



Social Collaboration System and Structural Demeanor of Public Elementary School Teachers

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study determined and described the social collaboration system and structural demeanor of public elementary school teachers in Mati City Division, Davao Oriental. The research employed a non-experimental quantitative research design utilizing the correlational method. The respondents consisted of 139 teachers from public elementary schools selected through universal sampling. Data analysis involved mean calculations, Pearson correlation coefficient (r), and regression analysis. The findings revealed that the social collaboration system among public elementary school teachers, particularly in terms of teamwork, partnership, and networking, was frequently manifested. Additionally, the structural demeanor of these teachers, including performance, communication, motivation, and leadership, was often demonstrated. Importantly, the study found a significant relationship between the social collaboration system and the structural demeanor of public elementary school teachers. Specifically, it was found that the domains of the social

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collaboration system significantly influence the structural demeanor of teachers in Mati City Division, Davao Oriental. Based on these findings, it is recommended that public school teachers participate in symposia and training programs organized by the Department of Education (DepEd) for professional development. This approach aims to enhance teachers' skills and capacities, thereby improving educational opportunities for students and promoting the adoption of effective educational practices.

Keywords: *Social collaboration system; structural demeanor; public elementary school teachers; Mati City; Philippines.*

1. INTRODUCTION

A social collaboration system in the workplace is when two or more people, often groups, work together through idea-sharing and thinking to accomplish a common goal. It is also called simply teamwork being taken to a higher level. Teamwork is often physically joining two people or a group to accomplish a task. However, structural demeanor is problematic when coping with external boundary conditions, such as workforce, resource base, physical environment, territory, and other linkages. Most conflicts are related to financial and economic activity, the main adaptation problems in the social interaction system. Social collaboration system initiates a quality service program in the structural demeanor of the school heads with clearly defined parts that operate and communicate effectively collaboratively.

In Australia, the structural demeanor made it difficult to seek a method for assessing the effectiveness of individual plans and services in supporting positive outcomes through a social collaboration system for individuals in school. Social interaction provides a means to assess the amount of relative change by considering information from any combination of measurement, observation and/or reporting sources in organizational behavior in school [1].

Structural demeanor is also called a social order, like the nature of the forces that give rise to relatively stable forms of social collaboration systems that promote orderly change. This maintained that man's fundamental motivation was the craving for power and that men were always basically in conflict with each other social collaboration system and structural demeanor. Thus, order could only exist in a strong government. This placed considerable emphasis on the functions of normative factors in social life, such as ideals and values in improving their social interaction and structural demeanor [2].

In the Philippines, structural demeanor comprises persons or groups who interact and mutually influence each other's structural demeanor. Structural demeanor is a bounded set of interrelated activities that together constitute a single entity. The basic units of structural demeanor are macro vs. micro, whole vs. part and holistic viewpoint, which makes the members of the school governance unsuccessful due to the lack of cooperation of the employees. The whole determines the actions of its parts. People are determined by society. The atomistic viewpoint is the whole, the sum of its parts and persons determine society. The holistic view implied "downward" causality, while the atomistic view implied "upward" causality [3,4,5].

Structural demeanor basically consists of two or more individuals interacting directly or indirectly in a bounded situation. There may be physical or territorial boundaries, but the fundamental sociological point of reference is that the individuals are oriented, in a whole sense, to a common focus or interrelated foci. Thus, it is appropriate to regard such diverse sets of relationships as small groups, political parties and whole societies as social collaboration systems. Social systems are open systems that exchange information and frequently act concerning other systems [6].

In view of the above, the researcher felt the need to conduct this study to help public elementary school administrators assess whether teachers' educational social collaboration systems are necessary components of the school organization. The resultant document could be a functional plan as a guide for future administrative policies. Realizing this intent makes this study a document with social relevance.

In the light of the theories mentioned, this study further conceptualizes that the social collaboration system of the public elementary

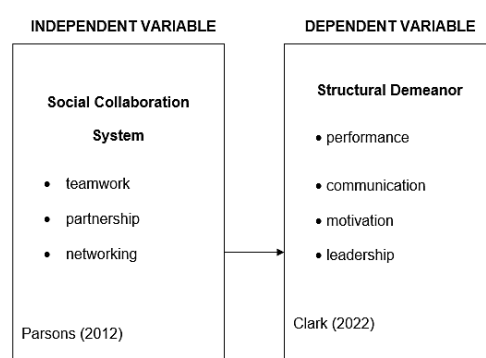


Fig. 1. Conceptual framework of the study

school teachers in Mati City Division, Mati City, Davao Oriental, is composed of the independent variable and dependent variable.

The first independent variable is social collaboration system of public school heads which is measured by teamwork, partnership and networking [7]. The dependent variable is the structural demeanor which is indicated by performance, communication, motivation and leadership [8].

2. METHODOLOGY

2.1 Research Design

This study used the non-experimental quantitative research design utilizing the correlational method. This method is used when the objective is to describe the situation's status as it exists at the time of the study to explore the causes of a particular phenomenon. Correlation research involves collecting data to determine whether a relationship exists between two more quantifiable variables [9].

Quantitative research design relates to the design of a research project which uses quantitative research methods. Quantitative projects involve large sample sizes, concentrating on the number of responses, as opposed to gaining the more focused or emotional insight that is the aim of qualitative research. Quantitative research design relates to the design of a research project which uses quantitative research methods. The design varies depending on the method used, such as telephone interviews, face-to-face interviews, online surveys, or surveys by post [10].

This descriptive survey dealt with quantitative data about the said phenomenon. The

quantitative aspect is an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data was based on the use of questionnaires. The study focuses on determining the relationship between the social collaboration system and the structural demeanor of public elementary school teachers in Mati City Division, Davao Oriental.

2.2 Research Respondents

The respondents of this study were the 139 teachers in public elementary schools in Mati City Division, Davao Oriental. They evaluated the social collaboration system and structural demeanor of public elementary school teachers through survey questionnaires that were administered to them. The teachers involved served at least three years in the public school. This study was conducted from 2023. The researcher used universal sampling to process the respondents' selection, meaning that all the study's populations were considered respondents.

2.3 Research Instrument

The research instruments used in gathering the data were the researcher-made tests and modified by the researcher based on the various authors. Refinement of the questionnaire was made possible through the assistance of the thesis adviser and three other validators who evaluated the questionnaire's content. The questionnaires were composed of 40 items. There are 11 indicators in this study. Each indicator was made up of 5 item questions. Likert's scale will be adopted to determine the social collaboration system and structural demeanor of public elementary school teachers in Mati City Division, Mati City, Davao Oriental.

Pilot testing was done in a separate school in the same district, and the result was a Cronbach alpha mean rating of 780.

2.4 Data Gathering Procedure

The data was gathered through the following procedures: The researcher secured A letter of permission to conduct the study on the extent of school amenities conservation and physical structure resources in public elementary schools in Mati City Division, Davao Oriental. The Dean of Graduate Studies of the Rizal Memorial Colleges, Adviser, Supervisor, School Principal, Moderators or Teacher in public elementary school signed and granted the letter of permission and appearance. Adequate and clear copies were printed to avoid problems with the administration. The researcher administered the questionnaire personally to the respondents of the study and they were requested to answer the questionnaire honestly so that valid and reliable data was elicited. One hundred percent (100) of the questionnaires were retrieved. The result will be collated and tabulated before being statistically treated and, analyzed and interpreted based on the purpose of the study.

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 social collaboration system and structural demeanor of public elementary school teachers.

Pearson Product Moment Correlation or Pearson r . This was used to measure the significant relationship between the social collaboration system and structural demeanor of public elementary school teachers in Mati City Division, Davao Oriental.

Regression Analysis. This was used to measure the significant influence of the social collaboration system and structural demeanor of public elementary school teachers in Mati City Division, Mati City, Davao Oriental.

3. RESULTS AND DISCUSSION

3.1 Social Collaboration System of Teachers

As displayed in Table 1 is the data on the summary of the degree of social collaboration

system of public elementary school teachers in terms of teamwork, partnership and networking. The mean ratings of this indicators are as follows: teamwork (3.42), partnership (3.47) and networking (3.46).

The overall means rating of the degree of social collaboration system of public elementary school teachers in terms of teamwork, partnership and networking is 3.45. This means that the degree of social collaboration system of public elementary school teachers in terms of teamwork, partnership and networking is manifested oftentimes. This indicates that the teachers interact and share information to achieve common goals. Such processes find their natural environment on the internet, where collaboration and social dissemination of information are made easier by current innovations and the proliferation of the web. This indicates that the teachers are sharing concepts on a digital collaboration environment often facilitates a brainstorming process, where new ideas may emerge due to the varied contributions of individuals. These individuals may hail from different walks of life, different cultures and different age groups, their diverse thought processes help in adding new dimensions to ideas, dimensions that previously may have been missed.

Social collaboration system is also known as enterprise social networking, and the products to support it are often branded enterprise social networks. It is important to understand the rhythm of social collaboration system. There needs to be a balance, with ease to move from focused solitary work to brainstorming for problem-solving in group work. This critical balance can be achieved by creating structures or a work environment that is not too rigid to prevent brainstorming in group work or too loose to result in total chaos. Social collaboration should happen at the edge of chaos [11].

Stinchcombe [12] stated that a social system is also called a social order; i.e., the nature of the forces giving rise to relatively stable forms of social interaction and organization, and promoting orderly change. Had maintained that man's fundamental motivation was the craving for power and that men were always in conflict. Thus, order could only exist in strong government. This placed considerable emphasis on the functions of normative, factors in social life, such as ideals and values.

Moreover, the finding supports the study of Vangrieken et al. [13], who highlighted that high social collaboration system among teachers signifies their ability to effectively interact, cooperate, and collaborate with peers within educational environments. This collaborative approach fosters a supportive community among educators, where they can share knowledge, resources, and best practices. Teachers engaged in a robust social collaboration system exchange ideas and strategies for teaching, curriculum development, and student support, enhancing their professional growth and instructional effectiveness.

3.2 Structural Demeanor of Teachers

As displayed in Table 2 is the summary of the result on the level of structural demeanor of public elementary school teachers in terms of performance, communication, motivation and leadership. Among the indicators are performance (3.47), communication (3.46), motivation (3.45) and leadership (3.55).

The overall mean rating on the summary of structural demeanor of public elementary school teachers in terms of performance, communication, motivation and leadership is 3.48 or high. This means that the structural demeanor of public elementary school teachers in terms of performance, communication, motivation and leadership are manifested oftentimes by the teachers. This infers that the structural demeanor of public elementary school teachers in terms of performance, communication, motivation and leadership is widely agreed that it should operate with some clearly defined conception of what constitutes a social collaboration system such as binding

normative regulation and must involve a common focus, or set of orientations and a shared mode of communication among majority of educators.

Structural demeanor attempt to combine in one framework both a conception of factors in social situations and an overall, highly abstract, outside view of the major factors involved in organizational behavior as a going concern; various points in formulation have been criticized [14].

This result is in relation to the theory of Day et al. [15], who viewed that structural demeanor in many schools has the best of resources and strategies. This is due to the fact that structural demeanor was being given due importance. It is one of the items most searched for in the organization.

3.3 Significant Relationship Between the Social Collaboration System and Structural Demeanor

Presented in Table 3 is the significant relationship social collaboration system and structural demeanor of public elementary school teachers with an overall computed r-value of .840 with p-value 0.00 at α 0.05 of significance set in this study. Since the overall computed value is higher than the tabular value. This indicates that the null hypothesis is hereby rejected and it could be stated that there is a significant relationship between social collaboration system and structural demeanor of public elementary school teachers. This implies that the higher result of social collaboration system of teachers, the better structural demeanor of teachers in public elementary schools.

Table 1. Level of Social Collaboration System of Teachers

	Indicators	Mean	Descriptive Equivalent
1	Teamwork	3.42	High
2	partnership	3.47	High
3	Networking	3.46	High
	Overall	3.45	High

Table 2. Level of structural demeanor of teachers

	Item	Mean	Descriptive Equivalent
1	performance	3.47	High
2	communication	3.46	High
3	motivation	3.45	High
4	leadership	3.55	High
	Overall Mean	3.48	High

Table 3. Significant relationship between the social collaboration system and structural demeanor

Independent Variable	Dependent Variable	r-value	Degree of Correlation	Computed p-value	Decision
Social Collaboration System (X)	Structural Demeanor (Y)	.840	High Correlation	0.00	Reject

The significant positive correlation between social collaboration systems and structural demeanor in public elementary school teachers suggests that schools implementing these systems may foster a more positive and organized teaching environment. In other words, as teachers engage more in collaborative activities and resource sharing, their overall structural demeanor, which likely reflects characteristics like organization, planning, and classroom management, may improve.

However, the findings of the study is supported by the concepts of Englund & Graham [16] stated that the structural demeanor is a loose term for environments which, if successful, attract users to participate. The advent of computers and the internet has enabled new types of educational social collaboration systems to take form. There are multiple methods of measuring participation within structural demeanor. Reach, engagement, frequency of participation all tell something about the success of a social system.

Moreover, the finding affirms the view of Tichnor-Wagner et al. [17] that a robust social collaboration system fosters a culture of cooperation, where teachers actively share knowledge, resources, and best practices. This collaborative approach enhances their structural demeanor by promoting openness to new ideas, willingness to collaborate with peers, and proactive participation in school-wide initiatives and professional development activities. Teachers involved in effective social collaboration networks are more likely to exhibit a cohesive and supportive demeanor, contributing

to a positive school culture and enhancing their collective ability to address challenges and improve student outcomes. Thus, nurturing a strong social collaboration system is essential for cultivating a unified and effective teaching community in public elementary schools.

3.4 The Domains of Social Collaboration System Significantly Influence Structural Demeanor of Public Elementary School Teachers

As presented in Table 4, the domains of social collaboration system significantly influence the structural demeanor of public elementary school teachers with an overall computed r-value of 0.715 with a p-value of 0.00 at α 0.05 of significance set in this study. Since the overall computed value is much higher than the tabular value. This indicates that the null hypothesis is rejected and could be stated therefore, that domains of social collaboration system significantly influence the structural demeanor of public elementary school teachers in Mati City Division, Davao Oriental. This implies that the higher the result of the social collaboration system, the better structural demeanor of public elementary school teachers.

This finding suggests that schools implementing social collaboration systems with a wider range of functionalities, fostering deeper connections and information sharing among teachers, are likely to see a more positive structural demeanor in their educators. In practical terms, school administrators in Mati City and beyond can

Table 4. The Domains of Social Collaboration System Significantly Influence Structural Demeanor of Public Elementary School Teachers

Model	Beta Coefficient	Degrees of Freedom	r- Square	Sig	Decision on Ho
Regression	.587	3			
Residual		136	.715	0.00	Reject
Total		139			

Note: Significance when $P < 0.05$ (2T)

leverage this finding to invest in and promote the use of robust social collaboration systems. These platforms can equip teachers with better communication tools, facilitate resource sharing, and encourage collaborative lesson planning. Ultimately, this can lead to a more positive and supportive work environment for teachers, potentially improving student outcomes as well.

However, the findings and results of the study is supported by the works of Robert (2010) which emphasized that the social system is also called a social order; i.e. the nature of the forces giving rise to relatively stable forms of social interaction and organization, and promoting orderly change. Had maintained that man's fundamental motivation was the craving for power and that men were always in conflict. Thus order could only exist in strong government. This placed considerable emphasis on the functions of normative, factors in social life, such as ideals and values.

Moreover, the finding is in consonance with the study of Farmer et al. [18], who emphasized that the domains of a social collaboration system significantly influence the structural demeanor of public elementary school teachers, shaping their professional conduct and interactions within the educational context. A well-developed social collaboration system encourages teachers to engage in cooperative activities, share resources, and exchange innovative teaching strategies. This collaborative environment promotes a positive structural demeanor characterized by openness to collaboration, proactive engagement in professional development, and a commitment to continuous improvement. Teachers who participate actively in collaborative networks are more likely to exhibit supportive attitudes, effective communication skills, and a willingness to adapt instructional practices to meet diverse student needs. Ultimately, the domains of social collaboration contribute to fostering a cohesive and supportive school culture, enhancing teaching effectiveness, and ultimately benefiting student learning outcomes in public elementary schools.

4. CONCLUSION

On the basis of the forgoing findings, the following conclusions are drawn: It is concluded in this study that the degree of social collaboration system of public elementary school teachers in terms of teamwork, partnership and

networking is high. Thus, it is manifested oftentimes by the teachers. It is determined in this study that the structural demeanor of public elementary school teachers in terms of performance, communication, motivation and leadership is high. Thus, it is manifested oftentimes by the teachers. It is clinched in this study that there is a significant relationship between social collaboration system and the structural demeanor of public elementary school teachers. This implies that the null hypothesis is hereby rejected. It is established in this study that the domains of social collaboration system is significantly influence structural demeanor of public elementary school teachers in Mati City Division, Davao Oriental. This implies that the null hypothesis is rejected.

5. RECOMMENDATIONS

Based on the foregoing conclusions, the researcher proposes the following recommendations: It is recommended in this study that the social collaboration system of public elementary school teachers in terms of teamwork, partnership and networking has low result in encouraging the teamwork in school, every administrator, teacher, and student should know how to do their tasks. Thus, the school administrator may continue to improve building up a better work related environment themselves and for their teachers, students as well. It is proposed in this study that the structural demeanor of public elementary school teachers in terms of performance, communication, motivation and leadership has low results in initiating in revision of the VMG with the participation of their colleagues and students. Thus, the school heads may raise to the highest level in building up a better interaction and mutual influence with teachers and other school administrators. This study endorses public elementary school teachers' social collaboration system and structural demeanor. Thus, the school administrator may continue promoting effective camaraderie in school environment for themselves and the teachers. It is acclaimed in this study that the social collaboration system and structural demeanor of public elementary school teachers may be raised to the highest level to encourage the best interaction and mutual relationship with teachers and other administrators. It is recommended in this study that the social collaboration system and structural demeanor of public elementary school teachers. Thus, the school administrator may inspire the teaching and non-teaching staff to

develop a very good output in their tasks. It is commended in this study that the social collaboration system and structural demeanor of public elementary school teachers may be raised to the highest level the concepts in a fair system to be able to touch the hearts of the teachers and other administrators for them to do their duties and obligations with the integration of new knowledge discovery in the educational social system.

CONSENT AND ETHICAL APPROVAL

Ethical considerations in my research study were carefully addressed to safeguard participant rights and ensure integrity. Prior to their involvement, Written consent was obtained, detailing the study's purpose, procedures, and voluntary nature. Participants' confidentiality was strictly maintained by anonymizing data and securing it from unauthorized access. Privacy was prioritized during data collection and storage, ensuring participants felt comfortable and protected throughout the research process. These ethical practices were integral to upholding the trust and well-being of those involved in the study.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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