East Asian Journal of Multidisciplinary Research (EAJMR)
Vol.2, No.4 2023: 1481-1498

# Technology Proficiency and School Culture as the Influence of Teaching Behaviour among Public Elementary School Teacher

Maricris U. Catog
University of Mindanao
**Corresponding Author:** Maricris U. Catog maricris.catog@deped.gov.ph

A R T I C L E I N F O

*Keywords:* Technology Proficiency, School Culture, Teaching Behavior, Influence, Philippines

*Received : 05, February*
*Revised : 10, March*
*Accepted: 15, April*



A B S T R A C T

This study aimed to determine the technology proficiency and school culture influence of teaching behavior among public elementary school teachers. The study employed a descriptive-correlational research technique which is designed to gather data, ideas, and information. This assesses the levels of technology proficiency, school culture, and teaching behavior of 300 public elementary school teachers. Based on the results, only school culture was the predictor that best predicted the teacher behavior of the public elementary teacher. The results of the findings are discussed in relation to encouraging teachers to improve their technology proficiency and school culture which may affect their behavior where integrating technology to teach and manage school structures may have an impact on engaging relationships with their students.

DOI prefix: https://doi.org/10.55927/eajmr.v2i4.3748
ISSN-E: 2828-1519
https://journal.formosapublisher.org/index.php/eajmr

## INTRODUCTION

Teaching behavior as defined by Blazar and Kraft (2017) is the behavioral manifestation of the teaching performance, it was done by facilitating the student or a group of students to learn. According to Rashid and Zaman (2018), it demonstrates the verbal and nonverbal behaviors of the teacher to communicate education within an academic setting. The study by Possel et al. (2013) exposed that the different teachers who applied to teach may have resulted in different performances for students with negative and positive effects (Possel et al., 2013). The study of Chetty et al. (2014) indicates that teaching behavior is multidimensional with many factors beyond their core academic knowledge. And these behaviors demonstrated by teachers may lead to little effort in imparting knowledge within an academic setting to the learners.

Several researchers conducted in enhancing the behavior of teachers. The study of Broekhuizen et al. (2017) revealed that positive teaching behavior may affect achievement in the classroom. Kaiser et al. (2017) found that students' use of class time and increased student learning engagement were associated with organizational teaching behavior. Additionally, Peterson *et al*. (2016) found that teachers who applied organizational behavior will increase improvements in the academic achievement of the students. Research also showed that teaching behavior in terms of socio-emotional has a positive correlation to improved academic achievement of the students (Maynard *et al*., 2017).

Within the field of instruction, the impact of innovation is ever-expanding as schools and indeed state governments mandate its utilization increasingly each year (Francis, 2017). Because of its importance in the advancement of society in the general and educational division, in particular, successful innovation integration into teaching and learning has become the focus of many teachers (Kafyulilo et al., 2016). According to Thomas et al. (2019), a number of scholars have looked into technology integration projects around the world to see how technology affects teaching and learning.

Subjective norms and perceived behavioral control are two elements that Yu et al. (2021) study as factors that may influence teachers' behavioral intentions. According to Arbaugh (2002), behavioral characteristics tended to be stronger indicators of student learning and satisfaction than technological characteristics.

The associations of school cultures with teachers' behavior have also been studied in the past. The study by Duan et al. (2018) revealed that school cultures have a relationship with teachers' beliefs, behaviors, and instructional practices. Normative ideas and shared behavioral expectations, according to Idris (2019), can also be markers of an organization's culture. Work climate, leadership styles, work tactics, organizational behavior, and how things are done in organizations are all directly tied to school culture (Kalman & Balkar, 2017).

Education in underdeveloped countries takes place in quite different circumstances than it does in rich countries. The Philippines is one of the developing countries in Southeast Asia with many of the same challenges and

constraints as its developing neighbors' educational systems. Research findings affirmed that teachers teaching behavior is one of the common problems perceived in the local setting. Principals and teachers from the different schools asserted that this is due to the expansion of technology and the sustainable school culture which causes several teachers unable to teach constructively (Bellibas et al., 2020).

The researcher has not encountered related to the study of technology proficiency and school culture as the influence of teaching behavior among public elementary school teachers in San Isidro, Davao Oriental. It is on the above perspective that it took relevance to examine if technology proficiency and school culture influence teaching behavior; hereafter, crafting this study contemporary expertise that surely supports the domain of education.

## THEORETICAL REVIEW

### Hypotheses

The following null hypotheses formulated and tested at 0.05 level of significance in this study are the following:

1. There is no significant relationship between technology proficiency and school culture teaching behavior among public elementary school teachers.
2. There is no significant influence between technology proficiency and school culture on teaching behavior among public elementary school teachers.
3. There is no domain between technology proficiency and school culture that can significantly influence teaching behavior among public elementary school teachers.

As shown Figure 1, visibly presents multiple regression consisting of two independent variables which further aims to measure its relationship and influence on the dependent variable. Technology Proficiency may function as the first independent variable when its variations significantly justify the variation of Teaching Behavior as the dependent variable, as well as School Culture may also be determined as the second independent variable when its variation significantly explains the variation of Teaching Behavior as the dependent variable. This study looked into the possibilities to link teacher behavior to technology proficiency and school culture variables, the following depicts the conceptual framework that undergirds this study

Teachers' roles are changing as a result of the usage of technology in education. Teachers' technological expertise is viewed as an important component that should be included in their professional competencies (Instefjord & Munthe, 2016). The ability to use technology effectively in educational processes is intimately linked to teachers' technological development competencies and behavior. It is suggested that the use of technology in education has resulted in increased interaction and cooperation between students and teachers (Serin & Bozdag, 2020).

Fearnley and Amora (2020) conducted research into academics' behavioral intentions to adopt learning management systems using the

technology acceptance paradigm. They discovered a substantial positive-moderate relationship between the perceived ease of use of technology and instructors' attitudes toward learning management systems. Fathema *et al*. (2015) made the same observation in their quantitative study on expanding the technology acceptance model to examine faculty use of learning management systems, and their findings show that there is a strong positive correlation between faculty perceptions of ease of use of technology and their attitude toward technology.

In accordance with the relationship between school culture and instructional conduct. According to Arbabi and Mehdinezhad (2015), school culture and collaborative leadership have a good link with teacher conduct and are early drivers in school reform (Hallinger *et al*., 2020). Administrator initiatives to establish a healthy school culture have been connected to improved teacher efficacy and retention (Leithwood *et al*., 2019). Similar findings of Ndlovu and Proches (2019) found that schools with more teacher control over key school and classroom decisions have fewer issues with student misbehavior, more collegiality, and cooperation among teachers and administrators, a more committed and engaged teaching staff, and a better job of retaining their teachers. School culture and leadership provide a chance to increase student accomplishment.

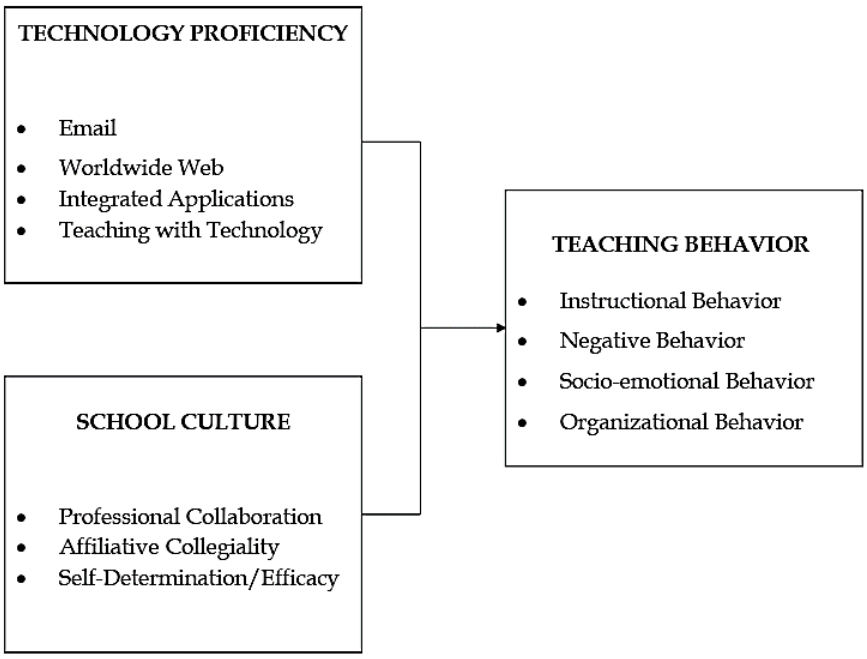


Figure 1. Conceptual Framework

## METHODOLOGY

The study employed a descriptive-correlational research technique which is designed to gather data, ideas, and information. This study was conducted in all public elementary schools in the municipality of San Isidro, Province of Davao Oriental. All public elementary school teachers are included in the study. There were 300 total teachers in the said municipality: San Isidro North, 165 teachers, and San Isidro South, 135 teachers.

Three sets of questions, modified by various authors, will be evaluated by questionnaire construction specialists. The experts' suggestions will be carefully considered and integrated into the final version of the instrument. The author will test and establish the validity of the adopted standardized questionnaire's contents once it has been modified to categorize the questions.

After collecting the data from all sources, the data were checked for further analysis, that is, fit the restriction of range in the data values, outliers, nonlinearity, and non-normality of data to determine the aptness of the generated model.

**RESULTS**

Illustrated in Table 1 are the descriptive statistics results on assessing the level of technology proficiency in public elementary school teachers in Davao Oriental, which has an overall mean of *4.09* and standard deviation of *0.50* which indicated consistency of responses and with a descriptive rating of *very high*, indicating that situations concerning the technology proficiency are manifested at all times. Taken as a whole, it is depicted that while there is a public elementary school teachers who strongly agree or agree on some statements, the general population tends to recognize that technology proficiency in their school can be generally observed continuously where they can communicate effectively and professionally, organize information, produce high-quality products, and enhance thinking skill.

| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
|---|---|---|---|
| Email | 0.53 | 3.99 | High |
| World Wide Web | 0.55 | 4.12 | High |
| Integrated Applications | 0.54 | 4.25 | Very High |
| Teaching with Technology | 0.54 | 4.02 | High |
| **Overall** | **0.50** | **4.09** | **Very High** |

Table 1. Level of Technology Proficiency in Public Elementary School Teacher

Revealed in Table 2 are the results of the descriptive statistics on assessing the level of school culture in public elementary school teachers in Davao Oriental, which has an overall mean of *4.28* and a standard deviation of *0.46* which indicated consistency of responses and with a descriptive rating of *very high*, indicating that situations concerning the school culture are manifested at all times. Overall, it appears that public elementary school teachers strongly agree with most of the statements and that the general public recognizes that public teachers in their school culture can always make ways for people to relate to and work together; the management of the school's structures, systems, and physical environment; and the extent to which there is a learning focus for both pupils and adults, including the nature of that focus.

| Indicators | SD | Mean | Descriptive Level |
|---|---|---|---|
| Professional Collaboration | 0.51 | 4.33 | Very High |
| Affiliative Collegiality | 0.53 | 4.28 | Very High |
| Self-determination/efficacy | 0.52 | 4.24 | Very High |
| **Overall** | **0.46** | **4.28** | **Very High** |

Table 2. Level of School Culture in Public Elementary School Teacher

Illustrated in Table 3 are the results of the descriptive statistics on assessing the level of teacher behavior in public elementary school teachers in Davao Oriental, which has an overall mean of *3.87* and standard deviation of *0.32* which indicated consistency of responses and with a descriptive rating of *high*, indicating that situations concerning the teacher behavior are manifested most of the times. Taken as a whole, it is depicted that public elementary school teachers who agree or sometimes agree with most of the statements, the general population tends to recognize that public teachers in their behavior often set classroom rules, communicate consequences, and provide the usual tips on engaging students and building relationships.

| Indicators | SD | Mean | Descriptive Level |
|---|---|---|---|
| Instructional Behavior | 0.47 | 4.45 | Very High |
| Negative Behavior | 0.61 | 2.68 | Moderate |
| Socio-emotional Behavior | 0.49 | 4.14 | High |
| Organizational Behavior | 0.44 | 4.19 | High |
| **Overall** | **0.32** | **3.87** | **High** |

Table 3. Level of Teacher Behavior in Public Elementary School Teacher

As shown in Table 4, the relationship between the two variables was measured in the study. The overall r-value of 0.387 with a p-value of 0.000 which is lower than the 0.05 level of significance indicated the null hypothesis's rejection. The results suggested that technology proficiency were significantly related to the teaching behavior.

| Technology Proficiency | Teaching Behavior | | | | |
|---|---|---|---|---|---|
| | Instructional Behavior | Negative Behavior | Socio-emotional Behavior | Organizational Behavior | Overall |
| **Email** | .218* (0.000) | -.047 (0.419) | .314* (0.000) | .300* (0.000) | .282* (0.000) |
| **World Wide Web** | .350* (0.000) | -.048 (0.412) | .280* (0.000) | .348* (0.000) | .334* (0.000) |
| **Integrated Applications** | .310* (0.000) | -.073 (0.206) | .266* (0.000) | .302* (0.000) | .285* (0.000) |
| **Teaching with Technology** | .368* (0.000) | .055 (0.340) | .307* (0.000) | .308* (0.000) | .386* (0.000) |

| | | | | | |
|---|---|---|---|---|---|
| **Overall** | .375* (0.000) | -.033 (0.564) | .350* (0.000) | .378* (0.000) | .387* (0.000) |

Table 4. Significance of the Relationship between the Technology Proficiency and Teaching Behavior

As shown in Table 5, the relationship between the two variables was measured in the study. The overall r-value of 0.544 with a p-value of 0.000 which is lower than the 0.05 level of significance indicated the null hypothesis's rejection. The results suggested that school culture was significantly related to teaching behavior.

| **School Culture** | **Teaching Behavior** | | | | |
|---|---|---|---|---|---|
| | **Instructional Behavior** | **Negative Behavior** | **Socio-emotional Behavior** | **Organizational Behavior** | **Overall** |
| **Professional Collaboration** | .494* (0.000) | .037* (0.520) | .457* (0.000) | .376* (0.000) | .505* (0.000) |
| **Affiliative Collegiality** | .521* (0.000) | .023 (0.689) | .375* (0.000) | .256* (0.000) | .435* (0.000) |
| **Self-determination/efficacy** | .547* (0.000) | .007 (0.905) | .440* (0.000) | .399* (0.000) | .511* (0.000) |
| **Overall** | .587* (0.000) | .024 (0.675) | .477* (0.000) | .386* (0.000) | .544* (0.000) |

Table 5. Significance of the Relationship between the School Culture and Teaching Behavior

Meanwhile, the relationship between the two variables was shown to be significant, thus, further analysis was made to determine the domain of technology proficiency which best predicts teaching behavior in public elementary schools. Table 6 is shown the results of the regression analysis showing the significant influence of technology proficiency on teaching behavior among public elementary school teachers. The analysis showed that only teaching with technology significantly influenced teaching behavior, hence it was the best predictor, with a t-value of 4.070 and a p-value of 0.000, which is lesser than the 0.05 level of significance, the statistical significance of teaching with technology's influence towards teacher behavior was established.

| **Teaching Behavior** | | | | |
|---|---|---|---|---|
| **Technology Proficiency** | **β (Standardized Coefficients)** | **B (Unstandardized Coefficients)** | **T** | **Sig.** |
| **Constant** | 2.756 | .156 | 17.656 | .000 |
| **Email** | .097 | .058 | 1.477 | .141 |
| **World Wide Web** | .153 | .089 | 1.831 | .068 |
| **Integrated Applications** | -.087 | -.052 | -1.005 | .316 |
| **Teaching with Technology** | .309 | .181 | 4.070 | .000 |
| **R** | .416 | | | |
| **$R^2$** | .173 | | | |

| | |
|---|---|
| **F** | 15.408 |
| ***p*** | .000 |

Table 6. Multiple Linear Regression Analysis of the Influence of Technology Proficiency and Teaching Behavior

The relationship between the two variables was shown to be significant, hence, further analysis was made to determine the domain of school culture which best predicts teaching behavior in public elementary schools. Table 7 is shown the results of the regression analysis showing the significant influence of school culture on teaching behavior among public elementary school teachers. The analysis showed that professional collaboration and self-determination/efficacy significantly influenced teaching behavior, hence it was the best predictor, with a t-value of 3.800 and 4.276, respectively, and having a p-value of 0.000, which is lesser than the 0.05 level of significance, the statistical significance of that professional collaboration and self-determination/efficacy influence towards teaching behavior were established.

Moreover, the results revealed that when school culture was regressed with teaching behavior, it generated an $R^2$ value of 0.310, which implies that the school culture variance can explain 31.0% of the variance of teacher behavior among public elementary school teachers. In comparison, the remaining 69.0% can be attributed to other factors, not covered by this study.

Essentially, the results suggested that professional collaboration and self-determination/efficacy were the indicators that best predicted the teacher behavior of the public elementary school teacher among the domains of school culture

| | **Teaching Behavior** | | | |
|---|---|---|---|---|
| **School Culture** | **B (Standardized Coefficients)** | **B (Unstandardized Coefficients)** | **T** | **Sig.** |
| **Constant** | 2.230 | .145 | 15.433 | .000 |
| **Professional Collaboration** | .279 | .177 | 3.800 | .000 |
| **Affiliative Collegiality** | .035 | .021 | .476 | .634 |
| **Self-determination/efficacy** | .301 | .184 | 4.276 | .000 |
| **R** | .557 | | | |
| **$R^2$** | .310 | | | |
| **F** | 44.361 | | | |
| ***p*** | .000 | | | |

Table 7. Multiple Linear Regression Analysis of the Influence of School Culture and Teaching Behavior

The overall relationship between the two variables was shown to be significant, hence, further analysis was made to determine the domain of predictor variables that best predicts teaching behavior in public elementary school. Table 8 is shown the results of the regression analysis showing the significant influence of technology proficiency and school culture on teaching behavior among public elementary school teachers. The analysis showed that teachers' behavior was significance influence by technology proficiency and school culture provided with t-values of 2.078 and 8.176 with p-values of 0.039 and 0.000, respectively. These results suggested that, although technology proficiency was found to be significant school culture was most likely to predict the teacher's behavior, hence, school culture was found to be the best predictor of influencing the teacher's behavior, and this the statistical significance of that school culture influence towards teacher behavior were established.

Moreover, the results revealed that when technology proficiency and school culture were regressed with teacher behavior, it generated an $R^2$ value of 0.306, which implies that the technology proficiency and school culture variance can explain 30.6% of the variance of teacher's behavior among public elementary school teachers. In comparison, the remaining 69.4% can be attributed to other factors, not covered by this study.

| **Teaching Behavior (Dependent Variables)** | | | | |
|---|---|---|---|---|
| **Independent Variables** | **β (Standardized Coefficients)** | **B (Unstandardized Coefficients)** | **t** | **Sig.** |
| **Constant** | 2.100 | .162 | 12.997 | .000 |
| **Technology Proficiency** | .121 | .086 | 2.078 | .039 |
| **School Culture** | .476 | .330 | 8.176 | .000 |
| **R** | .553 | | | |
| **$R^2$** | .306 | | | |
| **F** | 65.456 | | | |
| ***p*** | .000 | | | |

Table 8. Significance Influence of Technology Proficiency and School Culture on Teaching Behavior

## DISCUSSION

Among the indicators of technology proficiency, integrated with application possess a very high level. This indicates that public elementary school teachers manifested a very high ability to use, save, and create basic applications such as using of spreadsheets, PowerPoint presentations, newsletters with graphics, and other documents with formats.

The results aligned with the study of Sabzian and Gilakjani (2013), teachers may have a positive view on facilitating teaching with technology and have flexible teaching methods and effective computer utilization of improving student learning. This is also supported by the study of Marza (2012) that frequent utilization of computer technology in English instructions like using PowerPoint presentations is advantageous to develop and motivate learning.

Among the indicators of school culture, professional collaboration possesses a very high level. This indicates that public elementary school teachers could discuss instructional strategies and curriculum issues, works with colleagues, become involved in the decision-making process, interpret student behavior code, and use planning and organizational time allotted as a group rather than as a separate individual.

Deal and Peterson (2016) propose methods that are recognized as playing a crucial influence on the degree of stability and change in school improvement efforts, teachers' professional learning, and teachers' teaching patterns, which corroborate the findings of the analysis (Deal & Peterson, 2016). Teachers in such environments cooperate to progress as professionals and to enhance instruction, according to Leithwood et al. (2019).

In the study of Hedden (2015), the importance of professional collaboration allows teachers to engage in learning that corresponds to the situations which may help suffice the needs of the learners. Likewise, Campbell (2017) states that collaboration can be developed across the schools to support contemporary pieces of training, apprise students' achievements, and enrich community linkages, particularly the educators such as teams of professionals including teachers from different schools.

Among the indicators of teacher behavior, instructional behavior possesses a very high level. This indicates that public elementary school teachers often make sure they understand the material before moving to something new, asking questions in a way their students understand, helping their students in doing their tasks and assignments, and appreciating their student's participation even if it is not always right, and paying attention when their student states an opinion.

In the study conducted by Possel *et.al* (2013) revealed that instructional behavior may apply during the method of instruction, with the intention of promoting concept or skill development and critical thinking. With this, it can manifest teachers by means of illustrating feelings, reflecting, and demonstrating certain ideas in various situations. In addition to this, it includes knowledge collaboration regarding problem issues and defines approaches to intellectual instruction, emotions, ideas, and behaviors which is useful to teaching efficiency and learning involvements that build chances and encouragement to teachers to discover and cultivate their awareness with regards to teaching in significant ways (Arya *et.al*, 2014).

The overall relationship between technology proficiency and teacher behavior in public elementary school teachers was found to be significant. This means that the more the teaching proficiency was being manifested the more the teaching behavior will also manifest.

Pössel et al. (2013) links teaching behavior to other categories such as classroom atmosphere and instructor views. Teachers with strong judgments of educational technology self-skills have high perceptions of classroom management abilities, according to the findings of the study. Similarly, Buric and Kim (2020) stated that using technology in education may help teachers manage their classrooms by encouraging students and assisting them in achieving their educational goals. Multimedia, in particular, helps professors urge pupils to attend classes.

The study of Liu et al. (2017) showed that numerous teaching beliefs are linked with the use of technology. Particularly, the aspect of intelligence, the importance of using technology, the essence of self-worth, and pedagogical beliefs. Teachers' pedagogical beliefs considerably affect technology proficiency: their choice to use technology, their decision about the utilization of technology, and considering audiovisual as an aid by their learners.

The overall relationship between school culture and teacher behavior in public elementary school teacher were found to be significant, resulting to reject the null hypothesis and there was a positive moderate correlation in professional collaboration, affiliative collegiality, and self-determination/efficacy across the teacher behavior. This means that the more the school culture were manifested the more the teaching behavior will manifest.

Teachers are extremely important in terms of student success and motivation. When it comes to enhancing the quality of teachers in order to improve education, organizational school culture and school leadership behaviors play a critical part in resolving such challenges (Cansoy et al., 2020). The findings revealed that supporting school culture was positively connected with school leadership behaviors, implying that the stronger the leadership behavior, the higher the supportive school culture. According to the research of Ucar and Ugur (2020), servant leadership conduct leads to the attainment of common goals and the development of teachers.

Hongboontri and Keawkhong (2014) supported that school culture as the other groups with members including the teachers are formed by the constitutions, rules, and customs of day-to-day activities. Hence, the teachers teaching behavior is certainly identified by the school culture such as compositions, rules, and customs where he/she belongs.

The overall significant influence of technology proficiency on teacher behavior in public elementary school teachers was found to be significant, resulting in to reject of the null hypothesis. And based on the results, teaching with technology was the indicator that best predicted the teacher behavior of the public elementary school teacher among the domains of technology proficiency.

Everyone's life has become increasingly reliant on technology. The use of technology in education is becoming more ubiquitous as science and technology development. This incident emphasizes the importance of teacher attitudes about the usage of technology in the classroom. Serin and Bozdag's

(2020) study found that the usage of technology in the classroom is related to the autonomy of the instructor.

The overall significant influence of school culture on teacher behavior in public elementary school teachers was found to be significant, resulting in the rejection of the null hypothesis. And based on the results, professional collaboration and self-determination/efficacy were the indicators that best predicted the teacher behavior of the public elementary school teacher among the domains of school culture.

According to the findings of Muckenthaler et al (2020), collaborative elements are important in providing the environment for autonomous schools to implement particular structures and behaviors that help them achieve their organizational goals. Teacher cooperation has been acknowledged as a critical component in improving teaching and learning in the research. Teacher collaboration can also boost teacher confidence and dedication. Teachers must improve their ability to work together in a collaborative team if schools are to become more successful and satisfy the needs of all students.

On the other hand, according to Lazarides and Warner (2020), teacher self-efficacy influences their behavior and actions. Teacher self-efficacy is also linked to students' academic adjustment, patterns of teacher behavior and practices related to classroom quality, and factors underlying teachers' psychological well-being, such as personal accomplishment, job satisfaction, and commitment, according to Cansoy *et al*. (2020).

The overall significant influence of technology proficiency and school culture on teacher behavior in public elementary school teachers was found to be significant, resulting into rejection of the null hypothesis. And based on the results, only school culture was the predictor variable that best predicted the teacher behavior of the public elementary school teacher.

The findings of the study support Beckles-Morgan's (2020) research, which found that teachers, administrators, and other school personnel believe that school culture has become more tolerant of inappropriate and even aggressive behavior by some students over time while also successfully supporting the implementation of problem-solving techniques and positive behavior.

Rahayu *et al* (2020), on the other hand, revealed that culture has an impact on individual behavior and investigated aspects of human conduct. The findings revealed that school culture has a substantial and beneficial impact on primary teaching and learning, and it was determined that school culture has a predictive effect on the dimensions of the teaching process and learning, as well as the aspects of the teaching process.

## CONCLUSIONS AND RECOMMENDATIONS

This study shows that as perceived by the public elementary school teachers, the overall level of technology proficiency of the school teachers was very high. Similarly, there is also a very high level of school culture among the school teachers. The overall level of the teacher's behavior was high. Moreover, there was a significant relationship between technology proficiency and school

culture, and teacher behavior among public elementary school teachers. This positive statistical relationship denotes that an increase in technology proficiency and school culture will likely post a corresponding increase in the behavior of the teacher. Among the technology proficiency, only teaching with technology was found to have a significant influence on the teacher behavior, also, among the school culture, professional collaboration and self-deterministic were found to have a significant influence on the teaching behavior of public elementary school teachers. Furthermore, overall, technology proficiency and school culture were found to have a significant influence on the teaching behavior of public elementary school teachers.

## RECOMMENDATION

Based on the aforementioned findings and conclusions, the following recommendations are presented:

Public elementary school teachers in the municipality of San Isidro, Province of Davao Oriental, were very high in technology proficiency, school culture, and teacher behavior, so it was suggested to maintain their level in very high level in order to maintain the improvement of their progress and provide more opportunities for the students to responds that leads to promotes to their academic achievement.

Teachers may encourage to improve their technology proficiency and school culture, it may affect their teacher behavior where integrating technology to teach and manage school structures may have an impact on engaging and building relationships with their students.

If possible, the schools may be encouraged to assist technology integration of the teachers and school culture. This could influence the teacher's behaviour for professional development and achieving learners' productive outcomes as well as the development of the institution.

## FURTHER STUDY

Future studies may be done to focus on similar studies with different variables shall be undertaken by other researchers for the verification of the result of the present study considering other factors that affect the teacher's behavior in public elementary school teacher and widen the scope of the location of the study for the researchers to verify of the result of the present study.

## ACKNOWLEDGMENT

The researcher of this study would like to thank the Department of Education, the Davao Oriental Schools Division Superintendent, headed by the San Isidro North District Supervisor and San Isidro South District Supervisor for allowing me to conduct and complete the study.

**REFERENCES**

Arbabi, A., & Mehdinezhad, V. (2015). The relationship between the school principals'
collaborative leadership style and the teachers' self-efficacy. Palestrica of the
third millennium- Civilization and Sport 16(2), 125-131. http://www.pm3.ro/pdf/60/ro/11%20-%20arbabi%20%20%20%20125-131.pdf

Arbaugh, J. B. (2002). Managing the on-line classroom: A study of technological and behavioral characteristics of web-based MBA courses. The Journal of High Technology Management Research, 13(2), 203-223. https://doi.org/10.1016/S1047-8310(02)00049-4

Arya, P., Christ, T., & Chiu, M. M. (2014). Facilitation and teacher behaviors: An analysis of literacy teachers' video-case discussions. Journal of Teacher Education, 65(2), 111-127. https://doi.org/10.1177/0022487113511644

Beckles-Morgan, E. (2020). Assessing the Relationship Between Servant Leadership Behaviors of Teachers and School Culture (Doctoral dissertation, Grand Canyon University). https://www.proquest.com/openview/091e3ad6fd8fe92cb255f1ed4b6a5f7e/1?pq-origsite=gscholar&cbl=18750&diss=y

Blazar, D., & Kraft, M. A. (2017). Teacher and teaching effects on students' attitudes and behaviors. Educational evaluation and policy analysis, 39(1), 146-170. https://doi.org/10.3102/0162373716670260

Broekhuizen, M. L., Slot, P. L., van Aken, M. A., & Dubas, J. S. (2017). Teachers' emotional and behavioral support and preschoolers' self-regulation: Relations with social and emotional skills during play. Early Education and Development, 28(2), 135-153. https://doi.org/10.1080/10409289.2016.1206458

Burić, I., & Kim, L. E. (2020). Teacher self-efficacy, instructional quality, and student motivational beliefs: An analysis using multilevel structural equation modeling. Learning and Instruction, 66, 101302. https://doi.org/10.1016/j.learninstruc.2019.101302

Campbell, C. (2017). Developing Teachers' Professional Learning: Canadian Evidence and Experiences in a World of Educational Improvement. Canadian Journal of Education, 40(2), n2. https://www.jstor.org/stable/90010103

Cansoy, R., Polatcan, M., & Parlar, H. (2020). Paternalistic school principal

behaviours and teachers' participation in decision making: The intermediary role of teachers' trust in principals. Research in Educational Administration and Leadership, 5(2), 553-584. https://doi.org/10.30828/real/2020.2.8

Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers I: Evaluating bias in teacher value-added estimates. American Economic Review, 104(9), 2593-2632. https://doi.org/10.1257/aer.104.9.2593

Deal, T. E., & Peterson, K. D. (2016). Shaping school culture. John Wiley & Sons.

Duan, X., Du, X., & Yu, K. (2018). School culture and school effectiveness: The mediating effect of teachers' job satisfaction. International Journal of Learning, Teaching and Educational Research, 17(5), 15-25. https://doi.org/10.26803/ijlter.17.5.2

Fathema, N., Shannon, D., & Ross, M. (2015). Expanding the Technology Acceptance Model (TAM) to examine faculty use of Learning Management Systems (LMSs) in higher education institutions. Journal of Online Learning & Teaching, 11(2). https://jolt.merlot.org/Vol11no2/Fathema_0615.pdf

Fearnley, M. R., & Amora, J. T. (2020). Learning Management System Adoption in Higher Education Using the Extended Technology Acceptance Model. IAFOR Journal of Education, 8(2), 89-106. https://eric.ed.gov/?id=EJ1265695

Francis, J. (2017). The effects of technology on student motivation and engagement in classroom-based learning. https://dune.une.edu/theses/121

Hallinger, P., Gümüş, S., & Bellibaş, M. Ş. (2020). 'Are principals instructional leaders yet?'A science map of the knowledge base on instructional leadership, 1940–2018. Scientometrics, 122(3), 1629-1650. https://doi.org/10.1007/s11192-020-03360-5

Hedden, G., Education, B. E. S., Spark Education Solutions, L. L. C., McGrath, T., & Education, M. E. The Power of Compassionate Coaching. https://uocsweb03.uocslive.com/ISTE/ISTE2019/PROGRAM_SESSION_MODEL/HANDOUTS/112174337/ThePowerofCompassionateCoaching.pdf

Hongboontri, C., & Keawkhong, N. (2014). School culture: Teachers' beliefs, behaviors, and instructional practices. Australian Journal of Teacher

Education, 39(5), 5. https://search.informit.org/doi/abs/10.3316/aeipt.204802

Idris, I. (2019). Exploring organizational culture, quality assurance, and performance in higher education. MEC-J (Management and Economics Journal), 3(2), 166-181. https://doi.org/10.18860/mec-j.v3i2.7529

Instefjord, E., & Munthe, E. (2016). Preparing pre-service teachers to integrate technology: an analysis of the emphasis on digital competence in teacher education curricula. European Journal of Teacher Education, 39(1), 77-93. https://doi.org/10.1080/02619768.2015.1100602

Kafyulilo, A., Fisser, P., & Voogt, J. (2016). Factors affecting teachers' continuation of technology use in teaching. Education and Information Technologies, 21(6), 1535-1554. https://doi.org/10.1007/s10639-015-9398-0

Kaiser, J., Südkamp, A., & Möller, J. (2017). The effects of student characteristics on teachers' judgment accuracy: Disentangling ethnicity, minority status, and achievement. Journal of Educational Psychology, 109(6), 871. https://doi.org/10.1037/edu0000156

Kalman, M., & Balkar, B. (2017). Shifting Teachers' Perceptions of School Culture in Turkey: A Mixed Methods Study. In FIRE: Forum for International Research in Education (Vol. 4, No. 2, pp. 39-65). Lehigh University Library and Technology Services. 8A East Packer Avenue, Fairchild Martindale Library Room 514, Bethlehem, PA 18015. https://eric.ed.gov/?id=EJ1189519

Kistyanto, A., Rahman, M. F. W., Adhar Wisandiko, F., & Setyawati, E. E. P. (2022). Cultural intelligence increase student's innovative behavior in higher education: the mediating role of interpersonal trust. International Journal of Educational Management, 36(4), 419-440. https://doi.org/10.1108/IJEM-11-2020-0510

Lazarides, R., & Warner, L. M. (2020). Teacher self-efficacy. In Oxford research encyclopedia of education.https://doi.org/10.1093/acrefore/9780190264093.013.890

Leithwood, K., Sun, J., & McCullough, C. (2019). How school districts influence student achievement. Journal of Educational Administration. https://doi.org/10.1108/JEA-09-2018-0175

Liu, H., Lin, C. H., & Zhang, D. (2017). Pedagogical beliefs and attitudes toward information and communication technology: a survey of teachers of English as a foreign language in China. Computer Assisted Language Learning, 30(8), 745-765. https://doi.org/10.1080/09588221.2017.1347572

Marzá Nuria Edo (2012). English for Specific Purposes in Spanish Higher Education Settings: A Diagnostic Focus on Students' Preliminary Language Awareness, Attitudes and Expectations. Theory and Practice in Language Studies, 2, 437-438. http://dx.doi.org/10.4304/tpls.2.3.417-429

Maynard, B. R., Solis, M. R., Miller, V. L., & Brendel, K. E. (2017). Mindfulness-based interventions for improving cognition, academic achievement, behavior, and socioemotional functioning of primary and secondary school students. Campbell systematic reviews, 13(1), 1-144.https://doi.org/10.4073/CSR.2017.5

Muckenthaler, M., Tillmann, T., Weiß, S., & Kiel, E. (2020). Teacher collaboration as a core objective of school development. School Effectiveness and School Improvement, 31(3), 486-504. https://doi.org/10.1080/09243453.2020.1747501

Ndlovu, T. P., & Gerwel Proches, C. N. (2019). Leadership challenges facing female school principles in the Durban INK area. Gender and Behaviour, 17(2), 12859-12871. https://journals.co.za/doi/abs/10.10520/EJC-16eb24290e

Peterson, E. R., Rubie-Davies, C., Osborne, D., & Sibley, C. (2016). Teachers' explicit expectations and implicit prejudiced attitudes to educational achievement: Relations with student achievement and the ethnic achievement gap. Learning and Instruction, 42, 123-140. https://doi.org/10.1016/j.learninstruc.2016.01.010

Possel, P., Rudasill, K. M., Adelson, J. L., Bjerg, A. C., Wooldridge, D. T., & Black, S. W. (2013). Teaching behaviour and well-being in students: development and concurrent validity of an instrument to measure student-reported teaching behaviour. https://ir.library.louisville.edu/cgi/viewcontent.cgi?article=1145&context=faculty

Rashid, M. A. U. H., & Zaman, S. (2018, February). Effects of teacher's behavior on academic performance of students. In 3rd International Conference on Research and Practices in Education (Vol. 1, p. 15). https://www.researchgate.net/publication/325248514_Effects_of_Teacher's_Behavior_on_Academic_Performance_of_Students

Sabzian, F., & Gilakjani, A. P. (2013). Teachers' attitudes about computer technology training, professional development, integration, experience, anxiety, and literacy in English language teaching and learning. International Journal of Applied Science and Technology, 3(1). https://ijastnet.com/journals/Vol_3_No_1_January_2013/9.pdf

Serin, H., & Bozdag, F. (2020). Relationship between Teachers' Attitudes towards Technology Use in Education and Autonomy Behaviors. Turkish Online Journal of Educational Technology-TOJET, 19(3), 60-69. https://eric.ed.gov/?id=EJ1261402

Thomas, C. N., Peeples, K. N., Kennedy, M. J., & Decker, M. (2019). Riding the special education technology wave: Policy, obstacles, recommendations, actionable ideas, and resources. Intervention in School and Clinic, 54(5), 295-303. https://doi.org/10.1177/1053451218819201

Uçar, R., & Ugur, S. (2020). Teachers' Views on School Principals' Servant Leadership Behaviors: A Mixed Method Study= Ögretmenlerin Okul Müdürlerinin Hizmetkar Liderlik Davranislarina Iliskin Görüsleri: Bir Karma Yöntem Çalismasi. Educational Administration: Theory & Practice, 26(3), 565-611. https://eric.ed.gov/?id=EJ1282574

Yu, K. C., Wu, P. H., Lin, K. Y., Fan, S. C., Tzeng, S. Y., & Ku, C. J. (2021). Behavioral intentions of technology teachers to implement an engineering-focused curriculum. International Journal of STEM Education, 8(1), 1-20. https://doi.org/10.1186/s40594-021-00305-z