Original Research Article

**LOGICALLY EXALTING ENVIRONMENT AND REVERENT LEADERSHIP ATTRIBUTE OF TEACHERS’ IN PUBLIC ELEMENTARY SCHOOLS**

ABSTRACT

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| This study was conducted to determine the Logically Exalting Environment and reverent leadership attribute of teachers’ in public elementary schools in Baganga District, Division of Davao oriental. This employed quantitative research design utilizing correlational method leading to regression analysis. The respondents of the study were the 131 teachers in public elementary schools. The statistical tools used in this study are the following: Weighted Mean. Product Moment Correlation Coefficient or (Pearson r). Regression Analysis. Based on the data, the Logically Exalting Environment was oftentimes manifested. While, the reverent leadership attribute of teachers’ were perceived the same. There was significant relationship between the logically exalting environment and reverent leadership attribute of teachers’ in public elementary schools. On the other hand, there was significant influence between thelogically exalting environment and reverent leadership attribute In light of the findings, this study may guide school administrators in designing plans and programs that effectively address teachers' needs and aspirations. These insights could serve as a foundation for developing strategies and formulating policies aimed at fostering logically exalting environments and nurturing reverent leadership attribute among teachers in public elementary schools. Furthermore, the study may contribute to enhancing teaching effectiveness, building a trusting and creative atmosphere, and creating a supportive environment that aligns with the organization’s goals. |

*Keywords*: logically exalting environment, reverent leadership attribute, teachers’

public elementary schools

1. INTRODUCTION

A logically exalting environment in education is one that actively promotes intellectual growth, cultivates critical thinking, and fosters a deeper understanding of concepts. In such a setting, educators employ teaching strategies that prioritize logic, clarity, and structured delivery. Lessons are intentionally crafted to engage students in analytical thinking—encouraging them to investigate cause-and-effect relationships, make informed decisions, and solve problems systematically. Rather than focusing solely on rote memorization, this environment invites learners to ask meaningful questions, analyze complex ideas, and draw well-founded conclusions.

On a global scale, teachers play a transformative role by designing learning experiences that challenge students’ assumptions and move them beyond surface-level comprehension. These activities encourage students to apply their knowledge in real-life contexts, promoting deeper engagement and critical analysis. A logically exalting environment is also inclusive and responsive, recognizing students’ diverse learning needs and adapting instructional strategies accordingly. When students are immersed in such intellectually stimulating settings, they become more engaged, develop a genuine passion for learning, and build the confidence needed to face complex academic and life challenges (Bhardwaj et al., 2025).

In contrast yet complementary, the reverent leadership attribute of teachers is a defining characteristic of impactful educators. Reverent teachers lead with humility, integrity, and deep respect for their students and professional responsibilities. Their role extends beyond mere knowledge transmission—they serve as ethical role models who shape students’ character and holistic development. By practicing active listening, showing empathy, and maintaining an approachable demeanor, reverent teachers foster strong, trust-based relationships. Their leadership is rooted in fairness and dignity, inspiring students to emulate these values and nurturing a culture of mutual respect and kindness in the classroom (Haslam, 2020).

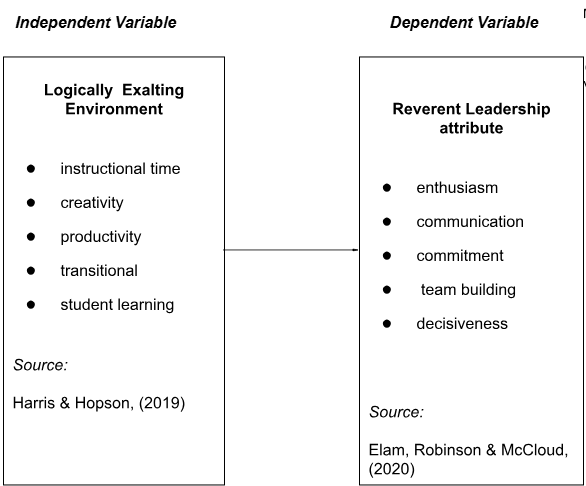
In the Philippine context, reverent teachers set high yet realistic expectations for their learners, demonstrating belief in their potential and encouraging continuous improvement. By integrating moral leadership with emotional support, they cultivate a positive learning climate that supports academic success alongside social and emotional well-being (Coleman & LaRocque, 2020).

Reiterating, a logically exalting learning environment values inquiry-based learning, conceptual understanding, and the practical application of knowledge. Teachers who nurture this type of classroom promote curiosity, inspire independent thinking, and guide students in connecting lessons to real-world scenarios. Such an environment is founded on reason and purpose, helping students not just to acquire knowledge but also to recognize its relevance and utility. Through well-structured lessons that challenge assumptions and encourage creativity, students are empowered to think critically and develop confidence in their cognitive abilities. Importantly, this type of setting is also inclusive—acknowledging various learning styles and providing every student with the opportunity to excel (Conley, 2022).

In Baganga District, Division of Davao Oriental, reverent leadership is evident among educators who embody ethical conduct, compassion, and a strong commitment to student welfare. These teachers demonstrate patience and understanding while upholding high academic and behavioral expectations (Barnes & Gearin, 2022). They recognize each learner’s uniqueness and strive to create safe, nurturing environments where students feel seen, respected, and supported.

Reverent teachers in the district attend to the holistic needs of students—addressing not only cognitive development but also emotional and social well-being. This leadership style strengthens relationships, builds a sense of belonging, and inspires students to strive for excellence in all facets of life (Conger, 2020).

The expectations of teachers in Baganga District significantly influence student achievement. Effective educators foster logically exalting classrooms by maximizing instructional time, ensuring smooth transitions, minimizing disruptions, and taking ownership of student learning outcomes. They set high—but achievable—expectations and guide students in meeting them. Through the use of critical questioning, thought-provoking tasks, and engaging activities, teachers increase student accountability and motivation. Ultimately, such practices result in the creation of learning spaces defined by both intellectual rigor and reverent leadership, positioning students for long-term academic and personal success.

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**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study was conducted to determine the logically exalting environment and reverent leadership attribute of teachers’ in public elementary schools in Baganga District, Division of Davao Oriental. Specifically, it sought answers to the following sub-problems:

1. What is the level of logically exalting environment of teachers in terms of:

1.1 instructional time,

1.2 creativity,

1.3 productivity,

1.4 transitional, and

1.5 student learning?

2. What is the level of reverent leadership attribute of teachers in public elementary schools in terms of:

2.1 enthusiasm,

2.2 communication,

2.3 commitment,

2.4 team building, and

2.5 decisiveness?

3. Is there a significant relationship between logically exalting environment and reverent leadership attribute of teachers in public elementary schools in Baganga District, Division of Davao Oriental?

4. Which domains of logically exalting environment significantly influence reverent leadership attribute of teachers in public elementary schools in Baganga District, Division of Davao Oriental?

**1.2 Hypotheses**

Ho1. There is a significant relationship between logically exalting environment and reverent leadership attribute of teachers in in public elementary schools in Baganga District, Division of Davao Oriental.

Ho2. The domains of logically exalting environment do not significantly influence reverent leadership attribute of teachers in public elementary schools in Baganga District, Division of Davao Oriental.

2. methodology

**2.1 Research Design**

This study employed the quantitative research design utilizing a correlational method, leading to regression analysis. This method measures the association of two variables with varying levels of measurement. In some instances, two variables become related because they are related to, or caused by, another variable or variables (Downie, 2020). This method was used to determine the relationship between the logically exalting environment and the reverent leadership attribute of teachers in public elementary schools.

Quantitative research design is aimed at discovering how many people think, act, or feel in a specific way. 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. The standard format in quantitative research design is for each respondent to be asked the same questions, which ensures that the entire data sample can be analyzed fairly. The data is supplied in a numerical format and can be analyzed quantifiable using statistical methods. Surveys can, however, be tailored to branch off if the respondent answers in a certain way - for instance, people who were satisfied or dissatisfied with a service asked different questions subsequently.

Quantitative research design tends to favor closed-ended questions. Providing respondents with a set list of answers means they cannot usually give lengthy open-ended responses. This design ensures that the quantitative research process is far more efficient than if qualitative-style open-ended questions were employed. It is more efficient because it was then not necessary to carry out the time-consuming process of coding vast quantities of open-ended responses. However, quantitative research design often allows the inclusion of an ‘Other’ category in the list of possible responses to questions, where appropriate. This allows those respondents who do not fit directly into the main categories to get still their precise responses recorded and used in the analysis of the research project results.

**2.2 Research Respondents**

The study's respondents were 131 out of 280 teachers in public elementary schools in Baganga District, Division of Davao Oriental, using Slovin’s formula, with a 95% confidence interval and a 5% margin of error. They were considered respondents because they had served at least three years in public school and had knowledge about the purpose of this study, wherein the researcher elicited real data from them. This study used universal sampling, which means that the entire population of the study was the respondents. This study was conducted in the school year 2024-2025.

**2.3 Research Instrument**

The instrument used in this study, which was the level of the logically exalting environment and reverent leadership attributes of teachers in public elementary schools, was the survey questionnaire. It was modified by the researcher to fit into the study and was subject to the validation of the three expert validators from the Doctor of Education major in Educational Management. The respondents answered the 25-item questions using the five subscales with logical exalting environment as the first part. Before the administration, the expert panel tested the draft of these instruments for face and content validity. Based on their comments and suggestions, revisions were made. The instruments are highly reliable, with a Cronbach’s Alpha result 0.918 for the first variable and 0.923 for the second variable. To ensure the reliability and validity of the instruments, a pilot test was conducted with 30 public elementary school teachers from a neighboring district within the same division who were not part of the main study. The pilot test results indicated high reliability, with a Cronbach’s Alpha of 0.889 for the Informative Expedient Learning Practices subscale and 0.920 for the Professional Ontogeny subscale.

The second part was the reverent leadership attribute of teachers having also 25 items.

**2.4 Data Gathering Procedure**

# The data were gathered through the following procedure:

# The researcher asked for permission and endorsement from the Dean of the Graduate school of Rizal Memorial Colleges for the Superintendent approval. After the approval of the Dean, a request letter was submitted to the office of the Schools Division Superintendent. After the approval of the superintendent an endorsement letter were submitted to the School Heads.

# After such, a schedule was set for the distribution of the test questionnaires for the pilot testing to find out the reliability and validity of the questionnaire. Hence, the explanation about the study and instruction for the tests were incorporated in the questionnaires. After the result of the pilot testing, the survey were administered to all selected respondents. After which the researcher retrievede all the questionnaire and submit for statistical treatment. After retrieving all the questionnaires, the data were tallied, tabulated, analyzed and interpreted based on the purpose of the study.

# 2.5 Data Analysis

The data were gathered through the following procedure:

The researcher asked for permission and endorsement from the Dean of the Graduate school of Rizal Memorial Colleges for the Superintendent approval. After the approval of the Dean, a request letter was submitted to the office of the Schools Division Superintendent. After the approval of the superintendent an endorsement letter were submitted to the School Heads.

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3. results and discussion

**3.1 Level of Logically Exalting Environment of Teachers’ In Public Elementary Schools**

Table 1. *Level of Logically Exalting Environment of Teachers’ In Public Elementary Schools*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Items | Mean  (x) | | Descriptive Level | |
| 1. | instructional time | 3.69 | | High | |
| 2. | creativity | 3.79 | | High | |
| 3. | productivity | 3.80 | | High | |
| 4. | transitional | 3.71 | | High | |
| 5. | student learning | 3.48 | | High | |
| **Overall** | | **3.69** | High | |

Presented in Table 1 is the summary of indicators reflecting the level of teaching efficiency in terms of instructional practices among public elementary school teachers, based on the mean scores and descriptive levels. As shown in the table, the indicator “productivity” obtained the highest mean of 3.80, categorized as high, followed closely by “creativity” with a mean of 3.79, and “transitional” with a mean of 3.71, both also rated as high. The indicators “instructional time” and “student learning” yielded mean scores of 3.69 and 3.48, respectively, both categorized as high as well. The overall mean of 3.69 indicates that teachers generally demonstrate a high level of teaching efficiency in implementing various instructional strategies.

This implies that public elementary school teachers are able to manage their instructional time effectively, promote creative and productive learning experiences, and facilitate smooth transitions and learning continuity in the classroom. Their ability to maintain high levels of teaching efficiency contributes to a positive and engaging learning environment that supports student achievement and academic growth. Furthermore, their consistent use of creative and productive methods enhances classroom interaction, time utilization, and overall learning outcomes.

This finding is consistent with the research of Leithwood et al. (2020), who emphasized that strong instructional practices significantly enhance teacher productivity and classroom effectiveness. Similarly, Tamsah et al. (2021) highlighted that teachers who consistently employ creative and structured teaching approaches are better able to motivate students and maintain high levels of classroom performance. Furthermore, Owuondo (2023) noted that effective time management, creative lesson delivery, and structured transitions contribute to improved student learning, teacher satisfaction, and school performance. These practices, when sustained, lead to a more dynamic and learner-centered educational system.

**3.2 Level of Reverent Leadership Attributes of Teachers in Public Elementary Schools**

Table 2. *Level of Reverent Leadership Attributes of Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| No | Items | Mean  (x) | Descriptive Level |
| 1 | enthusiasm | 3.62 | High |
| 2 | communication | 3.50 | High |
| 3 | commitment | 3.40 | High |
| 4 | team building | 3.22 | Moderate |
| 5 | decisiveness | 2.90 | Moderate |
| **Overall** | | **3.33** | **Moderate** |

Presented in Table 2 is the summary of indicators on the level of leadership dispositions among public elementary school teachers, based on the computed mean scores and their corresponding descriptive levels. As reflected in the table, the indicator "enthusiasm" garnered the highest mean score of 3.62, which is interpreted as high, followed by "communication" with a mean of 3.50, and "commitment" with 3.40, both also rated as high. On the other hand, "team building" and "decisiveness" received mean scores of 3.22 and 2.90, respectively, categorized as moderate. The overall mean of 3.33 indicates a moderate level of leadership dispositions among the respondents.

This implies that while public elementary school teachers generally exhibit enthusiasm, effective communication, and commitment in their leadership roles, there is still a need to enhance their team-building and decisiveness skills. Strengthening these particular areas may result in more collaborative school leadership and better strategic planning, which are essential in the dynamic educational landscape.

These findings are consistent with the study of Yalçınkaya et al. (2021), which emphasized that enthusiasm and communication are among the core leadership traits that positively influence teacher motivation and school performance. Likewise, Cook (2025) asserted that while passion and commitment are evident in many teachers, targeted training in team collaboration and decision-making is crucial for developing well-rounded school leaders. Furthermore, Adole (2024) concluded that enhancing all aspects of leadership dispositions promotes shared governance, accountability, and innovation in the educational system.

**3.3 Significance on the Relationship Between logically exalting Environment and reverent leadership attributes of Teachers**

Table 3. *Significance on the Relationship Between logically exalting Environment and reverent leadership attributes of Teachers*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **r-value** | **Degree of Correlation** | **p-value** | **Decision**  **(Ho)** |
| Logically Leadership Environment | 0.33 | High  Correlation | 0.0178 | Rejected |
| Reverent Leadership Attributes |

Presented in Table 3 is the correlation analysis between a Logically Exalting Leadership Environment and Reverent Leadership Attributes among public elementary school teachers. The relationship between these two variables yielded a correlation coefficient (r) of 0.33, with a p-value of 0.0178, which is less than the 0.05 level of significance. This indicates a moderate and statistically significant positive relationship between the logically exalting environment and reverent leadership attributes. Given that the p-value is below 0.05, the null hypothesis (Ho) is rejected, confirming that there is a significant relationship between the two variables.

This finding suggests that teachers who operate in a logically exalting environment—one that fosters critical thinking, structured reasoning, and intellectual rigor—are more likely to exhibit reverent leadership attributes such as humility, respect, and ethical behavior. Such environments support the development of reflective and values-driven educators who not only lead with clarity and structure but also with empathy and moral integrity.

This is supported by the study of Jusoh et al. (2024), who emphasized that intellectually stimulating educational settings contribute to the holistic development of teachers, influencing their attitudes, leadership styles, and classroom behaviors. Similarly, Burregi (2023) noted that reverent leadership flourishes in learning environments that balance cognitive challenge with emotional support, fostering teachers’ commitment to ethical and student-centered practices. Furthermore, Lancaster (2020) highlighted that reverent leadership is closely linked to environments where high expectations and emotional intelligence coexist, enhancing teacher effectiveness and student outcomes.

**3.4. Significance of the Influence of logically exalting Environment and reverent leadership attributes of Teachers**

**Table 4.** *Significance of the Influence of logically exalting Environment and reverent leadership attributes of Teachers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Reverent Leadership Attributes | | | | | |
| Logically Exalting Environment  (Indicators) | | B | β | t | Sig. |
| Constant | | 1.23 | 0.67 |  |  |
| instructional time | | -.077 | -.058 | -.505 | .613 |
| creativity | | .016 | .014 | .127 | .897 |
| productivity | | -.219 | -.207 | -1.809 | .073 |
| transitional | | .165 | .188 | 1.572 | .109 |
| student learning | | .015 | .013 | .126 | .896 |
| R | .271 |  |  |  |  |
| R2 | .073 |  |  |  |  |
| F | .690 |  |  |  |  |
| ρ | .323 |  |  |  |  |

Presented in Table 4 is the regression analysis examining how different indicators of a Logically Exalting Environment—instructional time, creativity, productivity, transitional strategies, and student learning—significantly influence Reverent Leadership Attributes among public elementary school teachers. The regression model indicates that none of the indicators individually demonstrate a statistically significant effect, though they vary in strength and direction of influence.

Among the indicators, productivity shows the highest contribution (B = -0.219, Beta = -0.207, t = -1.809, p = 0.073), suggesting a negative but close-to-significant relationship. Transitional strategies also show a positive trend (B = 0.165, Beta = 0.188, t = 1.572, p = 0.109), but it does not meet the 0.05 threshold for significance. Meanwhile, instructional time (B = -0.077, p = 0.613), creativity (B = 0.016, p = 0.897), and student learning (B = 0.015, p = 0.896) exert minimal influence on reverent leadership.

The regression equation is as follows: Reverent Leadership Attributes = 1.23 − 0.077 (instructional time) + 0.016 (creativity) − 0.219 (productivity) + 0.165 (transitional strategies) + 0.015 (student learning).

The model accounts for 7.3% of the variance in reverent leadership attributes (R² = 0.073), with an F-value of 0.690 and a p-value of 0.323, indicating that the overall model is not statistically significant.

This finding suggests that while some aspects of a logically exalting environment may align with effective leadership, they do not significantly predict reverent leadership attributes in this context. Reverent leadership may instead stem from affective, moral, and interpersonal competencies beyond classroom structure or instruction alone.

This interpretation corresponds with the findings of Jacobs (2025), who emphasized that reverent leadership is driven by ethical modeling and care-oriented practices. Likewise, Maiberger (2025) underscored the role of character, humility, and trust-building in shaping effective and reverent educators. Additionally, Lama (2025) noted that reverent teachers influence students not only through cognitive engagement but also by exemplifying integrity and compassion, which foster a respectful and inclusive learning culture.

**5. CONCLUSIONS**

Based on the findings obtained in this study, the following conclusions

are drawn:

The level of the logically exalting environment in terms of instructional time, creativity, productivity, transitional and student learning is described as high. This means that the logically exalting environment in terms of instructional time, creativity, productivity, transitional and student learning is highly manifested by the teachers. This signifies that teachers are creating a student-centered academic environment in which teaching and learning occur at high levels and students are self-directed learners. Active engagement learners are directly involved in actions that support cognition and intentional learning.

The level of reverent leadership attributes in terms of enthusiasm, communication, commitment, team building and decisiveness is described as moderate. This means that the level of reverent leadership attributes in terms of enthusiasm, communication, commitment, team building and decisiveness is sometimes manifested by the teachers. This signifies that reverent leadership attributes in terms of enthusiasm, communication, commitment, team building and decisiveness are moving beyond blame and befuddlement and working to transform themselves and their schools to serve all their students more adoringly concerned and interested.

There is significant relationship between the logically exalting environment and reverent leadership attributes of teachers in public elementary schools. This indicates that the null hypothesis is rejected. This implies that the higher the result of logically exalting environment in public elementary schools, the better reverent leadership attributes of teachers in public elementary schools.

There is no significant influence between the domains of logically exalting environment and reverent leadership attributes of teachers in public elementary schools. This indicates that the null hypothesis was not rejected. This implies that there are possible factors that may influence reverent leadership attributes of the teachers in public schools. Hence, this study negates the existence of the theory. Instead, their value may lie in long-term developmental outcomes, emotional regulation, resilience, adaptability, and engagement, which are less easily captured through quantitative analysis. This result denies with Carter and Cunningham (2024) view of schools as emotional and logical stabilizers, and with Basch (2023) argument that the strength of leadership and environment is more evident in how students cope with transition and maintain psychological well-being.

**6. RECOMMENDATIONS**

In the light of the forgoing findings and conclusions of this study, the researcher formulated the following recommendations for conclusions: Department of Education may establish a strong collaborative effort in preventing possible conflicts in their respective organizations’ strategies should the same exists.

Department of Education Officials and School Administrators. This study may serve as basis for framing and improving DepEd procedure and guideline to improve the logically exalting environment and reverent leadership attributes of teachers in public elementary schools. It may provide understanding on what programs/activities are needed to arrange and to be applied to motivate the hidden curriculum and diversity in educational leadership of teachers.

The results of the study may guide the school administrators in articulating plans and school programs that will respond to the teachers’ needs and aspirations. Thus, this could be the basis in developing strategies and formulating rules towards development of logically exalting environment and reverent leadership attributes of teachers in public elementary schools.

Teachers. This study would help them determine how the logically exalting environment and reverent leadership attributes of teachers in public elementary schools. In addition, this study will contribute to the teacher’s teaching effectiveness and build a trusting and creative atmosphere that is conducive to the attainment of the goals of the organization particularly in logically exalting environment and reverent leadership attributes of teachers’ in public elementary schools.

Future Researchers. Given that the present study found no statistically significant influence of logically exalting environments and reverent leadership attributes on student learning outcomes, future researchers are encouraged to explore these variables using mixed methods approaches or longitudinal designs. Qualitative data, such as interviews, classroom observations, or case studies, may provide deeper insights into the emotional and relational dimensions of these constructs, which are often not fully captured through quantitative measures alone.

Consent (where ever applicable)

The study was conducted in accordance with recognized ethical guidelines to uphold the safety, dignity, and rights of all individuals involved. Prior to data collection, the researcher obtained the required approvals, including a formal endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The ethical standards followed were guided by the principles outlined in Pregoner et al. (2025), ensuring alignment with contemporary protocols for research involving human subjects in educational settings. Participation in the research was strictly voluntary. Participants were clearly informed about the objectives, scope, and procedures of the study, as well as their right to withdraw at any time without fear of penalty or adverse consequences. Informed consent was obtained as confirmation of their understanding and agreement to participate. To protect participant confidentiality, no identifying personal data were collected, and all information was handled with the utmost confidentiality. The data gathered were used solely for academic and research purposes. These ethical safeguards ensured that the study was carried out with integrity, transparency, and full adherence to professional standards.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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