Original Research Article

**INNOVATIVE COOPERATION AND CLASSROOM RESPONSIBILITY PRACTICES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS**

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ABSTRACT

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| This study described the innovative cooperation and classroom responsibility practices of teachers in public elementary schools. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 131 teachers in public elementary school using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings exposed that innovative cooperation of teachers in public elementary schools in terms of process, mediation, peace and values were manifested oftentimes by the teachers. Furthermore, their classroom responsibility practices of teachers in public elementary schools in terms of humanity, carefulness, courtesy and quality were manifested sometimes by the teachers. It was established that there was a significant relationship between innovative cooperation and classroom responsibility practices of teachers in public elementary schools. It revealed further that the domains of innovative cooperation were significantly influenced classroom responsibility practices of teachers in public elementary schools. Based on the findings, the public school teachers should join the symposia and trainings from the DepEd for professional growth program. Provide skillful enhancement program for teachers with the aim of building dimensions which was supported by the Department of Education for learner benefits and simultaneously learn the content of better educational practices. |

*Keywords*: innovative cooperation, classroom responsibility practices teachers, public elementary schools, descriptive-correlational, education

1. INTRODUCTION

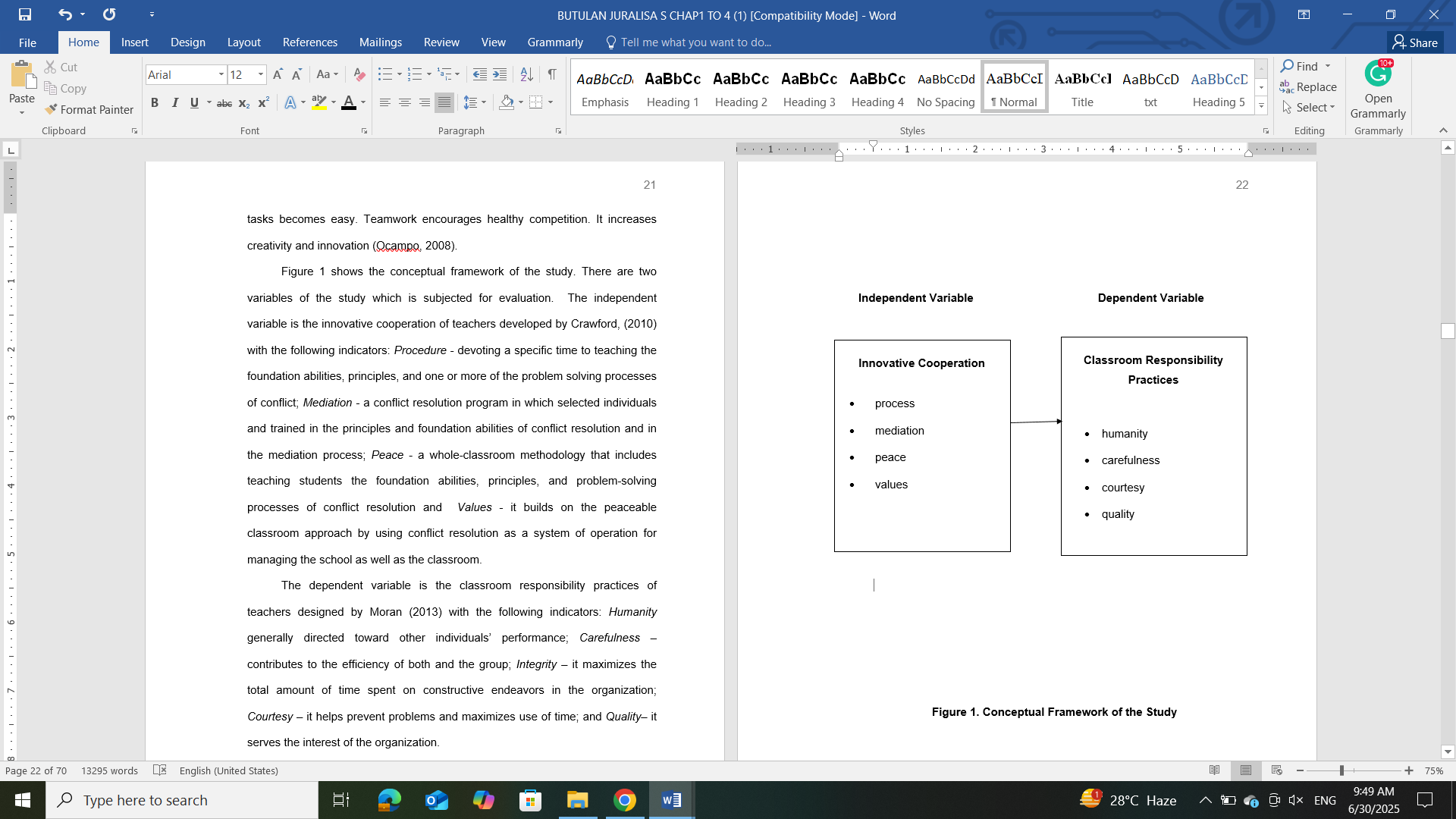
Innovative cooperation partners play a critical role in driving innovation within organizations (Melane-Lavado & Alvarez-Herranz, 2020). Cooperation in innovation activities helps identify key characteristics that differentiate innovative, cooperative firms from non-cooperative ones (Pekovic et al., 2020). A novel approach to this issue involves evaluating how organizations choose their innovation partners. Teachers, for instance, can distinguish firms based on how they value innovative cooperation partners during the development of innovation initiatives. These organizations often apply a profit-selection model to decide whether to engage in cooperative ventures, giving importance to managing incoming knowledge spillovers (Qi et al., 2022). Notably, those that collaborate with organizations within the same group or with suppliers tend to place a higher value on cooperation in the innovation process. Furthermore, the factors influencing the perceived importance of cooperative activities often differ from those that drive the decision to cooperate itself (Freire & Gonçalves, 2022).

Hermanto and Srimulyani (2022) emphasized that school organizations cannot thrive without members who act as responsible citizens, engaging in positive, constructive behaviors. In education, particularly, the principles of innovative cooperation and classroom responsibility among teachers are vital. Although schools prioritize these principles, they often remain inadequately addressed in practice. Understanding the sources and nature of teachers' classroom responsibility continues to be a crucial concern in improving school systems (Schweingruber et al., 2020).

In the Philippines, Pasion (2023) observed that Filipino teachers frequently lack adequate compensation and meaningful rewards for their work. When staff members are compelled to perform extra-role behaviors without proper recognition or incentives, it can negatively impact their output and morale. This blending of voluntary and non-voluntary responsibilities can undermine essential goals related to organizational responsibility and overall performance. Despite these challenges, teachers are still expected to perform core tasks such as preparing classrooms, providing diverse learning resources, monitoring student development, and evaluating student performance through various assessments.

Lijun and Te (2024) reported ongoing challenges among school administrators in fostering consistent and effective responsibility practices among teachers. These practices should ideally be supported through regular recognition and reinforcement. He also stressed the importance of mutual respect among pupils, teachers, and staff, which should be visibly practiced across school campuses and classrooms. However, such ideals are not always successfully implemented. To address these issues, a collaborative culture is necessary—one where all stakeholders communicate sensitively, use respectful language, and model the values of responsibility, self-control, tolerance, and empathy. School leaders and teachers, in particular, must act as role models to cultivate a more responsible and productive school environment.

Given this context, the researcher was compelled to conduct a study on the relationship between innovative cooperation and classroom responsibility practices among teachers in public elementary schools. The findings of this research are expected to provide practical implications such as clearer role definitions, enhanced communication systems, and the promotion of mutual understanding within schools. When staff members go beyond their routine duties and deliver performance that exceeds expectations, it leads to greater organizational efficiency and effectiveness. Ultimately, such achievements bring honor not only to the school but also to the broader community and the teaching profession as a whole.



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

**1.1 Statement of the Problem**

The main purpose of the study determined the innovative cooperation and classroom responsibility practices 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 innovative cooperation of teachers in public elementary schools in terms of:

1.1 process,

1.2 mediation,

1.3 peace and

1.4 values?

2. What is the level of classroom responsibility practices of teachers in public elementary schools in terms of:

2.1 humanity,

2.2 carefulness,

2.3 courtesy and

2.4 quality?

3. Is there a significant relationship between the innovative cooperation and classroom responsibility practices of teachers in public elementary schools?

4. Which domains of innovative cooperation significantly influence classroom responsibility practices of teachers in public elementary schools?

**1.2 Hypotheses**

The null hypotheses of the study were tested at α 0.05 level of significance:

1. There are no significant relationships between the innovative cooperation and classroom responsibility practices of teachers in public elementary schools.

2. None of the domains of innovative cooperation significantly influence classroom responsibility practices of teachers.

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative research design utilizing the correlational method. This design was appropriate for examining the degree of association between innovative cooperation and classroom responsibility practices among public elementary school teachers. As Baguio and Baguio (2025) emphasized, relationships between variables may arise from shared behavioral patterns or be shaped by common external influences. In this study, the correlational method enabled the researcher to determine whether teachers who engage in higher levels of innovative cooperation also demonstrate stronger classroom responsibility practices. By exploring this relationship, the study aimed to uncover insights that could inform professional development programs, foster collaborative school cultures, and enhance teacher performance across public elementary schools

**2.2 Research Respondents**

The respondents of this study were the 131 teachers from public elementary schools in the Boston District, Division of Davao Oriental. The study employed universal sampling, wherein the entire population was included as respondents. Data were gathered through a survey questionnaire, which allowed teachers to evaluate both themselves and their colleagues. To ensure relevant experience, only teachers who had served in public schools for at least three years were included in the study.

**2.3 Research Instrument**

The main data collection tool for this study consisted of researcher-made survey questionnaires designed to measure the levels of innovative cooperation and classroom responsibility practices among public elementary school teachers in the Boston District, Division of Davao Oriental. These instruments were developed based on relevant theoretical frameworks, scholarly literature, and prior studies related to innovation in education and teacher responsibility practices. To ensure content accuracy and alignment with the study's objectives, the questionnaires underwent face and content validation by a panel of experts in Educational Management, Instructional Leadership, and Elementary Education. Revisions were made based on the panel's recommendations to enhance the instruments’ clarity, validity, and overall readability.

To establish the reliability of the instruments, a pilot test was conducted involving 30 public elementary school teachers from a neighboring district not included in the main study. The results indicated high internal consistency, with a Cronbach’s Alpha of 0.920 for the Innovative Cooperation subscale and 0.932 for the Classroom Responsibility Practices subscale.

**2.4 Data Gathering Procedure**

# Data collection followed a systematic and ethically sound procedure. The researcher first obtained an endorsement from the Dean of the Graduate School and secured ethical clearance from the institution’s Ethics Review Committee. A formal request was then submitted to the Office of the Schools Division Superintendent of the Division of Davao Oriental. Upon approval, an endorsement letter was issued to the School Heads of the public elementary schools in Boston District to authorize the conduct of the study.

# A pilot test was initially conducted to assess the reliability and clarity of the research instruments. Based on the results, necessary refinements were made to improve the final version of the survey questionnaires. These finalized instruments were then distributed to the 131 teacher-respondents using the universal sampling approach. Each respondent was briefed on the purpose of the study and was provided with instructions for accurately completing the questionnaire. The completed surveys were collected personally by the researcher. All responses were then submitted to a professional statistician for encoding, tabulation, and statistical analysis.

# 2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was used to determine the levels of innovative cooperation and classroom responsibility practices among the respondents. It provided a measure of the central tendency of teachers' perceptions and behaviors across each domain.

Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical tool was employed to assess the strength and direction of the relationship between innovative cooperation and classroom responsibility practices. It helped determine whether a significant linear relationship existed between the two primary variables.

Multiple Regression Analysis. This was used to evaluate the extent to which the specific dimensions of innovative cooperation significantly predicted the levels of classroom responsibility practices. Through this analysis, the study identified which aspects of innovative cooperation had the most substantial influence on teachers' responsible behaviors in the classroom.

3. results and discussion

**3.1 Level of Innovative Cooperation among Teachers in Public Elementary Schools**

Table 1. *Level of Innovative Cooperation among Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Indicators** | **Mean**  **(x)** | **Descriptive Level** |
| 1. | process | 3.58 | High |
| 2. | mediation | 3.83 | High |
| 3. | Peace | 2.98 | Moderate |
| 4 | Values | 3.85 | High |
| Overall | | 3.56 | High |

Presented in Table 1 is the level of innovative cooperation among teachers in public elementary schools, as measured across four indicators: process, mediation, peace, and values. The indicator "values" received the highest mean score of 3.85, categorized as “high,” followed closely by "mediation" with a mean of 3.83, also interpreted as “high.” The indicator "process" had a mean score of 3.58, likewise categorized as “high.” In contrast, the "peace" indicator received the lowest mean of 2.98, falling under the “moderate” level. The overall mean score for innovative cooperation was 3.56, which is categorized as “high.”

These findings suggest that teachers generally demonstrate a strong orientation toward innovative cooperation, especially in terms of shared values, collaborative mediation, and procedural engagement. However, the moderate rating for peace indicates a potential area for improvement in fostering a more harmonious and conflict-sensitive environment. The overall high level of innovative cooperation reflects the teachers' commitment to collaborative practices that support professional growth, teamwork, and educational innovation within their schools.

This finding is consistent with the study of Adeoye and Jimoh (2023), who asserted that high levels of innovative cooperation among educators lead to greater adaptability and collective problem-solving in schools. Similarly, Khofi (2024) emphasized that when teachers actively engage in collaborative processes and shared decision-making, it fosters a culture of trust, openness, and innovation. Moreover, Ivanov (2025) highlighted that innovation thrives in environments where values-based cooperation, such as mutual respect and shared goals, are practiced consistently. The high level of innovative cooperation observed in this study reflects the commitment of teachers to work collectively, exchange ideas, and implement new strategies that enhance both teaching effectiveness and school improvement efforts.

**3.2 Level of Classroom Responsibility Practices among Teachers in Public Elementary Schools**

Table 2. *Level of Classroom Responsibility Practices among Teachers in Public Elementary Schools*

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Indicators** | **Mean**  **(x)** | **Descriptive Level** |
| 1 | Humanity | 3.40 | Moderate |
| 2 | Carefulness | 2.90 | Moderate |
| 3 | Courtesy | 3.71 | High |
| 4 | Quality | 3.22 | Moderate |
| **Overall** | | **3.31** | **Moderate** |

Presented in Table 2 is the level of classroom responsibility practices among teachers in public elementary schools, measured across four indicators: humanity, carefulness, courtesy, and quality. Among these, "courtesy" received the highest mean score of 3.71, which is categorized as “high.” The remaining indicators—"humanity" (3.40), "carefulness" (2.90), and "quality" (3.22), were all rated as “moderate.” The overall mean score was 3.31, which falls under the “moderate” descriptive level.

These results indicate that while teachers consistently practice respectful and courteous behavior in the classroom, other aspects of responsibility such as attentiveness, quality of work, and humane interactions are observed at a moderate level. The high rating for courtesy reflects the importance placed on respectful communication and behavior among teachers. However, the moderate overall rating suggests that there is room for growth in reinforcing consistent and comprehensive responsibility practices, particularly in areas requiring careful execution of duties and maintaining high standards of instructional delivery.

This finding aligns with the research of Amerstorfer and Freiin von Münster-Kistner (2021), who emphasized that teachers with strong classroom responsibility practices are more effective in promoting discipline, student engagement, and academic accountability. Arifin et al. (2024) also found that high levels of teacher responsibility, particularly in areas such as courtesy, professionalism, and instructional quality, contribute to a positive classroom climate that supports student achievement. Additionally, Bonna (2023) noted that responsible classroom behaviors, including respectful communication and consistent implementation of classroom routines, are key indicators of effective teaching and leadership. The high level of classroom responsibility practices observed in this study suggests that public elementary school teachers in the Boston District are committed to upholding professional standards, fostering respectful learning environments, and delivering quality instruction to their learners.

**3.3 Significant Relationship between Innovative Cooperation and Classroom Responsibility Practices among Teachers in Public Elementary Schools**

Table 3. *Significant Relationship between Innovative Cooperation and Classroom Responsibility Practices among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Innovative Cooperation | 3.56 |  |  |  |  |  |
|  |  | 0.58 | 0.72 | High | 0.000 | Reject Ho₁ |
| Classroom Responsibility Practices | 3.31 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between innovative cooperation and classroom responsibility practices among teachers in public elementary schools. The relationship between these two variables yielded a correlation coefficient (R) of 0.61 and a p-value of 0.000, which is lower than the 0.05 level of significance. This indicates a high and statistically significant positive relationship between innovative cooperation and classroom responsibility practices. The coefficient of determination (R² = 0.37) implies that 37% of the variation in classroom responsibility practices can be explained by the level of innovative cooperation among teachers. Since the p-value is less than 0.05, the null hypothesis (Ho₁) is rejected, confirming that innovative cooperation is significantly related to classroom responsibility practices.

This finding suggests that teachers who actively engage in innovative cooperation—characterized by collaborative processes, shared values, mediation, and mutual understanding, are more likely to exhibit strong classroom responsibility practices. Such cooperation fosters a professional culture of accountability, mutual respect, and shared goals, which in turn encourages teachers to consistently demonstrate courtesy, carefulness, and a commitment to quality teaching. The presence of a cooperative and innovative work environment reinforces teachers' sense of duty and ethical behavior, ultimately contributing to a more effective and responsible teaching force in public elementary schools.

This finding is supported by the study of Paletta et al. (2020), who emphasized that innovative cooperation among teachers strengthens a sense of shared responsibility and professional commitment, leading to more consistent and accountable classroom practices. Similarly, Sawo (2023) found that when educators engage in collaborative innovation, enhances their sense of duty and improves their instructional behaviors. Furthermore, the work of Abubakar (2024) affirmed that schools fostering innovation through cooperative values and open communication contribute significantly to teachers’ motivation to uphold professional standards, act ethically, and demonstrate responsibility in daily classroom interactions. These findings confirm that innovative cooperation is not only a catalyst for institutional progress but also a driver of individual accountability and effectiveness in teaching.

**3.4. Domains of Innovative Cooperation that Significantly Influence Classroom Responsibility Practices among Teachers in Public Elementary Schools**

**Table 4.** *Domains of Innovative Cooperation that Significantly Influence Classroom Responsibility Practices among Teachers in Public Elementary Schools*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.64 | 0.77 |  | 7.70 | 0.000 | Significant |
| process | 0.81 | 0.69 | 0.67 | 7.32 | 0.000 | Significant |
| mediation | 0.78 | 0.66 | 0.65 | 7.15 | 0.000 | Significant |
| peace | 0.76 | 0.64 | 0.63 | 6.01 | 0.000 | Significant |
| Values | 0.79 | 0.68 | 0.66 | 7.24 | 0.000 | Significant |
| **Regression Model** | | | | | | |
| Classroom Responsibility Practices = 3.64 + 0.81 (process) + 0.78 (mediation) + 0.76 (peace) + 0.79 (Values) | | | | | | |
| R = 0.72; R² = 0.518; F = 96.12; p-value = 0.000 | | | | | | |

Presented in Table 4 is the regression analysis examining how the different domains of innovative cooperation—process, mediation, peace, and values—significantly influence classroom responsibility practices among teachers in public elementary schools. The regression model predicting classroom responsibility practices is expressed as: Classroom Responsibility Practices = 3.64 + 0.81 (Process) + 0.78 (Mediation) + 0.76 (Peace) + 0.79 (Values).

The model explains 51.8% of the variation in classroom responsibility practices, as indicated by the R² value of 0.518. The overall model is statistically significant, with an F-value of 96.12 and a p-value of 0.000, confirming that the domains of innovative cooperation significantly predict the level of classroom responsibility practices among teachers. These findings indicate that all four domains of innovative cooperation meaningfully contribute to promoting responsible behaviors in the classroom. Among these, the process domain had the highest standardized beta value (β = 0.67), suggesting that when teachers actively engage in collaborative and structured processes, they are more likely to display consistent and responsible classroom practices. Similarly, values (β = 0.66), mediation (β = 0.65), and peace (β = 0.63) also had strong positive influences. These domains emphasize the role of shared values, conflict resolution, and a peaceful teaching climate in shaping responsible and ethical teaching behavior. Overall, the results underscore that fostering innovative cooperation in schools not only enhances professional collaboration but also strengthens teachers’ commitment to their responsibilities, reinforcing quality instruction, respectful interaction, and classroom integrity.

This finding aligns with the study of MacNeil et al. (2023), who emphasized that when teachers engage in structured, process-oriented collaboration, they are more likely to develop a deeper sense of professional responsibility and shared accountability. Similarly, Ta et al. (2023) found that mediation and open dialogue among educators contribute to stronger ethical standards and more consistent classroom practices. In addition, Gonzales (2024) highlighted that fostering a peaceful, values-driven teaching culture not only improves interpersonal relationships among teachers but also enhances their commitment to carefulness, courtesy, and instructional quality. These studies support the present finding that innovative cooperation, in its various forms, plays a critical role in shaping responsible classroom behaviors and advancing the professional growth of teachers.

**5. CONCLUSIONS**

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

Firstly, the level of innovative cooperation among public elementary school teachers is generally high. This is evident in the consistently strong ratings across the domains of process, mediation, peace, and values. These results indicate that teachers actively engage in collaborative practices, value-driven decision-making, and conflict-sensitive approaches that promote professional synergy. Such practices reflect an environment where innovation is nurtured through open communication, mutual respect, and shared goals, critical elements in ensuring cohesive and forward-thinking teaching communities.

Secondly, the level of classroom responsibility practices among teachers is moderate, with courtesy rated highest among the indicators. This suggests that while teachers demonstrate respectful and ethical behaviors in their classrooms, there is still room to strengthen other dimensions such as carefulness, quality, and humane interactions. A moderate level of responsibility implies that teachers are aware of their professional obligations and are partially successful in consistently applying responsible and accountable practices in their instructional roles.

Thirdly, a significant relationship between innovative cooperation and classroom responsibility practices was observed. This means that teachers who actively participate in innovative, cooperative engagements are more likely to exhibit responsible classroom behaviors. The positive correlation confirms that collaboration among educators plays a critical role in enhancing personal accountability, ethical conduct, and instructional quality. Cooperation empowers teachers to align their professional actions with shared values, fostering a culture of mutual support and responsibility within the school setting.

Lastly, the domains of innovative cooperation significantly influence classroom responsibility practices. Among these, the process domain emerged as the strongest predictor, followed closely by values, mediation, and peace. This highlights the importance of structured collaboration, ethical foundations, and constructive conflict resolution in strengthening teachers’ sense of responsibility. When schools cultivate innovation through cooperative processes grounded in shared values and peaceful interactions, they enable teachers to become more consistent, reflective, and responsible educators. These findings affirm that building a culture of innovation and cooperation is essential to promoting ethical and effective teaching practices in public elementary schools.

**6. RECOMMENDATIONS**

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

For DepEd officials, it is recommended to institutionalize professional development programs that promote innovative cooperation, particularly in the domains of collaborative processes, mediation, peace-building, and values-based engagement. These dimensions should be embedded into national frameworks such as the Philippine Professional Standards for Teachers (PPST), performance appraisal tools, and in-service training modules. DepEd may also consider formulating policies that encourage school-based innovation teams, inter-school collaboration, and reflective teaching practices that support the development of professional responsibility and ethical conduct in the classroom. Such initiatives will strengthen the link between innovation and accountability, ultimately enhancing teaching quality in public elementary schools.

For school administrators, it is encouraged to cultivate a school culture that values cooperation, ethical teaching, and mutual respect. Administrators should provide structured capacity-building programs focused on the domains of innovative cooperation and classroom responsibility practices. Initiatives such as peer mentoring, values-driven leadership workshops, and collaborative lesson planning can help reinforce shared responsibility and promote consistent, respectful classroom behavior. Encouraging teamwork, dialogue, and conflict-sensitive approaches can also lead to more harmonious and accountable teaching environments.

For teachers, the study recommends active participation in school-based learning action cells (LACs), professional learning communities, and collaborative instructional planning sessions that emphasize innovation and professional responsibility. Teachers should reflect regularly on their cooperative practices and how these contribute to responsible classroom behaviors. Adopting peace-oriented, student-centered, and values-aligned teaching strategies will not only improve instructional effectiveness but also foster a stronger sense of ethical commitment and classroom management. By integrating cooperation with responsibility, teachers can create environments that support both academic excellence and character formation.

Lastly, for future researchers, it is suggested to investigate the impact of innovative cooperation and classroom responsibility practices on broader educational indicators such as student discipline, teacher well-being, and overall school effectiveness. Further studies may explore the mediating roles of teacher collaboration, school leadership, or professional identity in shaping responsible behaviors. Longitudinal or mixed-method research across different divisions or educational settings would provide deeper insights and help develop context-sensitive strategies to strengthen both innovation and ethical practice in the teaching profession.

Consent (where ever applicable)

This study was conducted in full compliance with established ethical standards to protect the rights, dignity, and welfare of all participants. Before the data collection began, the researcher obtained the required approvals from institutional authorities, including an endorsement from the Dean of the Graduate School and clearance from the institution’s Ethics Review Committee. The research adhered to the ethical principles outlined by Pregoner et al. (2025), aligned with current best practices in educational research involving human participants. Participation was entirely voluntary, and respondents were thoroughly informed about the study’s objectives, procedures, and their right to refuse or withdraw from participation at any stage without any negative consequences. Informed consent was secured to ensure that participants understood and agreed to the conditions of the study. No identifying information was collected, and all responses were kept strictly confidential to maintain participant anonymity. All data were utilized solely for academic purposes, reinforcing the study’s ethical integrity, transparency, and respect for participant autonomy.

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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