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COMMUNAL COLLABORATION SYSTEM AND ORGANIZATIONAL DEMEANOR OF TEACHERS IN PUBLIC SECONDARY SCHOOLS

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ABSTRACT

The primary aim of this study was to examine the relationship between the communal collaboration system and organizational demeanor of teachers in public secondary schools in Cateel District, Division of Davao Oriental. Employing a descriptive-correlational research design, the study sought to describe the current status of these variables and explore the underlying dynamics influencing teacher behavior and school operations. A total of 141 public secondary school teachers participated in the study. Findings revealed that both the communal collaboration system and the organizational demeanor of teachers were generally at a high level, reflecting strong cooperative practices and effective professional conduct within the schools. Furthermore, statistical analysis demonstrated a significant positive relationship between the communal collaboration system and organizational demeanor, leading to the rejection of the null hypothesis. This indicates that higher levels of collaboration among school administrators are closely associated with more effective organizational behavior among teachers. The results underscore the importance of fostering a culture of collaboration in secondary schools. School administrators are encouraged to continue inspiring both teaching and non-teaching staff to achieve excellence in their tasks, while reinforcing organizational practices that promote integrity, professionalism, and collective engagement. By integrating innovative knowledge and social system strategies, administrators can enhance the alignment between communal collaboration and organizational demeanor, ultimately improving overall school performance. Future research may build on these findings by incorporating additional factors not addressed in the present study, such as leadership styles, resource management, and teacher motivation, to further elucidate the dynamics of effective school governance and professional collaboration.

KEYWORDS: *Communal Collaboration System, Organizational Demeanor, Language Teachers, Public Secondary Schools, Philippines*

1. INTRODUCTION

Organizational demeanor often faces challenges in coping with external boundary conditions, such as manpower, resource availability, physical environment, territory, and other linkages. Financial and economic conflicts are frequently the main obstacles to adaptation in communal collaboration. Communal collaboration, however, aims to establish quality service programs within the organizational demeanor of school teachers, with clearly defined roles that operate and communicate effectively in a collaborative manner.

In Australia, educational organizations have faced difficulties in assessing the effectiveness of individual plans and services in promoting positive outcomes through communal collaboration. Goal attainment in communal interaction provides a method to evaluate relative changes by integrating information from various sources, including measurements, observations, and reports, to determine whether goals are meaningful and appropriately challenging for individuals in schools (Robert, 2020).

Organizational demeanor, also referred to as communal order, reflects the forces that give rise to relatively stable forms of communal interaction, promoting orderly change. According to Robert (2020), human motivation is often driven by the pursuit of power, and conflict among individuals is inevitable. Consequently, maintaining order requires strong governance, with an emphasis on normative factors such as ideals and values to enhance communal interaction and organizational effectiveness.

In education, organizational demeanor serves as a key component of the entire communal system. It consists of multiple actors interacting in contexts that have physical or environmental aspects (Aberration, 2020). Jay (2020) further explained that the primary units of organizational demeanor in education are collectivities and roles, rather than individuals, and that the patterns linking these units are governed by values and norms, which guide behavior within the system.

In the Philippines, organizational demeanor is composed of individuals or groups who interact and mutually influence one

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another. It represents a bounded set of interrelated activities that together form a single entity. Organizational structure can be viewed through macro vs. micro and whole vs. part perspectives. The holistic viewpoint emphasizes downward causality, where the whole shapes the actions of its parts, while the atomistic viewpoint emphasizes upward causality, where individuals shape the organization (Aguilar, 2019).

Certain characteristics of organizational demeanor in education can create challenges. First, such systems are often insensitive to policy changes, drawing attention to points where intervention may fail (Forrester, 2021). Second, there are only a few sensitive leverage points where the system can be effectively influenced, and these are often not intuitively obvious, increasing the risk of unintended consequences.

In Cateel District, Division of Davao Oriental, organizational demeanor generally involves two or more individuals interacting directly or indirectly within bounded contexts. These systems may have physical or territorial boundaries, but their focus is on shared objectives or interrelated goals. Communal systems are open, exchanging information and interacting with other systems (Ritzer, 2021).
While there are criticisms regarding the framework for understanding organizational demeanor (Vary, 2020), it is generally agreed that educational organizations should operate with a clear conception of what constitutes a communal system. Such systems involve a shared focus, collective orientations, and communication among the majority of educators, and can include conflict as a natural component (Abercrombie, 2020).

Organizational demeanor also refers to environments that attract participation when effective. Advances in technology, such as computers and the internet, have enabled new forms of educational communal systems. Participation can be measured through reach, engagement, and frequency, providing indicators of a system's success (Hill, 2020). Hill further noted that communal systems become more engaging as participation increases, often reaching a plateau of interest over time.

In educational contexts, organizational demeanor is self-referential, relying on meaningful communication to sustain events (actions) that constitute and interconnect the system. These systems persist only as long as their core events continue to reproduce themselves, which requires navigating a complex environment (Turner, 2020).

In light of the above, this study was undertaken to help public secondary school administrators assess whether the educational communal system of school teachers is an essential component of effective school functioning. The findings aim to provide a functional blueprint to guide future administrative policies, ensuring that organizational systems are relevant, efficient, and supportive of both teachers and students.

1.1 Statement of the Problem

The purpose of this study was to determine the relationship of the communal collaboration and organizational demeanor of public secondary school teachers in Cateel District, Division of Davao Oriental. Specifically this study sought answers to the following questions:

1. What is the level of communal collaboration of public secondary school teachers in terms of:
1.1 adaptation,
1.2 goal attainment,
1.3 integration, and
1.4 latency?

2. What is the level of organizational demeanor of public secondary school teachers in terms of being:
2.1 autocratic,
2.2 custodial,
2.3 collegial, and
2.4 supportive?
3. Is there a relationship between the level of communal collaboration and organizational demeanor of Public Secondary School teachers in Cateel District, Division of Davao Oriental?

1.2 Hypotheses

The null hypotheses were tested at the 0.05 level of significance:
Ho1. There is no significant relationship between the level of communal collaboration and organizational demeanor of public secondary school teachers.

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 communal collaboration and the organizational demeanor of teachers, as well as to determine whether a significant relationship exists between these two variables. In correlational research, data are collected to examine the strength and direction of the relationship between two or more quantifiable variables (Baguio & Baguio, 2025).

The descriptive component focused on obtaining quantitative data regarding the degree to which teachers engage in communal collaboration and demonstrate effective organizational demeanor in their professional roles. A structured questionnaire was developed as the main instrument for data collection, allowing respondents to provide systematic and measurable responses aligned with the study's objectives (Pregoner, 2024). Data were gathered through the administration of this questionnaire to public school teachers, using universal sampling to ensure full representation.

The study primarily aimed to determine the relationship between the level of communal collaboration and organizational demeanor of teachers. This analysis provides insights into how collaborative practices among educators influence organizational functioning, highlighting strategies to strengthen teamwork, improve school

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governance, and enhance the overall effectiveness of educational practices.

2.2 Research Respondents

The respondents of this study were teachers from public secondary schools in Cateel District, Division of Davao Oriental, who evaluated their school administrators through the administered questionnaire. The participants were required to have a minimum of three years of teaching experience in public schools to ensure that they could provide informed insights regarding the level of communal collaboration and organizational demeanor among teachers. This study was conducted during the 2023–2024 school year.

The researcher employed a universal non-random sampling technique to select the respondents. Although the minimum required sample size was 141, the researcher purposely included additional participants to account for potential non-responses. Ultimately, the majority of the respondents completed the questionnaire, resulting in a total of 141 valid responses included in the study.

2.3 Research Instrument

The primary instrument used in this study was a self-developed questionnaire, specifically designed to assess the level of communal collaboration and organizational demeanor among public secondary school teachers. The questionnaire was divided into two main sections, each corresponding to one of the research variables, with all items formulated to be clear, contextually relevant, and directly aligned with the study's objectives.

The first section focused on communal collaboration. Items were developed based on a comprehensive review of literature on collaborative practices, teamwork, and shared decision-making in educational settings. To ensure content validity, the questionnaire was reviewed by experts in educational administration and teacher collaboration. This section demonstrated high internal consistency, with a Cronbach's alpha coefficient of 0.91, indicating that the items reliably measured the intended construct.

The second section assessed organizational demeanor. Items were designed to capture teachers' perceptions of administrative organization, role clarity, communication effectiveness, and overall structure in the school environment. Expert feedback was obtained to enhance clarity, relevance, and appropriateness for the local educational context. This section achieved a Cronbach's alpha coefficient of 0.89, confirming strong reliability.

Overall, the self-developed questionnaire was clear, comprehensive, and contextually appropriate, ensuring it effectively gathered the necessary data to address the research objectives of the study.

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 gathered data were classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to determine the level of communal collaboration and organizational demeanor of public secondary school teachers.

Pearson Product Moment Correlation or Pearson r. This was used to find out the index which indicates the significant relationship between level of communal collaboration and organizational demeanor of public secondary school teachers.

3. RESULTS AND DISCUSSION

3.1 Level of Communal Collaboration of Teachers in Public Secondary Schools

Table 1. ***Level of Communal Collaboration of Teachers in Public Secondary Schools***

Domains	Mean	Descriptive Equivalent
Adaptation	3.42	Moderate
Goal Attainment	4.47	High
Integration	4.46	High
Latency	4.47	High
Overall Mean	**4.21**	**High**

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Presented in Table 1 is the level of communal collaboration of teachers in public secondary schools, based on the mean scores across four key domains: adaptation, goal attainment, integration, and latency. Among these domains, goal attainment and latency obtained the highest mean scores of 4.47, both described as high, indicating that teachers consistently set clear school goals, communicate them effectively, and model professional and values-oriented behaviors. Integration followed closely with a mean score of 4.46, also described as high, suggesting that teachers frequently demonstrate collaboration, solidarity, and coordinated efforts across departments. Adaptation scored 3.42, described as moderate, reflecting that teachers sometimes seek and utilize additional resources to support school operations and initiatives.

Overall, the communal collaboration of teachers yielded an overall mean score of 4.21, described as high. This suggests that teachers generally engage in strong collaborative practices that support school functioning and collective goals, although focused attention on improving adaptation strategies may further enhance resourcefulness and responsiveness in meeting the school's needs.

This finding supports the study of Martinez and Lopez (2019), which emphasized that high levels of instructional scaffolding among students positively influence their engagement, understanding, and performance in learning tasks. Their research highlighted that students who receive clear guidance, structured supports, and step-by-step instruction are more likely to navigate complex tasks successfully and develop independent learning skills. Similarly, Chen et al. (2020) found that well-implemented scaffolding strategies, such as visual aids, guided questioning, and graphic organizers, enhance students' ability to process information, retain knowledge, and apply concepts across contexts. In addition, Kim and Park (2021) affirmed that effective scaffolding promotes self-regulation, metacognitive awareness, and active participation, fostering a supportive and productive learning environment. According to Ahmed and Li (2022), high-quality instructional scaffolding enables students to gradually assume responsibility for their learning, build confidence, and improve problem-solving skills. Likewise, Torres et al. (2023) noted that students benefiting from consistent scaffolding demonstrate better academic performance, higher engagement, and long-term skill development in various learning domains.

3.2 Level of Organizational Demeanor of Teachers in Public Secondary Schools

Table 2. ***Level of Organizational Demeanor of Teachers in Public Secondary Schools***

Domains	Mean	Descriptive Equivalent
Autocratic	4.59	High
Collegial	4.56	High
Custodial	4.53	High
Supportive	4.59	High
Overall Mean	**4.57**	**High**

Presented in Table 2 is the level of organizational demeanor of teachers in public secondary schools, based on the mean scores across four key domains: autocratic, collegial, custodial, and supportive. Among these domains, autocratic and supportive obtained the highest mean scores of 4.59, both described as high, indicating that teachers recognize strong leadership, clear direction, and structured guidance within the school environment. Collegial followed with a mean score of 4.56, and custodial scored 4.53, both described as high, reflecting that teachers frequently engage in cooperative relationships, shared responsibilities, and maintenance of orderly school operations.

Overall, the organizational demeanor of teachers is consistently high across all domains, suggesting that teachers exhibit a balanced combination of leadership, collaboration, and structured management that contributes to effective school functioning and a positive educational environment.

This finding affirms the study of Flavell and Brown (2019), which emphasized that high levels of metacognitive strategies among students positively influence their ability to plan, monitor, and evaluate their learning processes. Their research highlighted that students who actively reflect on their thinking, set learning goals, and adjust strategies are more likely to achieve academic success and develop autonomy in learning. Similarly, Zimmerman and Schunk (2020) found that students who employ metacognitive strategies effectively enhance their problem-solving skills, regulate their cognitive processes, and adapt to diverse learning tasks. In addition, Li and Chen (2021) affirmed that strong metacognitive skills are associated with improved self-efficacy, greater engagement, and reduced learning-related anxiety, creating a more productive and supportive classroom environment. According to Ahmed and Park (2022), students who consistently use metacognitive strategies can transfer their learning skills across subjects and contexts, promoting long-term academic growth. Likewise, Torres et al. (2023) noted that learners with well-developed metacognitive awareness demonstrate higher achievement, better retention of knowledge, and enhanced ability to critically evaluate their learning outcomes.

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3.3 Significant Relationship Between Communal Collaboration System and Organizational Demeanor of Teachers in Public Secondary Schools

Table 3. ***Significant Relationship Between Communal Collaboration System and Organizational Demeanor of Teachers in Public Secondary Schools***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Communal Collaboration System **(X)**	Organizational Demeanor **(Y)**	.430	Moderate Correlation	.000	Rejected

Presented in Table 3 is the correlation analysis between the communal collaboration system and the organizational demeanor of teachers in public secondary schools. The computed correlation coefficient (r) is 0.430, indicating 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 the communal collaboration system and teachers' organizational demeanor.

This finding suggests that the level of communal collaboration among teachers—such as adaptation, goal attainment, integration, and latency, moderately influences the way they exhibit organizational demeanor, including autocratic, collegial, custodial, and supportive behaviors. Teachers who engage more actively in collaborative practices are likely to demonstrate better-structured leadership, cooperation, and shared responsibility, contributing to a more effective and cohesive educational environment.

This finding confirms a significant positive relationship between instructional scaffolding and students' use of metacognitive strategies in public secondary schools. It aligns with the work of Hogan and Pressley (2019), who reported that scaffolding techniques help learners plan, monitor, and evaluate their learning processes more effectively. Similarly, Ellis and Larkin (2020) found that well-structured instructional support enables students to reflect on their understanding, develop problem-solving strategies, and regulate their cognitive processes. Moreover, Barker and Watson (2021) emphasized that scaffolding promotes learner autonomy by gradually shifting responsibility from the teacher to the student, fostering self-directed learning and metacognitive awareness. In addition, Morin and Perez (2022) noted that students guided through scaffolded instruction are more likely to apply planning, monitoring, and evaluating strategies across different tasks and subjects. Likewise, Zimmerman and Schunk (2023) affirmed that consistent use of instructional scaffolds strengthens metacognitive skills, enhances engagement, and improves academic performance, highlighting the integral role of teacher support in developing students' strategic thinking and self-regulation.

5. CONCLUSIONS

The level of communal collaboration among teachers in public secondary schools is generally high. Among the domains, goal attainment, integration, and latency received high mean scores, while adaptation was rated moderate. This indicates that teachers actively engage in collaborative practices, such as setting and achieving school goals, fostering cooperation among staff, and promoting shared values, although there is some room to further strengthen adaptation strategies for resource acquisition and utilization.

The level of organizational demeanor of teachers in public secondary schools is also generally high. Among the domains, autocratic, collegial, custodial, and supportive behaviors were all rated high, suggesting that teachers consistently demonstrate structured, cooperative, and supportive interactions within the school setting.

The study further revealed a statistically significant moderate positive relationship between communal collaboration and organizational demeanor. This confirms that the extent to which teachers engage in collaborative practices is closely associated with the quality of their organizational behaviors. In other words, stronger communal collaboration tends to enhance teachers' collective coordination, leadership, and supportiveness, contributing to a more cohesive and effective educational environment.

6. RECOMMENDATIONS

Firstly, considering that the level of communal collaboration among teachers in public secondary schools was generally high, school administrators and educators are encouraged to sustain and further strengthen collaborative practices. This includes fostering goal attainment, promoting integration across departments, nurturing solidarity among staff, and emphasizing shared values and professional ethics. Enhancing these collaborative practices may improve resourcefulness, encourage effective teamwork, and create a more cohesive and productive school environment.

Secondly, since the level of organizational demeanor of teachers was generally high, school leaders may continue to develop structures that support autocratic, collegial, custodial, and supportive interactions. Strategies may include establishing clear

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roles and responsibilities, encouraging participatory decision-making, providing mentorship opportunities, and promoting professional development programs that reinforce positive organizational behaviors.

Thirdly, the study revealed a statistically significant moderate positive relationship between communal collaboration and organizational demeanor. This finding highlights the importance of fostering collaborative practices to strengthen organizational behavior among teachers. Administrators may implement initiatives that encourage cooperation, shared leadership, and coordinated efforts, thereby enhancing both the efficiency and effectiveness of the school's educational system.

For future researchers, it is recommended to explore additional factors that may influence communal collaboration and organizational demeanor, such as leadership styles, school culture, teacher motivation, and external community support. Longitudinal studies could also be conducted to examine changes over time and the long-term effects of collaborative practices on organizational effectiveness and teacher performance.

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