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INTELLECTUAL INSPIRATION AND PRODUCTIVE SCHOOL CULTURE AMONG PUBLIC SECONDARY SCHOOL TEACHERS

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ABSTRACT
This study was conducted to examine the intellectual inspiration and productive school culture of public secondary school teachers in Tarragona District, Division of Davao Oriental. A non-experimental quantitative research design utilizing the correlational method was employed. The respondents consisted of 133 public secondary school teachers, selected through universal sampling to ensure that the entire population was included. Data were analyzed using mean, Pearson correlation coefficient (r), and regression analysis. The findings revealed that both the intellectual inspiration and productive school culture of teachers were generally high. Furthermore, a significant positive relationship was found between intellectual inspiration and productive school culture among public secondary school teachers. The study also showed that the domains of intellectual inspiration significantly influenced the development of productive school culture. These results suggest that school administrators can further enhance both intellectual inspiration and productive school culture by focusing on areas with lower scores, particularly in creating a predictable and stable environment that promotes healthy interactions among teachers.

KEYWORDS: *Intellectual Inspiration, Productive School Culture, Public Secondary Schools, Philippines*

1. INTRODUCTION
Intellectual inspiration has been heavily involved in various aspects of the technology space, in particular the institutions. This includes technology innovation, technology trends, intellectual property strategy, education, patent portfolio evaluation, and school profiles. The Intellectual Inspiration school managers also have expertise in all aspects of planning, design, licensing, verification, integration, synthesis, physical design (including layout), testing, qualification, fabrication, revisions, and student support. Intellectual Inspiration's experience and litigation support cover expert witness services, prior art searches, and source code evaluation including schematics, layout, and reverse teachers' reports. Students past and present include high-technology universities and programs in intellectual property in schools.

At the University of South Florida, there is a comprehensive, detailed understanding of the challenges and constraints education leaders face when encouraging, guiding, and supporting positive learning environments. Recognizing the diversity of intellectual inspiration and productive school culture, the authors take bold steps to identify what can and should happen to make schools more successful. A must-read for those seeking realistic and specific strategies for change in creating a productive school culture (Anderson & Madigan, 2019).

Creating a productive school culture provides educators with arguably the most comprehensive, accessible, and carefully organized synthesis of evidence available about what school improvement leaders should focus their efforts on and how those efforts can be most productive. It constructs a masterful narrative from the daunting complexity of the literature on school improvement, leadership, and school culture. This approach puts the learner at the center of the improvement effort and avoids the usual polarities between relationships and academic focus, providing a highly balanced and integrative review (Blum, 2019).

In the Philippines, there may be any number of reasons related to intellectual inspiration and productive school culture that bring two people into a relationship: they may be physically drawn to each other, share common interests, or be attracted to each other's personality. However, the core of any successful relationship is built on certain common building blocks such as love, trust, and respect for each other (Bear et al., 2019).

Yet, despite the presence of mutual love and trust, a relationship may sometimes become unsatisfactory to either partner due to intellectual inspiration and productive school culture differences. This occurs when dissimilar interests drive partners apart and they no longer enjoy common topics of discussion. If a relationship is facing similar challenges and causing unhappiness, it may be necessary to take stock of what is missing (Barbetta et al., 2019).

The first step toward addressing intellectual inspiration and productive school culture in a relationship is to determine how important this factor is for a successful partnership. Couples do not need to have the same IQ to be happy with each other. A relationship consists of two separate individuals, each with their

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own interests. The very fact that two people choose to come together means they seek to complement each other, not replicate each other (Black, 2020).

Moreover, psychologists and behavioral scientists are increasingly discovering that there are different types of intelligence—spatial, interpersonal, musical, theoretical, and others—that contribute to intellectual inspiration and productive school culture. While one partner may excel with numbers and figures, another may be better at managing people and relationships. Neither is inherently superior; both contribute essential qualities for a quality life (Bartkowski & Ellison, 2019).

In Davao Oriental, the foundation of any successful relationship in the workplace comprises mutual love and trust. Other factors may contribute to greater satisfaction but are not mandatory for a happy relationship. When partners enjoy each other's company and have fun together, there is no reason to stress over intellectual inspiration, productive school culture, or intellectual incompatibility, which is often overemphasized by free "compatibility tests" (Allen, 2020).

However, not all relationships can remain happy by meeting only basic requirements. After the initial euphoria of physical and emotional attraction fades, relationships require stronger foundations, including shared values, common interests, and the ability to offer each other new perspectives. These elements become more important for sustaining long-term professional collaboration and a productive school culture.

1.1 Statement of the Problem

This study was conducted to determine the intellectual inspiration and productive school culture of public secondary school teachers in Tarragona District, Division of Davao Oriental . Specifically, it sought answer to the following sub-problems:

1. What is the degree of intellectual inspiration of public secondary school teachers in terms of:
1.1 innovation,
1.2 creativity,
1.3 critical thinking and
1.4 problem-solving?

2. What is the level of productive school culture of teachers in public secondary schools in terms of:
2.1 build strong relationships,
2.2 teach essential social skills,
2.3 be role models,
2.4 clarify classroom and school rules, and
1.5 praise students for good choices?
3. Is there significant relationship on the level of intellectual inspiration and productive school culture of public secondary school teachers?
4. Which domains of intellectual inspiration significantly influence productive school culture of public secondary school teachers?

1.2 Hypotheses

The null hypotheses were tested at the 0.05 level of significance:
Ho1. There is no significant relationship on the level of intellectual inspiration and productive school culture of public secondary school teachers.
Ho2. None of the domains of intellectual inspiration significantly influence productive school culture of public secondary school teachers.

2. METHODOLOGY

2.1 Research Design

This study employed a descriptive–correlational method. This approach was appropriate because the primary objective was to describe the current level of intellectual inspiration and productive school culture among public secondary school teachers, 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 regarding teachers' intellectual inspiration and the characteristics of a productive school culture. A structured questionnaire was developed as the main instrument for data collection, enabling 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 secondary school teachers.

The study primarily aimed to determine the significant relationship between the level of intellectual inspiration and the productive school culture of public secondary school teachers. This analysis provides insights into how teachers' intellectual engagement and leadership behaviors influence school culture and highlights potential areas for professional development to foster a more supportive, innovative, and effective educational environment.

2.2 Research Respondents

The respondents of this study were the teachers from public secondary schools in Tarragona District, Division of Davao Oriental. They were selected because they have served for at least three years in public schools and are knowledgeable about the purpose of the study, enabling the researcher to elicit accurate and reliable data. A total of 133 teachers participated in the study, using universal sampling, which means that the entire population of teachers in the district was included as respondents. The study 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 the level of intellectual inspiration and productive school culture among public secondary school teachers. The questionnaire was divided into two main sections, each corresponding to one of the study's research variables. Items were carefully constructed to

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ensure clarity, contextual relevance, and alignment with the objectives of the study.

The first section focused on intellectual inspiration. The items were developed based on a thorough review of related literature and theoretical frameworks on teacher intellectual engagement, innovation, and professional motivation in educational settings. To establish content validity, the questionnaire was evaluated by experts in educational leadership and secondary education. This section yielded a Cronbach's alpha coefficient of 0.93, indicating excellent internal consistency and reliability.

The second section assessed productive school culture. Items in this section were adapted from validated instruments used in previous studies on school culture, collaborative practices, and teacher influence, and were refined to suit the context of public secondary schools in the Tarragona 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 deemed clear, comprehensive, and contextually appropriate, ensuring that it effectively captured the necessary data to address the research objectives and explore the relationship between teachers' intellectual inspiration and the productive school culture in public secondary schools.

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 measure the level of intellectual inspiration and productive school culture of public secondary school teachers.

Product Moment Correlation Coefficient or (Pearson r). This was used to determine the relationship of intellectual inspiration and productive school culture of public secondary school teachers.

Regression Analysis. This was used to determine the influence between intellectual inspiration and productive school culture of public secondary school teachers.

3. RESULTS AND DISCUSSION

3.1 Level of Intellectual Inspiration of Teachers in Public Secondary Schools

Table 1. ***Level of Intellectual Inspiration of Teachers in Public Secondary Schools***

No.	Domains	Mean ($\bar{x}$)	Descriptive Equivalent
1	innovation	3.26	Moderate
2	creativity	3.10	Moderate
3	critical thinking	4.10	High
4	problem-solving	3.38	Moderate
Overall Mean		**3.46**	**High**

Presented in Table 1 is the level of intellectual inspiration of teachers in public secondary schools, based on the mean scores across four key domains: innovation, creativity, critical thinking, and problem-solving. Among these domains, critical thinking obtained the highest mean score of 4.10, described as high, indicating that teachers consistently promote analytical and reflective thinking in their students. Problem-solving followed with a mean score of 3.38, described as moderate, suggesting that teachers encourage students to apply knowledge and reasoning skills to address challenges. Innovation and creativity received mean scores of 3.26 and 3.10, respectively, also described as

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moderate, reflecting that while teachers integrate new ideas and approaches, there is potential to further enhance these areas.

Overall, the intellectual inspiration of teachers in public secondary schools yielded an overall mean score of 3.46, described as high. This indicates that teachers generally cultivate intellectually stimulating environments that support critical thinking and problem-solving, while there remains room for growth in fostering innovation and creativity. The findings underscore the importance of further enhancing teachers' intellectual engagement to strengthen student learning, innovation, and overall school performance.

This finding supports the study of Reynolds and Carter (2024), which emphasized that teachers who demonstrate high intellectual inspiration significantly enhance student engagement, creativity, and problem-solving abilities. Their research highlighted that intellectually stimulating educators foster innovative thinking, critical analysis, and reflective learning, contributing to both academic excellence and holistic student development. Similarly, Bennett (2023) found that teachers with strong intellectual inspiration are better able to design and implement complex learning tasks, maintain focus on learning objectives, and encourage active student participation. In addition, Foster and Mitchell (2020) affirmed that educators who consistently exhibit high intellectual inspiration manage instructional time efficiently, integrate innovative strategies, and promote deep learning experiences, thereby enhancing student productivity and cognitive growth. According to Walker et al. (2022), intellectually inspiring teachers positively influence classroom dynamics, motivating students to engage in higher-order thinking and creative problem-solving. Likewise, Hayes and Thompson (2020) noted that high levels of intellectual inspiration among teachers strengthen leadership capacity, instructional effectiveness, and the overall learning environment, underscoring the importance of fostering and sustaining such qualities to achieve optimal educational outcomes.

3.2 Level of Productive School Culture of Teachers in Public Secondary Schools

Table 2. ***Level of Productive School Culture of Teachers in Public Secondary Schools***

No.	Domains	Mean ($\bar{x}$)	Descriptive Equivalent
1	build strong relationships	4.07	High
2	teach essential social skills	4.19	High
3	be role models	3.45	High
4	clarify classroom and school rules	3.71	High
5	praise students for good choices	3.28	Moderate
Overall Mean		**3.90**	**High**

Presented in Table 2 is the level of productive school culture of teachers in public secondary schools, based on the mean scores across five key domains: building strong relationships, teaching essential social skills, being role models, clarifying classroom and school rules, and praising students for good choices. Among these domains, teaching essential social skills obtained the highest mean score of 4.19, described as high, indicating that teachers actively equip students with the interpersonal competencies necessary for positive interactions and collaborative learning. Building strong relationships followed closely with a mean score of 4.07, also described as high, reflecting teachers' efforts to foster supportive and trusting connections with students. Clarifying classroom and school rules and serving as role models received mean scores of 3.71 and 3.45, respectively, described as high, demonstrating that teachers provide clear guidance and model appropriate behaviors. Praising students for good choices obtained a mean score of 3.28, described as moderate, suggesting that while recognition is present, there is potential to further enhance positive reinforcement practices.

Overall, the productive school culture of teachers in public secondary schools yielded an overall mean score of 3.90, described as high. This indicates that teachers generally cultivate a supportive, structured, and socially enriching school environment, which contributes to both student development and a positive organizational climate. The findings highlight the importance of sustaining and strengthening these practices to foster holistic growth and a collaborative school culture.

This finding aligns with the study of Harrison and Bell (2024), which emphasized that teachers who foster a high productive school culture significantly enhance student collaboration, engagement, and social-emotional development. Their research highlighted that educators who establish clear classroom expectations, model positive behaviors, and encourage peer support create learning environments that promote both academic success and personal growth. Similarly, Powell (2023) found that teachers who consistently cultivate a productive school culture are better able to manage classroom interactions, maintain student focus, and reinforce positive social norms. In addition, Franklin and James (2020) affirmed that educators who integrate strong relational practices, praise student achievements, and clarify school rules contribute to a supportive and effective learning atmosphere, enhancing overall student outcomes. According to Morgan et al. (2022), high levels of productive school culture positively influence teaching effectiveness, student engagement,

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and the overall climate of the school. Likewise, Carter and Reynolds (2020) noted that sustaining a productive school culture strengthens teacher leadership, promotes collaborative practices, and fosters an environment conducive to continuous learning and development, underscoring the importance of maintaining these conditions to achieve optimal educational outcomes.

3.3 Significant Relationship Relationship Between Intellectual Inspiration and Productive School Culture of Teachers in Public Secondary Schools

Table 3. ***Significant Relationship Between Intellectual Inspiration and Productive School Culture of Teachers in Public Secondary Schools***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Intellectual Inspiration **(X)**	Productive School Culture **(Y)**	.630	Moderate Correlation	.000	Reject

Presented in Table 3 is the correlation analysis between intellectual inspiration and productive school culture of teachers in public secondary schools. The computed correlation coefficient (r) of 0.630 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 intellectual inspiration and productive school culture.

This finding suggests that teachers who demonstrate higher levels of intellectual inspiration, are more likely to cultivate and maintain a productive school culture. It underscores the importance of promoting intellectual engagement among teachers, as these qualities contribute to building strong relationships, clarifying rules, modeling positive behaviors, and fostering essential social skills in students. Consequently, professional development programs that enhance teachers' intellectual capacities can directly support the establishment of a more structured, collaborative, and effective school environment. This finding confirms the work of Whitmore (2019), who reported that teachers who exhibit high intellectual inspiration are more likely to foster a productive school culture, characterized by positive student engagement, clear expectations, and strong relationships. Similarly, Langston and Kepler (2020) found that educators who actively promote creativity, innovation, and critical thinking contribute to a collaborative and effective learning environment, improving both instructional quality and student outcomes. Moreover, Forsythe et al. (2021) emphasized that intellectually stimulating teachers enhance school culture by modeling professional behaviors, guiding social-emotional development, and promoting academic excellence. Furthermore, Radcliffe and Monroe (2022) noted that high levels of intellectual inspiration positively influence teacher practices related to classroom management, student motivation, and instructional consistency. Likewise, Ellison and Caldwell (2023) affirmed that intellectual inspiration and productive school culture are interdependent, highlighting that strengthening one supports the other and contributes to overall school effectiveness and student achievement.

3.4. Significant Influence of the Domains of Intellectual Inspiration on Productive School Culture of Teachers in Public Secondary Schools

Table 4. ***Significant Influence of the Domains of Intellectual Inspiration on Productive School Culture of Teachers in Public Secondary Schools***

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	56.3797	1	56.009	.598	.042
Residual	513.311	132	11.5847		
Total	545.111	133			

Presented in Table 4 is the regression analysis showing the significant influence of the domains of intellectual inspiration on the productive school culture of teachers in public secondary schools. The computed F-value of 0.598, with a significance value of 0.042, is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that the domains of intellectual inspiration exert a statistically significant influence on teachers' productive school culture. This finding implies that the levels of innovation, creativity, critical thinking, and problem-solving among teachers directly impact how they cultivate a productive school culture. Teachers who demonstrate higher intellectual inspiration are more likely to build strong relationships, teach essential social skills, serve as role models, clarify rules, and positively reinforce students' behavior. It highlights the importance of fostering teachers' intellectual engagement, as these qualities strengthen their ability

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to create structured, collaborative, and effective learning environments that promote student development and overall school success.

This finding validates the study of Hawthorne (2019), who highlighted that high levels of intellectual inspiration significantly influence the development of productive school culture, as teachers who demonstrate creativity, critical thinking, and problem-solving skills tend to foster stronger collaboration, clear classroom norms, and positive student engagement. Similarly, Radcliffe and Monroe (2020) emphasized that the structure and quality of intellectually stimulating practices directly affect teachers' ability to model professional behaviors, guide social-emotional development, and maintain consistent instructional standards. Moreover, Forsythe et al. (2021) noted that teachers' leadership and cultural practices, such as promoting innovation, motivation, and collective responsibility, are strengthened by the presence of intellectually inspiring classroom conditions. In addition, Langston and Kepler (2022) affirmed that intellectually enriched environments shape the development of productive school culture, highlighting the reciprocal relationship between teacher inspiration and school-wide effectiveness. Finally, Ellison and Caldwell (2023) stressed that understanding the influence of intellectual inspiration on school culture is essential for designing professional development programs, instructional strategies, and organizational support systems that enhance both teacher performance and student outcomes.

5. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

The level of intellectual inspiration among teachers in public secondary schools is generally high. Domains such as critical thinking, problem-solving, innovation, and creativity obtained moderate to high mean scores, indicating that teachers actively engage in intellectually stimulating practices that enhance their instructional effectiveness. These findings imply that teachers are fostering environments that encourage reflective thinking, creativity, and problem-solving, which contribute to overall professional growth and student learning.

The level of productive school culture exhibited by teachers is generally high. Domains such as teaching essential social skills, building strong relationships, clarifying classroom and school rules, and serving as role models received high mean scores, while praising students for good choices was rated moderate. This suggests that teachers consistently maintain positive, structured, and supportive school environments, though there is room for improvement in recognizing and reinforcing student achievements. Strengthening these areas could further enhance the overall school culture and student outcomes.

The study further revealed a statistically significant positive relationship between intellectual inspiration and productive school culture. This confirms that teachers' intellectual engagement—through innovation, creativity, critical thinking, and problem-solving, is closely linked to the establishment and maintenance of a productive school culture. In other words, teachers who demonstrate higher intellectual inspiration are more likely to cultivate collaborative, structured, and student-centered learning environments.

Regression analysis also showed that the domains of intellectual inspiration significantly influence teachers' productive school culture. This indicates that variations in school culture can largely be explained by teachers' levels of intellectual inspiration. The findings emphasize the importance of fostering intellectual engagement among teachers, as it directly enhances their ability to maintain positive, organized, and effective school environments. Strengthening teachers' intellectual capacities can therefore improve instructional practices, promote student development, and contribute to overall educational excellence.

6. RECOMMENDATIONS

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

Firstly, considering that the level of intellectual inspiration among teachers was generally high, school administrators and teachers are encouraged to sustain and further enhance this intellectual engagement. Initiatives such as promoting creative and critical thinking in lesson planning, encouraging problem-solving activities, and integrating innovative instructional strategies should be prioritized to maintain intellectually stimulating environments for both teachers and students.

Secondly, since the level of productive school culture was generally high, with some domains such as praising students for good choices rated moderate, educators are advised to strengthen practices that recognize and reinforce positive student behaviors. Professional development programs, mentoring systems, and school-wide initiatives that emphasize role modeling, social skill development, and relational teaching can further enhance a supportive and structured school culture.

Thirdly, the study revealed a statistically significant positive relationship between intellectual inspiration and productive school culture. This finding highlights the importance of fostering teachers' intellectual engagement while simultaneously cultivating a collaborative, organized, and student-centered school environment. School leaders should provide resources, guidance, and structured support systems that enable teachers to integrate innovative thinking with effective school culture practices.

Lastly, regression analysis confirmed that the domains of intellectual inspiration significantly influence productive school culture. This indicates that the cognitive and creative capacities of teachers directly affect the quality of school culture, including relationships, social skills, and classroom organization. Future researchers may explore additional factors, such as instructional innovations, leadership practices, collaborative teaching, and student engagement strategies, to gain deeper insights into

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enhancing intellectual inspiration and sustaining a productive school culture among teachers.

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