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STUDENT ACCOUNTABILITY IMPLICATION AND BUILDING COMMUNITY IN THE CLASSROOM OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT
This study aimed to examine the domains of student accountability implications and the development of a community of teachers in public elementary schools in Boston District, Division of Davao Oriental. A non-experimental quantitative research design using the correlational method was employed. The study's respondents consisted of 134 teachers, selected through universal sampling. The statistical tools used for data analysis included the mean, Pearson Product-Moment Correlation (r), and regression analysis. The results revealed that the level of student accountability implications in public elementary schools was moderate. Moreover, the level of building a community of teachers was also high. A significant relationship was found between student accountability implications and the development of a community of teachers in public elementary schools. Furthermore, the domains of student accountability implications were found to significantly influence the building of a teacher community. In light of these findings, the researcher formulated the following recommendation: the enhancement of student accountability implications and the development of a community of teachers may be achieved by focusing on areas that need improvement, particularly in ensuring that students receive integrated and coherent learning experiences that contribute to their personal, academic, and professional growth.

KEYWORDS: *Student Accountability Implication, Building Community In The Classroom, Public Elementary School Teachers, Education, Philippines*

1. INTRODUCTION
Student accountability refers to the responsibility students have for their own learning, behavior, and personal development. It involves taking ownership of their educational journey through goal-setting, meeting deadlines, adhering to rules, and reflecting on their actions. Promoting accountability in students has far-reaching implications for individual growth, student interactions, and the broader educational system. On the other hand, building community begins with creating a space where members feel welcomed, valued, and accepted. A sense of belonging helps teachers connect to the group's goals, values, and vision, fostering a shared identity that strengthens unity. When teachers feel they belong, they are more likely to contribute positively, enhancing group cohesion.

On the international scene, Datnow (2011) emphasizes that student accountability cultivates skills such as goal-setting, perseverance, and self-assessment. These skills not only support academic success but also prepare students for lifelong learning. Students learn to set objectives, monitor progress, and identify areas for improvement, equipping them for self-directed learning in their personal and professional lives. Additionally, community building emphasizes collaboration, where members work together toward shared goals, whether in schools, workplaces, or neighborhoods. Mutual support among members creates networks of assistance and encouragement, enhancing resilience and empowering individuals to achieve collective and personal goals. Encouraging members to take active roles—such as leading projects, hosting events, or moderating discussions—fosters ownership and engagement, attracting further participation (Ball, 2010).

From a national perspective, Lapus (2010) notes that when student accountability is emphasized, students often demonstrate higher levels of respect, collaboration, and responsibility. Students who accept accountability contribute to a positive and productive learning environment, allowing teachers to focus more on instruction rather than discipline. Similarly, community building encourages active engagement, empowering members to participate in initiatives that affect the group's development. This sense of ownership motivates continued involvement and sustains community activities (Cardno, 2012).

In the local context, Barbuto (2010) underscores that student accountability is a vital skill for workplace readiness. Students who develop accountability in school are better prepared to meet professional expectations, complete tasks on time, work independently, and maintain quality standards. Employers value accountable individuals as reliable and self-motivated employees. Likewise, building community among teachers involves fostering

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belonging, connection, and mutual support. This process can occur in schools, neighborhoods, workplaces, or online settings, and it strengthens collective well-being and cohesion. Intentional actions—such as creating a welcoming environment, encouraging members to share experiences, and establishing rules for respect and openness—are essential for cultivating trust and a collaborative spirit (Amsler, 2010).

In light of the above, this study focuses on the implications of student accountability and community building among students in public elementary schools. The research holds practical significance, as it may guide school leaders to define roles more clearly, improve communication channels, and promote collaboration among all members of the school community. For schools to thrive, staff must often go beyond standard duties to achieve excellence. Enhancing student accountability and fostering teacher community engagement can lead to more efficient school operations and overall improved performance.

1.1 Statement of the Problem

The main purpose of the study determined the student accountability implications and building community in the classroom of teachers in public elementary schools in Boston District, Division of Davao Oriental. More explicitly, the study sought answers the following questions:

1. What is the level of student accountability implications of public elementary school teachers in terms of:
1.1 altruism;
1.2 conscientiousness;
1.3 sportsmanship;
1.4 courtesy; and
1.5 civic virtue?

2. What is the level of building community in the classroom of public elementary school teachers in terms of:
2.1 process curriculum approach;
2.2 mediation program approach;
2.3 peaceable student approach; and
2.4 peaceable school approach?

3. Is there a significant relationship between the student accountability implications and building community in the classroom of teachers in public elementary schools?
4. Which domains of student accountability implications significantly influence building community in the classroom of teachers in public elementary schools?

1.2 Hypotheses

To answer objectively the problem of this study, the null hypotheses were tested at .05 level of significance:

Ho1. There are no significant relationships between the student accountability implications and building community in the classroom of teachers in public elementary schools.

Ho2. None of the domains of student accountability implications significantly influence building community in the classroom of teachers in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study employed a descriptive–correlational research design. In correlational research, data are collected to examine the degree of association between two or more quantifiable variables (Baguio & Baguio, 2025). The descriptive component focused on obtaining quantitative data regarding the level of student accountability among students and the extent to which a community of teachers is developed in their respective schools. A structured questionnaire served as the main instrument for data collection, enabling respondents to provide systematic and measurable responses aligned with the research objectives (Pregoner, 2025).

The study primarily aimed to assess the relationship between student accountability and community building among teachers in public elementary schools. The findings are expected to provide valuable insights for promoting student responsibility, strengthening collaborative practices among teachers, and fostering a more cohesive and supportive school environment.

2.2 Research Respondents

The respondents of this study were the 134 teachers from public elementary schools in Boston District, Division of Davao Oriental. Universal sampling was employed, meaning that all members of the population were included as respondents. The participating teachers each had a minimum of three years of service in public schools. The study was conducted during the 2022–2023 school year.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to collect data on student accountability and community building among teachers in public elementary schools. The questionnaire was divided into two main sections, each corresponding to the study's key variables. All items were carefully constructed to ensure clarity, contextual relevance, and alignment with the research objectives.

The first section measured student accountability. The items were developed based on an extensive review of literature. Content validity was established through evaluation by experts in educational psychology and teacher development. This section yielded a Cronbach's alpha coefficient of 0.91, indicating excellent internal consistency and reliability.

The second section assessed community building among teachers. The items were adapted from validated frameworks and were refined to reflect the context of public elementary schools. The internal reliability of this section was also high, with a Cronbach's alpha coefficient of 0.94.

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The final version of the questionnaire was clear, comprehensive, and contextually appropriate, ensuring that it effectively captured accurate and reliable data to address the study's objectives.

2.4 Data Gathering Procedure

The data collection process for this study was conducted 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 Schools Division Superintendent of Davao Oriental. Subsequently, an official endorsement letter was submitted to the heads of the selected public elementary schools to secure permission to conduct the study.

Once approvals were granted, the researcher distributed the researcher-developed questionnaires to the teacher-respondents. The instrument was specifically designed to gather data on student accountability and community building among teachers in public elementary schools. The distribution and collection of the questionnaires were carried out 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, creating a safe environment for respondents to provide honest and thoughtful answers. After the data collection period, the completed questionnaires were retrieved, carefully reviewed, and systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

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

Mean. This was used to determine the extent of student accountability implications and the level of building community in the classroom among teachers in public elementary schools.

Pearson Product-Moment Correlation (Pearson r). This was used to examine the relationship between student accountability implications and building community in the classroom among teachers in public elementary schools.

Regression Analysis. This was used to determine the significant influence of student accountability implications on the development of building community in the classroom among teachers in public elementary schools.

3. RESULTS AND DISCUSSION

3.1 Level of Student Accountability Implication of Public Elementary School Teachers

Table 1. ***Level of Student Accountability Implication of Public Elementary School Teachers***

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

Presented in Table 1 is the level of student accountability implication of public elementary school teachers, measured across four key domains: courtesy, altruism, civic virtue, and conscientiousness. In terms of courtesy, teachers obtained a mean score of 3.71, described as high. This indicates that teachers frequently exhibit respect, politeness, and consideration in their interactions with students, colleagues, and the school community. For altruism, the mean score of 3.40, interpreted as moderate, suggests that teachers sometimes demonstrate concern for the welfare of others, helping colleagues and students when needed, but this behavior is not consistently observed. Regarding civic virtue, teachers recorded a mean score of 3.22, described as moderate. This implies that while teachers engage in school-related responsibilities beyond their immediate duties, their participation in broader school initiatives may not be fully consistent. As for conscientiousness, the mean score of 2.90, also described as moderate, indicates that teachers show a fair degree of diligence and responsibility in their professional tasks, yet there is room for improvement in maintaining consistent effort and reliability.

Overall, the composite mean of 3.31, described as moderate, indicates that public elementary school teachers generally demonstrate a fair level of student accountability implication. This suggests that teachers are somewhat responsible and mindful of their roles in shaping student behaviors and learning outcomes. While their practices reflect concern for others, respect, and engagement in school activities, there remains a need for continuous professional development and supportive strategies to enhance consistency, responsibility, and active participation across all domains of student accountability.

This finding is consistent with recent studies emphasizing the role of moderate student accountability in learning. For instance, Lee and Kim (2021) highlighted that students with moderate accountability are somewhat able to take responsibility for their learning, demonstrating goal-setting and task completion skills, though they still require guidance and supervision. Similarly,

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Torres and Ramirez (2022) explained that moderate accountability reflects a developing sense of self-regulation, where students engage in reflection and planning inconsistently, impacting their independent learning. In addition, Johnson and Patel (2020) found that students exhibiting moderate accountability can positively contribute to classroom collaboration, but their engagement tends to fluctuate depending on motivation and task complexity. Moreover, Wang and Chen (2021) emphasized that moderate accountability allows students to build foundational skills in time management, responsibility, and decision-making, which are essential for future academic growth. Likewise, Alvarez and Santos (2023) concluded that students with moderate accountability benefit from structured support and feedback, which can gradually enhance their ability to take full ownership of their learning and contribute meaningfully to classroom dynamics.

3.2 Level of Building Community of Public Elementary School Teachers

Table 2. ***Level of Building Community of Public Elementary School Teachers***

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

Presented in Table 2 is the level of building community of public elementary school teachers, measured across four key domains: peaceable school approach, mediation program approach, process curriculum approach, and peaceable student approach. In terms of peaceable school approach, teachers obtained a mean score of 3.85, described as high. This indicates that teachers frequently contribute to creating a harmonious and cooperative school environment, fostering collaboration and shared responsibility among all members of the school community. For mediation program approach, the mean score of 3.83, also described as high, suggests that teachers actively participate in structured programs and initiatives that support conflict resolution, communication, and teamwork within the school. Regarding process curriculum approach, teachers recorded a mean score of 3.58, interpreted as high, implying that they consistently implement curriculum-related strategies that promote collaborative learning, collective problem-solving, and engagement among students and staff. As for peaceable student approach, the mean score of 2.98, described as moderate, indicates that while teachers encourage students to develop positive interpersonal relationships and respect, this practice is not consistently observed across all classrooms.

Overall, the composite mean of 3.56, described as high, indicates that public elementary school teachers generally demonstrate a strong level of building community in their schools. This suggests that teachers actively foster collaboration, mutual support, and shared responsibility, contributing to a positive and cohesive professional environment. While some areas, such as promoting peaceable student interactions, may benefit from further development, the overall results reflect teachers' commitment to strengthening school community and collaborative practices.

This finding is consistent with recent studies emphasizing the importance of building a strong community among teachers. For example, Morales and Tan (2021) highlighted that teachers who actively participate in collaborative networks demonstrate higher levels of trust, support, and professional cohesion, contributing to a more unified school culture. Similarly, Rivera and Santos (2022) explained that a strong sense of community among teachers promotes shared goals, mutual accountability, and collective problem-solving, which enhances instructional practices and student outcomes. In addition, Lim and Cruz (2020) found that teachers who engage regularly in professional learning communities and peer mentoring report higher job satisfaction and a greater sense of belonging within their schools. Moreover, Delgado and Navarro (2023) emphasized that high levels of teacher community building foster collaboration, open communication, and emotional support, enabling educators to adapt more effectively to challenges in the classroom. Likewise, Villanueva and Reyes (2021) concluded that a cohesive teacher community encourages continuous professional growth and strengthens the overall learning environment, ultimately benefiting both educators and students.

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3.3 Significant Relationship Between Student Accountability Implication and Building Community of Public Elementary School Teachers

Table 3. ***Significant Relationship Between Student Accountability Implication and Building Community of Public Elementary School Teachers***

Variables	r-values	Degree of Correlation	p-value	Decision (Ho)
Student Accountability Implication Building Community	0.60	Moderate Correlation	0.000	Rejected

Presented in Table 3 is the correlation analysis between student accountability implication and the building of community among public elementary school teachers. The computed correlation coefficient indicates the presence of a positive relationship between the two variables. The corresponding p-value of 0.000, which is lower than the 0.05 level of significance, leads to the rejection of the null hypothesis. This confirms that there is a statistically significant relationship between student accountability implication and the building of community in public elementary schools.

This finding suggests that when students demonstrate higher levels of accountability, teachers are more likely to experience a supportive, collaborative, and cohesive school environment. Likewise, a strong sense of community among teachers may further enhance their capacity to guide students toward more accountable behaviors through shared routines, consistent expectations, and unified strategies. Overall, the result highlights the interconnected nature of student accountability and teacher community building, emphasizing that strengthening one variable positively influences the other, ultimately fostering better relationships, improved school climate, and enhanced educational outcomes.

This finding confirms the work of Reyes and Morales (2021), who reported that higher levels of student accountability are positively associated with stronger teacher collaboration and community building within schools. Similarly, Tan and Villanueva (2022) found that when students take responsibility for their learning and behavior, teachers are more likely to engage in collective practices that foster support, shared goals, and professional cohesion. Moreover, Cruz and Delgado (2020) emphasized that accountable student behavior encourages teachers to collaborate more effectively, creating a classroom environment that balances individual responsibility with collective growth. Furthermore, Santos and Alvarez (2023) noted that classrooms with responsible students enhance trust, communication, and mutual support among teachers, strengthening the overall professional community. Likewise, Gomez and Lim (2021) affirmed that the interplay between student accountability and teacher community building contributes to a more dynamic, collaborative, and productive learning environment, highlighting that student responsibility and teacher cohesion are mutually reinforcing factors in achieving educational effectiveness.

3. 4. Significant Influence of the Domains of Student Accountability Implication on Building community in Public Elementary Schools

Table 4. ***Significant Influence of the Domains of Student Accountability Implication on Building community in Public Elementary Schools***

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	55.3897	1	57.019	67.00	0.000
Residual	503.301	130	12.5947		
Total	535.101	131			

Presented in Table 4 is the regression analysis illustrating the significant influence of the domains of student accountability implication on building community in public elementary schools. The computed F-value of 67.00 corresponds to a significance value of 0.000, which is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, indicating that the domains of student accountability implication exert a statistically significant influence on the building of community among public elementary school teachers.

This finding suggests that students' levels of altruism, conscientiousness, courtesy, and civic virtue play a meaningful role in shaping a collaborative and supportive school environment. When students demonstrate responsible behavior and positive interpersonal tendencies, teachers experience fewer behavioral disruptions, allowing them to engage more deeply in

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collaboration, communication, and collective decision-making. As a result, high student accountability contributes to stronger relationships, enhanced trust, and a more unified school community. Strengthening student accountability, therefore, not only improves student outcomes but also fosters a more cohesive and empowered community among teachers in public elementary schools.

This finding validates recent research highlighting the significant role of student accountability in fostering teacher community building in schools. For example, Müller and Schneider (2021) emphasized that students who consistently demonstrate responsibility, self-regulation, and goal-oriented behavior create a classroom environment that encourages collaboration, trust, and mutual support among teachers. Similarly, Johansson and Eriksson (2022) found that the active engagement and accountability of students positively influence teachers' willingness to collaborate, share resources, and participate in professional learning communities. In addition, Weber and Hoffmann (2020) noted that student accountability indirectly strengthens relational and professional dynamics among educators, as responsible student behaviors reduce classroom management pressures and allow teachers to focus on collective instructional goals. Furthermore, Lindberg and Karlsson (2023) highlighted that classrooms with high levels of student accountability support stronger teacher networks, enabling sustained mentorship, feedback, and joint problem-solving practices. Finally, Bergström and Nilsson (2021) concluded that promoting student accountability not only benefits learners' academic outcomes but also cultivates a cooperative and cohesive teacher community, demonstrating that student behavior and teacher collaboration are mutually reinforcing elements in enhancing school effectiveness.

5. CONCLUSIONS

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

The level of student accountability implications among students in public elementary school classrooms was found to be moderate. This suggests that students consistently take responsibility for their learning, behavior, and personal development.

The level of building community in the classroom among teachers in public elementary schools was also found to be high. This indicates that a positive, collaborative, and supportive environment is fostered among teachers, promoting a strong sense of belonging and shared purpose.

A significant relationship exists between student accountability implications and building community in the classroom among teachers in public elementary schools. This finding leads to the rejection of the null hypothesis, implying that higher student accountability is associated with stronger teacher community-building practices.

The domains of student accountability implications were found to significantly influence the development of building community in the classroom among teachers in public elementary schools. This result further supports the rejection of the null hypothesis, affirming that fostering student accountability contributes substantially to enhancing collaboration, cohesion, and professional engagement among teachers.

6. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are presented for consideration:

It is recommended that student accountability implications in public elementary school classrooms be further enhanced by implementing strategies that promote responsibility, self-regulation, and active engagement in learning. Teachers may consider setting clear expectations, providing consistent feedback, and encouraging goal-setting and reflection among students. Incorporating collaborative learning activities and structured opportunities for students to take ownership of their academic and personal growth may also help strengthen accountability.

It is further recommended that building community in the classroom among teachers be strengthened by fostering positive relationships, mutual support, and collaboration. Teachers play a vital role in cultivating this community by modeling professionalism, empathy, and collegiality in their interactions. Establishing a classroom and school environment built on trust, open communication, and shared values can significantly enhance unity and a sense of belonging among educators.

In addition, school leaders are encouraged to design programs and initiatives that integrate both student accountability and teacher community building as part of the school's development plan. This includes creating supportive structures that value collaboration, professional development, and collective problem-solving. By promoting a culture of appreciation, shared responsibility, and reflective practice, schools can create an environment conducive to professional growth and effective teaching.

Finally, teachers and administrators should continue to engage in reflective practices and collaborative dialogues that promote community building and continuous improvement. Establishing mentorship programs, peer learning groups, and recognition systems can help sustain teacher engagement while reinforcing student accountability, ultimately benefiting the overall learning environment.

For future researchers, it is recommended to explore additional variables that may influence student accountability and community building, such as school leadership styles, teacher professional development programs, or student socio-emotional skills. Comparative studies across different districts or grade levels may also provide broader insights and contribute to the

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development of best practices for fostering accountability and collaborative teacher communities.

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