

Original Article

## **Classroom Intendance Compartment and Teacher Adeptness in Public Elementary Schools**

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### **Abstract**

This study examined the relationship between classroom intendance compartment and teacher adeptness among public elementary school teachers. Using a quantitative correlational design, researchers gathered data through a validated questionnaire. Results indicated that teachers demonstrated high levels of classroom intendance compartment, particularly in decision-making, conflict resolution, and relationship building, alongside very high levels of teacher adeptness, specifically regarding integrity and compassion. The analysis revealed a strong positive correlation, demonstrating that classroom intendance compartment significantly influenced teacher adeptness. Ultimately, the findings suggest that a teacher's ability to manage relational, instructional, and conflict-oriented tasks is closely linked to their professional commitment and responsibility. The study highlights the necessity of school-based professional support to simultaneously enhance both classroom practices and overall professional conduct.

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### **1. Introduction**

Teacher quality remains central to school improvement because the daily work of teaching joins instructional judgment, interpersonal care, ethical conduct, and classroom order within a single professional role. In elementary schools, where teachers shape the academic and social tone of the classroom for young learners, the

quality of classroom management does not only affect lesson flow and behavior control. It also shapes trust, participation, safety, and the conditions under which learning can occur. Recent scholarship continues to show that teacher professionalism is not a narrow matter of compliance or credentialing. It is a broader construct that includes judgment, commitment, ethical responsibility, emotional competence, and sustained engagement with students and colleagues. Lopes et al. (2024) argue that contemporary debates on teacher professionalism now place stronger emphasis on agency, moral purpose, and the capacity of teachers to act as reflective and transformative professionals, while Day et al. (2023) show that teachers themselves define professionalism through responsibility, commitment, competence, and contribution to the wider school community.

Within classroom settings, management behavior serves as one of the most visible expressions of professionalism. Teachers are expected to establish orderly routines, communicate clear expectations, respond to conflict, support student participation, and make instructional decisions that keep learning on track. Classroom management is therefore not reducible to discipline alone. Clark et al. (2023) describe classroom management style as a multidimensional professional pattern linked to school climate and teacher characteristics, which suggests that how teachers manage their classrooms reflects broader dispositions and organizational conditions. Research on classroom climate likewise indicates that relational trust and student-teacher connections are inseparable from effective instructional environments. In primary school settings, positive classroom climate is associated with stronger student-teacher relationships, clearer perceptions of support, and more favorable conditions for engagement and learning (Konrad et al., 2024).

Teacher adeptness similarly points to a professional orientation rather than mere technical skill. In the study, teacher adeptness is measured through commitment, integrity, compassion, and responsibility. These dimensions align closely with current literature that frames teacher professionalism as an interaction among ethical conduct, emotional competence, and sustained professional learning. Ventista and Brown (2023), in their systematic review, conclude that teacher professional learning has the strongest effects when it is sustained, collaborative, and connected to classroom practice. Mgaiwa and Milinga (2024) likewise note that teacher development cannot be separated from continuing professional support, because gaps in preparation and later professional learning weaken classroom practice and school improvement. In parallel, studies on leadership and professionalism suggest that professional conduct grows in environments where trust, support, and leadership consistency are present. Atasoy and Yalçın (2023) found that school leadership affects teacher professionalism indirectly through trust in administrators, while Mavi et al. (2025) showed that instructional leadership contributes to teacher professionalism through collaborative processes inside schools.

The affective and ethical dimensions of teaching are also especially relevant to the present study because the instrument includes integrity, compassion, and responsibility as explicit indicators of teacher adeptness. These dimensions are

increasingly recognized in recent literature as central to effective teaching. Xu and Pang (2024) demonstrated that authentic leadership has a significant positive effect on teachers' organizational commitment, with teacher well-being and social-emotional competence strengthening that relationship. Lee (2024) further found that teachers' social-emotional competence, particularly emotion regulation and relationship management, predicts the extent to which social-emotional learning is enacted in everyday classroom practice. Ciucci et al. (2024) add that teacher social-emotional competence and well-being can be strengthened through targeted training, with benefits for professional self-efficacy and the emotional dimensions of teaching. Taken together, these studies support the expectation that teachers who display stronger classroom management behavior may also show stronger professional adeptness.

The local setting gives this inquiry practical weight. Public elementary schools in Lupon District operate within conditions familiar to many Philippine basic education contexts, where teachers balance instructional demands, pupil diversity, administrative tasks, and expectations for professional conduct. Under such conditions, understanding how classroom management behavior relates to teacher adeptness is not merely descriptive. It has implications for school leadership, professional development, teacher support, and policy design. If classroom management behavior and teacher adeptness are strongly associated, then interventions that focus only on procedural classroom control may be too narrow. Schools may need professional learning designs that integrate relational practice, ethical conduct, emotional regulation, and instructional guidance.

## **2. Methodology**

The study used a non-experimental quantitative design with a correlational approach to determine the levels of classroom intendance compartment and teacher adeptness and to test the association between the two constructs. This design was appropriate because the inquiry sought to describe naturally occurring variations in teachers' reported classroom and professional practices and to examine whether differences in one construct corresponded to differences in the other without manipulating any variable. The study focused on public elementary schools in Lupon District, Division of Davao Oriental, and reported an analytic sample of 133 teachers. Eligibility required that respondents be current public elementary school teachers in the district during School Year 2022-2023 and have at least one year of teaching experience.

Data were collected through a researcher-developed questionnaire contextualized to the local setting and refined with the assistance of the thesis adviser and three validators with doctoral qualifications in education. The instrument contained 45 items distributed across nine indicators. The classroom intendance compartment section covered five domains: relationship, decision-making, instructional guidance, control domain, and conflict. The teacher adeptness section

covered four domains: commitment, integrity, compassion, and responsibility. Each indicator was represented by five items and rated on a 5-point Likert scale. For classroom intendance compartment, mean scores from 4.20 to 5.00 were interpreted as very high, 3.40 to 4.19 as high, 2.60 to 3.39 as moderate, 1.80 to 1.59 as low, and 1.00 to 1.79 as very low. The same interpretive bands were applied to teacher adeptness, with descriptive labels indicating the extent to which the construct was manifested. Pilot testing was conducted with 30 respondents from a separate school in the same district, and the instrument obtained a Cronbach's alpha of .798.

Permission letters were secured through institutional and school channels, and the researcher personally administered the instrument to the respondents. The questionnaire was completed on site, and a full retrieval rate of 100 percent was reported. After collection, the responses were collated, tabulated, and prepared for statistical treatment.

Three statistical tools were used in the study. Mean was used to determine the level of classroom intendance compartment and the level of teacher adeptness across domains and in summary form. Pearson product-moment correlation was used to test the relationship between the two major variables. Regression analysis was used to test whether classroom intendance compartment significantly influenced teacher adeptness.

### 3. Results

Table 1 presents the descriptive statistics for classroom intendance compartment among public elementary school teachers. Overall, teachers demonstrated a high level of classroom intendance compartment ( $M = 4.13$ ). Among the specific domains, decision-making was rated the highest at a very high descriptive level ( $M = 4.35$ ). The remaining domains were all practiced at high levels, including conflict ( $M = 4.16$ ), relationship ( $M = 4.11$ ), and both instructional guidance and control ( $M = 4.01$ ).

**Table 1.** Summary of classroom intendance compartment among public elementary school teachers.

<b>Domain</b>	<b>Mean</b>	<b>Descriptive level</b>
Relationship	4.11	High
Decision-making	4.35	Very High
Instructional guidance	4.01	High
Control domain	4.01	High
Conflict	4.16	High
Overall	4.13	High

Table 2 summarizes the perceived levels of teacher adeptness. Overall, teacher adeptness was rated as very high ( $M = 4.20$ ). Within the specific domains, integrity

and compassion tied for the highest ratings ( $M = 4.27$ ), followed closely by commitment ( $M = 4.22$ ), all falling under the very high descriptive level. Responsibility was also rated positively, landing at a high descriptive level ( $M = 4.13$ ).

**Table 2.** Summary of teacher adeptness among public elementary school teachers.

Domain	Mean	Descriptive level
Commitment	4.22	Very High
Integrity	4.27	Very High
Compassion	4.27	Very High
Responsibility	4.13	High
Overall	4.20	Very High

Table 3 displays the Pearson correlation between classroom intendance comportment and teacher adeptness. A strong, positive, and statistically significant relationship was found between the two variables,  $r = .88$ ,  $p < .001$ . This indicates that higher levels of classroom management behaviors are closely associated with greater teacher adeptness.

**Table 3.** Correlation results.

Variables	r	p-value
Classroom intendance comportment and teacher adeptness	0. 88	0.000

Table 4 presents the ANOVA results for the regression model testing the influence of classroom intendance comportment on teacher adeptness. The overall model was reported as statistically significant,  $p < .001$ , leading to the rejection of the null hypothesis. The table outlines the variance explained by the model (Regression Sum of Squares = 573.896,  $df = 3$ ) compared to the unexplained variance (Residual Sum of Squares = 524.329,  $df = 130$ ).

**Table 4.** Regression model of classroom intendance comportment on teacher adeptness.

Model	Sum of Squares	df	p-value	Decision
Regression	573.896	3	0.00	Rejected
Residual	524.329	130		
Total	564.119	133		

#### **4. Discussion**

The findings portray a faculty group that reports strong classroom management behavior alongside very strong professional adeptness. This pattern matters because it suggests that the day-to-day practices teachers use to organize classrooms, guide pupils, and handle tension are not isolated techniques. Rather, they appear to be embedded in a broader professional identity marked by commitment, ethical conduct, compassion, and responsibility. In that sense, the study supports current discussions that place teacher professionalism not only in formal standards or qualifications but also in everyday instructional and relational practice. Lopes et al. (2024) argue that teacher professionalism increasingly needs to be read through teachers' agency, values, and capacity to respond to complex educational demands. The present results align with that position because the teachers in the study reported high or very high levels across nearly all domains of both variables.

Within classroom intendance comportment, decision-making posted the highest domain mean. This result suggests that the respondents perceived themselves as especially active in structuring academic choices, guiding reflection, and helping pupils think through consequences. At the elementary level, this is a meaningful pattern because guided decision-making supports not only classroom order but also learners' emerging self-regulation. Effective classroom management often depends on teachers' ability to anticipate classroom needs, make timely instructional judgments, and channel student participation into manageable routines. Clark et al. (2023) note that classroom management styles vary in ways that reflect both professional characteristics and school climate. The very high score for decision-making in the present study may therefore indicate that teachers experience this domain as one of the most actionable and visible parts of their professional role. It may also reflect a school context in which procedural guidance and teacher direction remain central to classroom functioning.

Conflict and relationship also posted relatively strong means. Together, these domains point to the relational core of classroom management. A classroom can remain orderly only to a limited extent through control alone; durable order depends on trust, clear communication, and the teacher's ability to address tension without allowing it to destabilize the learning environment. Konrad et al. (2024) show that classroom climate and student-teacher relationship are closely linked in primary school settings. Their work reinforces the present finding that relational practices are a substantial part of effective classroom life. The high score for conflict further suggests that teachers saw themselves as capable of addressing disagreement and inappropriate behavior without withdrawing from difficult situations. Such a pattern is consistent with the view that classroom management includes preventive, relational, and restorative elements rather than mere rule enforcement.

Instructional guidance and control domain, while still high, registered the lowest domain means within classroom intendance comportment. This difference is

still important even though the means remained above the high threshold. The result may indicate that the respondents were somewhat more confident in relational and decision-oriented tasks than in the more technical demands of structured instructional guidance and classroom control. Mavi et al. (2025) found that instructional leadership strengthens teacher professionalism through collaborative processes, which implies that instructional expertise is not simply an individual trait but something that schools cultivate through shared professional work. In the present study, the relatively lower means in instructional guidance and control domain may therefore signal useful targets for professional development, especially if schools wish to convert generally strong professionalism into sharper classroom support for diverse learners, referral processes, and consistent behavioral routines.

Teacher adeptness showed an even stronger pattern, with the overall mean reaching the very high range. Integrity and compassion registered the highest domain means, followed closely by commitment, while responsibility remained high. This distribution is notable because it suggests that the respondents located their professional identity most strongly in moral and relational terms. Integrity speaks to honesty, truthfulness, and accuracy in conduct, while compassion reflects responsiveness to student fears, hopes, and suffering. These are not peripheral dimensions of teaching. Recent research on teacher social-emotional competence suggests that teachers' emotional regulation and relationship management shape how they enact supportive practices in the classroom. Lee (2024) found that teachers' social-emotional competence predicts the implementation of social-emotional learning in daily instruction, while Ciucci et al. (2024) report that targeted support for teachers' social-emotional competence can improve professional self-efficacy and teachers' handling of the emotional dimensions of their work. The high compassion and integrity scores in the present study fit well with these arguments and indicate that professional adeptness among the respondents was not narrowly technical.

Commitment also reached the very high range, suggesting that the teachers viewed themselves as strongly invested in lifelong learning, group participation, and mastery appropriate to their level of training. This result is important because commitment often determines whether professional knowledge is sustained and translated into practice. Ventista and Brown (2023) show that professional learning has better effects when it is sustained, collaborative, and directly linked to teaching. A teacher who is committed is more likely to persist in such learning processes and to treat improvement as part of professional duty rather than as an external compliance task. Xu and Pang (2024) similarly found that teachers' commitment is strengthened under leadership conditions marked by authenticity, well-being, and social-emotional competence. The present study cannot test those leadership mechanisms directly, yet the strong commitment scores suggest a faculty culture with substantial professional investment.

Responsibility was the lowest domain within teacher adeptness, although it still remained in the high range. This lower position may reflect the practical burden of punctuality, notification, and coping with ambiguity in the profession. Responsibility

often appears less value-laden than compassion or integrity, but in school settings it is the dimension that converts professional ideals into dependable conduct. Mgaiwa and Milinga (2024) argue that teacher quality weakens when preparation and continuing professional development are disconnected from actual work demands. Responsibility may be the domain most affected by that disconnect because it requires teachers to carry out expectations consistently under ordinary constraints. In this study, the fact that responsibility lagged behind the other adeptness domains may point to the need for school systems that support teachers not only morally and emotionally but also procedurally and organizationally.

The strongest empirical result in the study is the correlation between classroom intendance compartment and teacher adeptness. The reported correlation coefficient of .883 indicates a very strong positive association. In substantive terms, this means that teachers who reported stronger classroom management behavior also tended to report stronger professional adeptness. This finding is theoretically plausible. A teacher who manages conflict well, guides instruction clearly, and builds relationships effectively is also likely to perceive themselves as committed, responsible, and ethically grounded. Atasoy and Yalçın (2023) found that school leadership affects teacher professionalism through trust, which underscores that professionalism is shaped in interactional contexts. The present result adds to that line of reasoning by showing that professionalism also appears closely aligned with what teachers do inside the classroom.

The reported regression result is similarly strong at the model level. The paper reports that classroom intendance compartment significantly influenced teacher adeptness, with an overall  $r$ -value of .884 and  $p = .00$ . Because the paper does not provide domain-specific regression coefficients, the present manuscript cannot determine which of the five classroom intendance compartment domains exerted the strongest unique predictive effect. Even so, the model-level finding is important. It indicates that the independent construct, taken as a whole, explains a meaningful portion of variance in teacher adeptness. This result is consistent with studies that place classroom practice and professionalism in reciprocal relationship. Day et al. (2023) show that teachers' own understandings of professionalism include practice, responsibility, and commitment to students, while Mavi et al. (2025) demonstrate that leadership processes that strengthen instructional work also strengthen professionalism. The present study extends this logic by suggesting that the classroom domain is not merely an outcome of professionalism but may also function as one of its empirical correlates and predictors.

Taken together, the findings imply that efforts to improve teacher professionalism in public elementary schools should not focus only on abstract codes, periodic seminars, or appraisal systems. Professionalism appears tied to the immediate work of teaching: how teachers relate to pupils, make decisions, guide learning, maintain order, and address conflict. At the same time, classroom management should not be framed as a purely technical skill divorced from values. The high integrity and compassion scores in this study suggest that the most productive understanding of

classroom practice is an integrated one, where instructional judgment, ethical discipline, and relational care operate together. This interpretation is consistent with current scholarship that treats teacher professionalism as a dynamic union of competence, identity, agency, and moral purpose rather than as a fixed status category (Lindo & Cutad, 2024; Lindo & Panes, 2024; Lopes et al., 2024).

The study also has practical implications for school leaders and professional development planners. Because instructional guidance and control domain were the lowest classroom intendance comporment domains, and responsibility was the lowest teacher adeptness domain, these areas may deserve priority in school-based interventions. Support can be designed around structured classroom routines, referral and intervention planning, consistent behavioral expectations, and professional accountability systems that are developmental rather than punitive. Evidence from recent work on social-emotional competence and professional learning suggests that teachers benefit most when professional support links instructional improvement with relational and emotional dimensions of practice (Ciucci et al., 2024; Lee, 2024; Ventista & Brown, 2023). In settings similar to Lupon District, such integrated support may strengthen both classroom effectiveness and professional culture.

## **5. Conclusion**

The study shows that public elementary school teachers in Lupon District reported high classroom intendance comporment and very high teacher adeptness. Among the classroom intendance comporment domains, decision-making emerged highest, while instructional guidance and control domain registered the lowest but still remained high. Among the teacher adeptness domains, integrity and compassion were highest, followed by commitment, while responsibility was comparatively lower though still high. The correlation result indicates a very strong positive relationship between classroom intendance comporment and teacher adeptness, and the reported regression model further supports the claim that classroom intendance comporment significantly influences teacher adeptness at the overall model level.

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## **Conflict of Interest Statement**

The authors declare no conflict of interest.

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