities to form impressions give them a credible vantage point from which to make judgments (Fraser & Treagust, 1986).

Similarly, a teaching space quality that motivates students to learn is an ideal classroom that reflects positive energy for students to develop their skills. For a classroom to become conducive to learning, it has to be well-ventilated and well-lighted. The ventilation in the classroom makes the students breath normally while the lights in the classroom allow them to clearly see the instructional learning materials and make them easily read texts in the book.

Reynolds and Walberg (1992) stated that teaching space quality is important because of its effects on students' scholastic performance. The teaching space quality is one of the factors that affects student learning in school. It encompasses several aspects like physical classroom setup, emotional atmosphere, and intellectual classroom climate. All these influences the learning attitudes of students in the class. A motivating teaching space quality invites optimum growth of students and develops their esteem. Teachers must understand how teaching space quality affects students' development in school.

## **4. MAJOR FINDINGS**

The level of school interpersonal behavior is 4.41 or very high. The level of teaching space quality is 4.58 or very high. Based on the correlation analysis between interpersonal

behavior and teaching space quality revealed a computed R-value of 0.185 with a probability value of  $p = 0.000$  which is significant at the 0.05 level.

## 5. CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The school interpersonal behavior is very high. This indicates that the provisions relating to school interpersonal behavior embodied in the item is always manifested.

There is a very high level of teaching space quality. This indicates that the provisions relating to teaching space quality embodied in the item is always manifested. The result of the study also confirms that there is a significant relationship between interpersonal behavior and teaching space quality. This implies that the higher the school interpersonal behavior there is, the higher will be the teaching space quality. Thus, the null hypothesis of no significant relationship between and teaching space quality is rejected.

The results of this study revealed that the school interpersonal behavior is very high. The researcher recommends that the school head may continue to implement their leadership practices in order to maintain the very high level. Teachers may also improve in their practices in terms of civic virtue and sportsmanship taking into consideration the inclusion of these topics in learning action cells activity.

The result of this study revealed that the level of teaching space quality is very high. The researcher recommends that school heads may encourage teachers to continue their instructional practices in order to maintain the very high level. Teachers may also find ways to increase their current practice on the aspect of attitude and culture as indicator of teaching space quality since this is one of the indicators that obtained the lowest score.

This study also reveals a significant relationship between interpersonal behavior and teaching space quality. The researcher therefore recommends that the Public Schools District Supervisor where the study was conducted may also cultivate the interpersonal behavior of teacher by providing activities that will enrich the teachers on this aspect as this is contributes to the increase of teaching space quality practice among the teachers. The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the well-being of teachers.

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