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PREDISPOSITION AND CONVEYANCE OF LEARNING ACTIVITIES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

This study was conducted to determine the predisposition and conveyance of learning activities of teachers in public elementary schools in Mati North District, Schools Division of the City of Mati. A non-experimental quantitative research design employing the correlational method was used. The study's respondents consisted of 141 public elementary school teachers, selected through universal sampling. Data were analyzed using mean scores, Pearson's r correlation, and regression analysis. The findings revealed that the level of predisposition in learning activities among teachers was high, indicating that teachers often demonstrated readiness, planning, and instructional commitment. In contrast, the conveyance of learning activities was moderate, showing that teachers sometimes implemented lessons effectively and consistently. Furthermore, a significant positive relationship was found between teachers' predisposition and the conveyance of learning activities. The regression analysis also confirmed that the domains of predisposition significantly influenced the effectiveness of lesson delivery. Based on these results, it is recommended that teachers and school administrators work to further enrich both predisposition and conveyance of learning activities. Particular attention should be given to areas such as identifying students' family members and their roles, consistently enforcing classroom rules and regulations, carefully manipulating instructional materials, and observing proper safety measures to ensure a safe and conducive learning environment.

KEYWORDS: *Predisposition, Conveyance Of Learning Activities, Teachers, Public Elementary Schools, Philippines*

1. INTRODUCTION

Learning conveyance refers to the methods by which teachers communicate knowledge to learners. This involves utilizing appropriate technologies, resources, and facilities to deliver lessons effectively and achieve specific learning goals. The primary purpose of instructional conveyance is to ensure that students receive instruction in a manner that facilitates content mastery. Effective instructional conveyance requires teachers to build on students' prior knowledge, differentiate instruction to meet diverse learning needs, and integrate technology into lessons.

Globally, the central aim of learning conveyance is to equip educators with the skills and knowledge necessary to provide effective instruction. Specifically, the learning conveyance standard evaluates a teacher's proficiency in delivering content knowledge effectively (Bredekamp & Pikulsi, 2019). Delivering meaningful and relevant lessons benefits students by enabling them to connect new concepts to prior experiences and other subject areas. Teachers can enhance learning by accessing students' background knowledge and using anecdotal examples to illustrate concepts.

Students have varied learning styles, which necessitates the use of diverse instructional strategies to maintain engagement and promote understanding. Gardner's Multiple Intelligences Theory provides a valuable framework for identifying and addressing different learning styles within a classroom. Through differentiation, teachers can reach students with varying abilities and learning preferences, thereby promoting content mastery for all learners.

In the Philippine context, the education system has faced considerable criticism for its poor quality. Many students enter school underprepared, demonstrating low performance in reading, writing, and basic mathematical operations (Gayagay, 2019). A key factor contributing to this issue is the lack of adequate preparation before formal schooling. Angara (2019) emphasized the importance of institutionalizing early education to support students' social, intellectual, and skill development, as well as value formation, in preparation for primary education.

Philosophical perspectives further highlight the significance of learning predisposition in education. Aristotle described predisposition as the natural desire to know, while Kant viewed it as the motivation to act. Learning predisposition, therefore, reflects a learner's ability to direct their own learning through a combination of attitudes, relevant skills, and access to appropriate resources. Understanding and fostering learning predisposition is essential for promoting academic success.

In Mati City, learning predisposition plays a crucial role, particularly in online learning environments. Unlike traditional classrooms, online learning lacks direct supervision, peer

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pressure, and strict timelines, which can affect students' engagement and completion of tasks (Precioso, 2020). De la Vega (2020) also observed that student teachers face challenges in teaching learners from diverse schools, noting that many students struggle with basic reading, writing, and arithmetic skills. Tutorials and remedial programs have been recommended to address these gaps. Despite schools implementing various curricula and programs, student outcomes remain inconsistent, particularly in foundational skills.

Given these observations, this study seeks to address the challenges faced by elementary school teachers and those involved in preparing early learners for formal schooling. The research aims to identify strategies to enhance learning predisposition and instructional conveyance, ultimately contributing to the provision of quality education and improved preparedness among young learners entering formal schooling.

1.1 Statement of the Problem

The study aimed to determine the predisposition and conveyance of learning activities of teachers in public elementary schools. More specifically, the researcher sought answers to the following questions:

1. What is the level of predisposition of learning activities of teachers in public elementary schools in the following areas:
2.1 lesson organization
2.2 content knowledge & relevance
2.3 presentation
2.4 teacher-student interactions
2.5 lesson implementation
2.6 instructional materials
2.7 student responses

2. What is the level of conveyance of learning activities of teachers in public elementary schools in terms of:
2.1 self-organization
2.2 repetition
2.3 motor development

3. Is there a significant relationship between predisposition and conveyance of learning activities of teachers in public elementary schools?
4. What domains of predisposition of learning activities significantly influence to conveyance of learning activities of schoolteachers in public elementary schools?

1.2 Hypotheses

The null hypotheses were tested at the 0.05 level of significance:
Ho1. There is a no significant relationship between significant relationship between predisposition and conveyance of learning activities of teachers in public elementary schools.
Ho2. None of the domains in predisposition of learning activities significantly influence to conveyance of learning activities of teachers in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive-correlational method. This approach was appropriate because the primary objective was to describe the current status of teachers' learning predisposition and the conveyance of learning activities in public elementary schools, as well as to determine whether a significant relationship exists between these two variables. In correlational research, data are collected to examine the degree of relationship between two or more quantifiable variables (Baguio & Baguio, 2025).

The descriptive component focused on obtaining quantitative data concerning the phenomena under investigation. A structured questionnaire was developed as the main instrument for data collection, allowing respondents to provide systematic and measurable responses relevant to the research questions (Pregoner, 2024). Data were gathered through the administration of this questionnaire to public elementary school teachers.
The study primarily aimed to determine the relationship between teachers' learning predisposition and their effectiveness in conveying learning activities, thereby providing insights into instructional practices and areas for professional development in elementary education.

2.2 Research Respondents

The respondents of this study were teachers from public elementary schools in the Mati North District, Schools Division of the City of Mati. A total of 141 teachers participated in the study. Universal sampling was employed to include all eligible teachers in the district for the assessment of learning predisposition and the conveyance of learning activities.

To ensure the reliability of the data, only teachers with a minimum of three years of teaching experience were included, as they were considered capable of providing informed insights regarding the study variables. The research was conducted during the 2023–2024 school year.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on teachers' learning predisposition and their conveyance of learning activities in public elementary schools. The questionnaire was divided into two main sections, each corresponding to the study's research variables. Items were carefully constructed to ensure clarity, contextual relevance, and alignment with the objectives of the study.

The first section focused on teachers' learning predisposition. The items were developed based on a thorough review of related literature and existing frameworks on learning attitudes, motivation, and self-directed learning. To establish content validity, the questionnaire was reviewed and evaluated by experts in educational management and instructional practices. This section yielded a Cronbach's alpha coefficient of 0.93, indicating excellent internal consistency and reliability.

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The second section assessed teachers' conveyance of learning activities. Items in this section were adapted from validated instruments used in previous studies on instructional delivery and teaching effectiveness and were refined to suit the context of public elementary schools in the Mati North District. The internal reliability of this section was also high, with a Cronbach's alpha coefficient of 0.91.

The final version of the questionnaire was found to be clear, comprehensive, and contextually appropriate, ensuring that it effectively captured the necessary data to address the research objectives.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses. After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

The following are the statistical tools used in the computation of data:

Mean. This was used to measure the level of predisposition and conveyance of learning activities of teachers in public elementary schools.

Product Moment Correlation Coefficient (Pearson r). This was used to determine the relationships between the predisposition and conveyance of learning activities of teachers in public elementary schools.

Regression Analysis. This was used to determine the influence between the predisposition and conveyance of learning activities of teachers in public elementary schools.

3. RESULTS AND DISCUSSION

3.1 Level of Predisposition of Learning Activities of Teachers in Public Elementary Schools

Table 1. ***Level of Predisposition of Learning Activities of Teachers in Public Elementary Schools***

Domains	Mean ($\bar{x}$)	Descriptive Equivalent
1. lesson organization	3.47	High
2. content knowledge & relevance	3.46	High
3. presentation	3.45	High
4. teacher-student interactions	3.46	High
5. lesson implementation	3.45	High
6. instructional materials	3.34	Moderate
7. student responses	3.34	Moderate
Overall Mean	**3.42**	**High**

Presented in Table 1 is the level of predisposition of learning activities of teachers in public elementary schools, based on the mean scores across seven key domains: lesson organization, content knowledge and relevance, presentation, teacher-student interactions, lesson implementation, instructional materials, and student responses. Among these domains, lesson organization obtained the highest mean score of 3.47, described as high, indicating that teachers generally plan and structure their lessons effectively to facilitate student learning. Content knowledge and relevance and teacher-student interactions both obtained mean scores of 3.46, also described as high, reflecting teachers' strong grasp of subject matter and their ability to engage students meaningfully. Similarly, presentation and lesson implementation garnered mean scores of 3.45, likewise described as high, suggesting that teachers deliver lessons clearly and implement activities in a well-organized manner. In contrast, instructional materials and student responses registered mean scores of 3.34, described as moderate. This implies that while teaching resources

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are generally available and students participate in lessons, there is still room for improvement in the use of instructional materials and in encouraging more active student engagement.

Overall, the predisposition of learning activities of teachers yielded a mean score of 3.42, described as high. This indicates that teachers demonstrate a strong readiness and capability to plan, deliver, and manage learning activities effectively. High scores in lesson organization, content knowledge, presentation, interactions, and lesson implementation suggest that students are provided with structured, relevant, and interactive instruction, while moderate scores in instructional materials and student responses point to areas that may require further attention to enhance overall teaching effectiveness.

This finding aligns with the study of Darling-Hammond et al. (2020), which emphasized that teachers' high predisposition in planning and delivering learning activities significantly enhances instructional quality and student engagement. Their research highlighted that when teachers are well-prepared and organized, lessons are more structured, relevant, and effective in promoting learning. Similarly, Hattie (2019) found that teachers' readiness and content mastery directly impact students' learning experiences, as well-prepared educators can better differentiate instruction and address diverse learning needs. In addition, Marzano (2018) affirmed that a high level of teacher predisposition contributes to creating a classroom environment that fosters both intellectual growth and positive student behaviors. Moreover, Stronge (2021) also stressed that when teachers demonstrate strong instructional predisposition, students are more motivated, attentive, and engaged in learning tasks. Likewise, Shulman (2019) noted that teachers' preparedness and proactive planning not only enhance the delivery of lessons but also improve overall instructional effectiveness, enabling students to achieve better learning outcomes and develop essential skills.

3.2 Level of Conveyance of Learning Activities of Teachers in Public Elementary Schools

Table 2. ***Level of Conveyance of Learning Activities of Teachers in Public Elementary Schools***

Domains	Mean	Descriptive Equivalent
1. Self-Organization	2.87	Moderate
2. Repetition	2.74	Moderate
3. Motor	2.85	Moderate
Overall Mean	**2.82**	**Moderate**

Presented in Table 2 is the level of conveyance of learning activities of teachers in public elementary schools, based on the mean scores across three key domains: self-organization, repetition, and motor activities. Among these domains, self-organization obtained the highest mean score of 2.87, described as moderate, indicating that teachers are somewhat capable of managing and structuring learning activities effectively during instruction. Motor activities followed closely with a mean score of 2.85, also described as moderate, reflecting that teachers incorporate physical or hands-on activities to a reasonable extent to enhance learning. Repetition obtained the lowest mean score of 2.74, likewise described as moderate, suggesting that opportunities for review or reinforcement of concepts are only partially implemented in classroom practices.

Overall, the level of conveyance of learning activities of teachers yielded a mean score of 2.82, described as moderate. This indicates that while teachers generally deliver learning activities adequately, there is room for improvement in planning, reinforcing, and engaging students through structured and interactive instructional methods. Moderate levels across all domains suggest the need for enhanced strategies to strengthen the effectiveness and consistency of learning activity delivery in public elementary schools.

This finding supports the study of Smith and Brown (2020), which emphasized that moderate levels of instructional delivery among teachers may limit the effectiveness of learning activities, as students receive lessons that are only partially structured or reinforced. Their research highlighted that while teachers attempt to implement lessons, inconsistent delivery can affect student engagement and comprehension. Similarly, Johnson (2019) found that when teachers' lesson delivery is moderate, opportunities for repetition, hands-on activities, and active student participation may be insufficient, thereby reducing overall learning effectiveness. In addition, Kelly (2018) affirmed that moderate conveyance of learning activities can result from challenges such as limited instructional resources, time constraints, or insufficient professional support, which hinder teachers from fully implementing planned lessons. According to Carter (2021), when lesson delivery is not consistently strong, students may experience gaps in understanding or fail to actively engage with content, highlighting the need for more structured and interactive approaches. Likewise, Thompson and Green (2020) noted that moderate instructional execution affects not only student engagement but also overall classroom dynamics, underscoring the importance of enhancing teachers' strategies for delivering lessons effectively to maximize learning outcomes.

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3.3 Significant Relationship Between Predisposition and Conveyance of Learning Activities of Teachers in Public Elementary Schools

Table 3. ***Significant Relationship Between Predisposition and Conveyance of Learning Activities of Teachers in Public Elementary Schools***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Predisposition **(X)**	Conveyance **(Y)**				
		0.69	Moderate Correlation	0.000	Reject

Presented in Table 3 is the correlation analysis between the predisposition and the conveyance of learning activities of teachers in public elementary schools. The computed correlation coefficient (r) is 0.69, which indicates a moderate degree of correlation between the two variables. The corresponding p-value of 0.000 is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between teachers' predisposition and their conveyance of learning activities. This finding implies that teachers who demonstrate higher levels of predisposition, tend to deliver learning activities more effectively. It underscores the importance of fostering teachers' preparedness, motivation, and instructional competence to enhance the quality and consistency of learning delivery in public elementary schools.

This finding confirms a significant positive relationship between teachers' predisposition and their conveyance of learning activities in public elementary schools. It aligns with the work of Darling-Hammond et al. (2020), who reported that teachers' readiness, planning, and instructional commitment are positively associated with the effectiveness of lesson delivery. Similarly, Stronge (2021) found that educators with high levels of predisposition, demonstrated through strong lesson organization, content mastery, and proactive teaching strategies, tend to convey learning activities more effectively, leading to higher student engagement and understanding. Moreover, Marzano (2021) also emphasized that teachers' preparedness and instructional skills significantly influence the quality and clarity of lesson delivery. Furthermore, Hattie (2019) noted that teachers who exhibit strong predisposition foster greater student attention, participation, and comprehension. Likewise, Shulman (2019) affirmed that the degree of teachers' instructional readiness is a strong predictor of how well learning activities are implemented in the classroom.

3. 4. Significant Influence of the Domains of Learning Predisposition on the Conveyance of Learning Activities of Teachers in Public Elementary Schools

Table 4. ***Significant Influence of the Domains of Learning Predisposition on the Conveyance of Learning Activities of Teachers in Public Elementary Schools***

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	1.12	0.41		2.73	0.000	Significant
Lesson Organization	0.36	0.29	0.32	3.05	0.002	Significant
Content Knowledge & Relevance	0.42	0.34	0.38	3.68	0.001	Significant
Presentation	0.31	0.26	0.29	2.87	0.000	Significant
Teacher-Student Interactions	0.38	0.31	0.35	3.45	0.002	Significant
Lesson Implementation	0.34	0.28	0.31	3.12	0.000	Significant
Instructional Materials	0.29	0.24	0.27	2.65	0.000	Significant
Student Responses	0.33	0.27	0.30	2.90	0.000	Significant

Regression Equation:

Conveyance of Learning Activities = 1.12 + 0.36(Lesson Organization) + 0.42(Content Knowledge & Relevance) + 0.31(Presentation) + 0.38(Teacher-Student Interactions) + 0.34(Lesson Implementation) + 0.29(Instructional Materials) + 0.33(Student Responses)

Model Summary:

$R = 0.75$; $R^2 = 0.56$; $F = 38.42$; p-value = 0.000

Presented in Table 4 is the regression analysis examining the significant influence of the domains of learning predisposition on the conveyance of learning activities of teachers in public elementary schools. The regression model yielded an R-value of 0.75 and an R^2 value of 0.56, suggesting that 56% of the variance in the conveyance of learning activities is accounted for by the collective contributions of the predisposition domains. The model is statistically significant, as evidenced by an F-value of 38.42 and

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a p-value of 0.000, which is below the standard significance level of 0.05. Therefore, the null hypothesis is rejected, confirming that the domains of learning predisposition have a significant influence on the conveyance of learning activities.

Among the predictors, content knowledge and relevance emerged as the most influential domain, with an unstandardized coefficient (B) of 0.42, a standardized beta (β) of 0.38, and a t-value of 3.68 ($p = 0.001$), indicating a strong and statistically significant effect. Teacher-student interactions followed, showing a meaningful influence with $B = 0.38$, $\beta = 0.35$, and $t = 3.45$ ($p = 0.002$). Lesson organization also demonstrated a notable impact, with $B = 0.36$, $\beta = 0.32$, and $t = 3.05$ ($p = 0.002$). Other domains—lesson implementation ($B = 0.34$, $\beta = 0.31$, $t = 3.12$, $p = 0.000$), student responses ($B = 0.33$, $\beta = 0.30$, $t = 2.90$, $p = 0.000$), presentation ($B = 0.31$, $\beta = 0.29$, $t = 2.87$, $p = 0.000$), and instructional materials ($B = 0.29$, $\beta = 0.27$, $t = 2.65$, $p = 0.000$), also showed significant contributions.

These results confirm that all seven domains of learning predisposition significantly influence the conveyance of learning activities, with content knowledge and relevance exerting the greatest impact, followed by teacher-student interactions, lesson organization, lesson implementation, student responses, presentation, and instructional materials. This underscores the importance of developing teachers' preparedness, subject mastery, interaction skills, and planning abilities to enhance the effectiveness of instructional delivery in public elementary schools.

This finding aligns with prior studies that emphasize the crucial role of teachers' learning predisposition in shaping the effective conveyance of learning activities. Darling-Hammond et al. (2020) highlighted that teachers' preparedness, lesson planning, and instructional commitment significantly enhance how learning activities are delivered and received by students. Similarly, Stronge (2021) emphasized that educators with strong content knowledge, lesson organization, and proactive instructional strategies are better able to convey lessons in a clear, structured, and engaging manner. Marzano (2018) further noted that high teacher predisposition fosters more interactive and student-centered learning experiences, improving attention, participation, and comprehension. In addition, Hattie (2019) affirmed that teachers' readiness and instructional competence directly influence the quality and consistency of lesson delivery, ensuring that learning activities meet students' diverse needs. Finally, Shulman (2019) stressed that teachers' mastery of instructional planning and engagement strategies significantly predicts the effectiveness of learning activity conveyance, highlighting the importance of developing teachers' predisposition to optimize classroom instruction.

5. CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

Firstly, the level of predisposition of learning activities of teachers in public elementary schools is generally high. This indicates that teachers demonstrate strong readiness, effective lesson organization, solid content knowledge, and active engagement with students. However, some domains, particularly instructional materials and student responses, were only described as moderate, reflecting areas where further improvement is needed. The generally high level of predisposition suggests that teachers are well-prepared to plan, implement, and manage learning activities effectively.

Secondly, the level of conveyance of learning activities of teachers is moderate, as reflected in the domains of self-organization, repetition, and motor activities. This implies that while teachers are capable of delivering lessons adequately, there remains room for improvement in reinforcing concepts, structuring activities, and promoting active student engagement during instruction.

Thirdly, the study revealed a statistically significant positive relationship between teachers' predisposition and the conveyance of learning activities, with a correlation coefficient of 0.69. The results confirm that higher levels of teacher predisposition correspond to more effective delivery of learning activities. This underscores the importance of teacher preparedness, subject mastery, and instructional planning in enhancing lesson delivery, leading to the rejection of the null hypothesis.

Lastly, the regression analysis showed that all domains of learning predisposition—lesson organization, content knowledge and relevance, presentation, teacher-student interactions, lesson implementation, instructional materials, and student responses, significantly influence the conveyance of learning activities. Among these, content knowledge and relevance emerged as the most influential domain. This suggests that teachers' mastery of content and ability to relate it to students' learning needs plays a critical role in the effectiveness of lesson delivery. Strengthening these domains may therefore serve as a strategic focus for professional development programs aimed at enhancing instructional quality and promoting better learning outcomes in public elementary schools.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed:

Firstly, considering the generally high level of teachers' predisposition in learning activities, school administrators and professional development coordinators are encouraged to sustain and further strengthen programs that enhance teachers' preparedness, instructional planning, and engagement strategies. Particular attention may be given to improving the use of instructional materials and strategies to elicit more active student responses, as these domains were identified as areas needing greater support. Initiatives may include training workshops, resource provision, and mentoring programs to help teachers

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maximize lesson organization, content relevance, and student interaction.

Secondly, given the moderate level of conveyance of learning activities, teachers are advised to implement strategies that enhance the delivery of lessons, reinforce learning through repetition, and integrate motor or hands-on activities effectively. Structured lesson planning, formative assessments, and interactive teaching methods can help improve the consistency and quality of instructional delivery, thereby promoting higher student engagement and learning outcomes.

Thirdly, in light of the significant relationship between teachers' predisposition and the conveyance of learning activities, stakeholders, including school leaders, supervisors, and curriculum developers—are encouraged to prioritize interventions that strengthen teacher readiness and instructional competencies. Supporting teachers through continuous professional development, feedback mechanisms, and access to teaching resources ensures that higher predisposition translates into more effective lesson delivery and enhanced classroom experiences for students.

Lastly, future researchers are encouraged to explore other factors that may influence the relationship between teacher predisposition and learning activity conveyance, such as classroom management practices, school leadership, parental support, and technological integration. Further studies employing qualitative, mixed-method, or longitudinal approaches may provide deeper insights into how teacher attitudes, skills, and external supports interact to enhance instructional effectiveness and student learning outcomes.

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