CARING BEHAVIOR OF TEACHERS AND SCHOOL CONNECTEDNESS IN PUBLIC ELEMENTARY SCHOOL TEACHERS

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NANCY E. HANDUMON

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APPROVAL SHEET

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This successful work is affectionately dedicated to

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my Creator and Savior, My Navigator, Shining Armor and Refuge.

To my loving husband, Edwin A Handumon,

to the fruits of our love, Lean Dwight, Lendy Nicole, Llany Mae and Llara Kate,

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not have been possible.

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The Researcher

ABSTRACT

The main purpose of the study was to describe which domain in caring behavior of teacher best influences teacher school connectedness. The respondents of the study were 277 Public Elementary School Teachers of New Corella District, Division of Davao del Norte for School Year 2016-2017. The study was quantitative non-experimental using a correlational technique. An adapted-modified questionnaire was used in gathering the data. Mean, Pearson-r, and Linear regression were used as statistical tools. Results showed that the level of caring behavior of teachers was *Very High,* while the level of school connectedness of teachers was also *Very high.* There is a significant relationship between caring behavior of teachers and their school connectedness. Among the domain of caring behavior of teachers, *reduce anxiety, demonstrate willingness to listen* and *recognize student behavior* have significant influence on the school connectedness of teachers. The domain of caring behavior of teachers that best influences teacher connectedness is *reduce anxiety.*

Keywords: *educational management, caring behavior of teachers, school connectedness of teachers, Philippines*
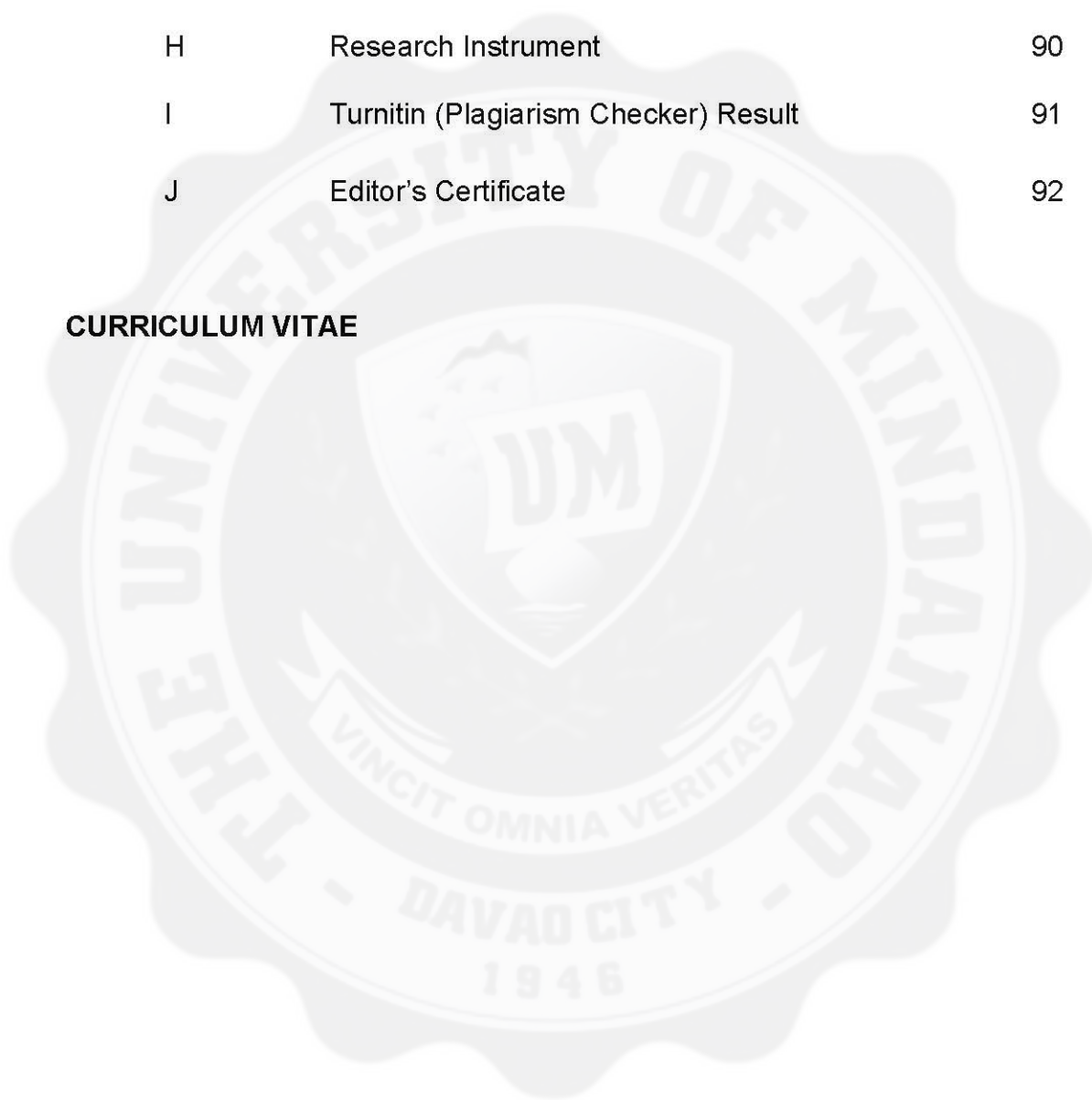
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INTRODUCTION

Rationale

Teacher's connectedness refers to relationship with the students and co-teachers, which include showing their love and care to all of these people. They should be collaborative in their work assignment which means that to say they have to support or help in the work which is difficult for them to attain. However, there are groups which try to keep up their feeling of predominance by barring the individuals who don't "fit." There had been great points of social stratification where some other individuals were viewed as stars and others disallowed as failures. This is extremely significant for the students and in addition teachers whose requirement for closeness with the school group is much more intense considering severance from the recognizable home and family care (Ngozi, Ada & Christy 2010).

Teachers' caring behavior meaningfully impact students' conduct, connections, training and lives. Caring behavior could impact school personnel to roll out the essential improvements to enhance the current instructive condition. In caring behavior, the teacher needs to extend their care and love to the students. There ought to be consideration given to students by extending attention and love to the students that teacher can encourage, motivate the students to learn. In this way, there is a need to immediately resolve the issue (Noddings, 2015).

In the Division of Davao del Norte particularly in New Corella District, the district supervisor when the study was conducted mentioned that there are some verbal complaints regarding the connectedness of teachers to their functions like less follow ups on students' progress and on the conduct of reviews to the slow learners. This disconnectedness will eventually result in the slowing down of the improvement of the academic aspect of the learners. It is in this premise that the researcher was very desirous to conduct a study on caring behavior of teachers and their connectedness.

The researcher has not come across with a study that is similar to the study undertaken by the researcher in the local setting. Thus, it is considered as an investigation that generates new knowledge to determine whether caring behavior of teachers influences the school connectedness of teachers in New Corella District, Division of Davao del Norte. Moreover, this is of social relevance for this will bring forth development particularly in improving the caring behavior and school connectedness of the teachers.

Research Objective

The purpose of this study was to determine which domain in the caring behavior of teachers that best influences the school connectedness of teachers in New Corella District, New Corella, Davao, del Norte. Specifically, this study has the following objectives:

1. To describe the level of caring behavior of teachers in New Corella District to their students in terms of:

1.1 reduce anxiety;

1.2 demonstration willingness to listen;

1.3 reward students for appropriate behavior;

1.4 show friendship, and

1.5 recognize students' behavior.

2. To describe the level of teacher school connectedness in New Corella District to their students in terms of:

2.1 perceived being liked by students;

2.2 self-confidence, feeling accepted;

2.3 communications clear and responsive;

2.4 perceived being liked by adults;

2.5 professional / academic experience satisfaction;

2.6 school climate safety and

2.7 sense of pride and belonging.

3. To determine the significant relationship between the caring behavior of teachers and their school connectedness.

4. To determine which domain of caring behavior of teachers best influences teachers' school connectedness.

Hypothesis

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between caring behavior of teacher and their school connectedness.

2. There is no domain in caring behavior of teachers that best influences teacher school connectedness.

Review of Related Literature

This part presents some articles and readings taken from various sources which are in support to the study undertaken by the researcher. The researcher focused on the caring behavior of teachers and their school connectedness.

Caring behavior teachers, as indicated by Miller (2008) was taken into consideration in the choice or selection of indicators used in the study. The indicators are *reduce anxiety, demonstrate willingness to listen, reward students for appropriate behavior, show friendship* and *recognize students' behavior.*

On the other hand, the school connectedness of teachers as indicated by Sugar (2012) was taken into consideration in the choice or selection of indicators used in the study. The indicators are *perceived being liked by students, self-confidence or feeling accepted, communications clear and responsive, perceived being liked by adults, professional / academic experience satisfaction, school climate/ safety* and *sense of pride and belonging.*

Caring Behavior of Teachers

It is the ability of the teacher to show his/her care, understanding, and love of his/her students. It is only by showing care and love to the students that the teacher can motivate, and inspire the students to learn. In addition, when teachers deeply care about students and what difficulties they have in their life, natural learning occurs because students will work harder and do things for people that they believe care about them. When students were asked about issues that affected their resilience and their connection with school and learning, students stated that having meaningful relationships with caring teachers who

showed an interest in them was very important. To operate as a caring institution, school staff can develop a curriculum that uses teachers' caring behaviors as a central component of teaching (Simon & Johnson 2015).

Moreover, there is a need to identify specific caring behaviors so that teachers can identify what behaviors show students that teachers really care about them. Teachers are perceived to be fair and place value on the students as individuals. Caring is a way to effective perception. They identified the factors or categories of behaviors that teachers can use to create a caring learning community, including the ability to reduce anxiety, willingness to listen, rewarding of appropriate behavior, being a friend and the appropriate use of positive and negative criticism (Hinchey, 2010).

Furthermore, in the learning process, the role of the teacher is of prime consideration. The chief aspect of the caring behavior must have its degree of commitment or ego-involvement in student and ability to generate excitement and reduce anxiety. Teachers are perceived to be fair and place value on the students as individuals. They also identify the five basic elements of caring process which are faith in the student, respect, trust, perceived sincerity, and attentiveness to show students that teachers really care about them (Averill, 2009).

In addition, caring describes a certain kind of relationship with others, something one does in a relationship, not a specific set of behaviors. Caring is not a program or strategy, but rather a way of relating to students, their families, and each other that conveys compassion, understanding, respects, and interest.

Every interaction is an option to relate in either a caring or non-caring manner (Washington, 2015).

The first domain is *reduce anxiety*, this refers to teacher's behavior that show care and love to students free from tensions and anxiety. Teachers maintain eye contact with their students when talking with them for the development of learning of the learners in several ways, also emphasized the different purposes of eye contact: seeking information; showing attention and interest; inviting and controlling dealing; dominating, frightening and manipulating others; providing opinion during talking; and enlightening attitudes. In this way teachers create a caring behavior to reduce pupils' anxiety (Brookfield, 2015).

To create a caring environment, teachers make use of behaviors that reduce anxiety levels the most. The significance of behaviors is in helping to create an overall "gestalt" of feeling safe. Then again, they may do nothing towards creating this feeling. They may just group in the area because they make students feel good. It would seem like there would be a strong connection between feeling good and feeling safe (Demir, 2015).

Furthermore, the never-ending task rests upon the shoulders of a teacher because the students' minds are under their direction. In such a situation where no two persons are alike and majority of students in their class are unaided different, the teacher becomes a leading light, which is endless artistic or resourceful to produce quality results. When the teacher is engaged in the teaching-learning process they are display behaviors that have been made as basis of their teaching efficiency. There is no doubt that the teacher's

effectiveness in the teaching must continuously be made stronger and proficient. When teachers could not control behavior, they feel unsuccessful and sometimes to the point of uselessness. Failure to control and influence students behavior and learning sometimes is attributed to school's existing discipline policies, teacher's failure to develop cultural norms, poor mentorship and low level of efficacy and negative caring behavior (Horton, 2015).

The second domain is *demonstrate willingness to listen*, this means that caring behavior of teacher is created by a respectful communication style. Caring is shown by treating students respectfully, listening to them, knowing their names, dialoguing with them, soliciting their opinions, valuing their ideas and believing they are capable. When teachers correct or guide them, showing them their mistakes provides students with additional opportunities to earn and develop the skills to become successful adults. Notwithstanding the efforts of the school system is to uplift and enhance teaching effectiveness. There are numerous factors that may work on raising teaching performance like absence of caring behavior. In one measure to another and in large extent certain factors influence teaching performance to be effective. Due to the presence of these factors, teachers become problematic (Guarino, Reckase & Wooldridge, 2015).

Caring teachers know their identity and what they persist for. These teachers are genuine and "walk their discussion." They talk reality with care and insightfulness. They react sincerely to students. Caring teachers are not reluctant to commit errors and the students know it. They make an environment where students feel sufficiently safe and cared. These teachers are open and bearing of

students feel sufficiently safe and cared. These teachers are open and caring of students and urge them to express their thoughts and feelings, with understanding, absence of judgment, or attempting to save. In a classroom where genuineness is esteemed, both the teacher and the students offer and express what they think about. Caring teachers consider the responsive propensity of their students in cooperation (Wideman, 2009).

In addition, caring behavior of teachers easily achieved when teachers show willingness to listen. If teachers let students make decisions to listen, ask questions, and make time for them; and take an interest in their personal lives. The teacher will have to listen and ask questions. The use of two interpersonal communication techniques allow the listener to consciously and/or subconsciously transmit to the presenter that they care and want to understand what the speaker is saying and/or feeling (Costa & Garmston, 2015). .

Moreover, they believe that the act of listening is one of the most significant behaviors used in conveying that they care about the other person. It is also one that requires the least effort. Caring is shown by treating students respectfully, listening to them, knowing their names, dialoguing with them, soliciting their opinions, valuing their ideas and believing they are capable. When teachers correct or guide them, showing them their mistakes provides students with additional opportunities to earn and develop the skills to become successful (Ali, 2012).

Furthermore, teachers owe the obligation of care to students by setting aside or making time with students to supervise during break time and noon or

make other planning. Additionally, teachers evaluate students' reaction in approaching student for their assessments to accommodate their opinions or ideas about what is helping them to study and what isn't. Along these lines, teachers make care and quality connection amongst teachers and students to bring about a more prominent level of discovering that permits functioning admirably. It is common practices to wait and ask students on their performance. Teachers can accumulate suggestion about the usefulness of their teaching strategies, the practicality of instructional materials, and other structures of the progression that can be changed (Farber, 2015).

Lastly, effective teachers aren't just educated and talented educators however they are additionally good listeners. Since the teachers have great listening abilities, they are expected to create sympathy and comprehension with students and to inspect whether they understand what they are being inculcated. In fact, listening skills likewise help in checking with students and resolving any possible classroom engagement. A teacher who actively listens to students is listening for the meaning behind what students are saying then checks in with them to make sure they have understood properly. This upholds students' dignity and helps develop a trusting relationship between teachers and students (Tangney, 2014).

The third domain is *reward students for appropriate behavior*. This means that the teacher must be aware that students are great judges of teacher's practices and respond to teacher's qualities through their engagement in the classroom. Teacher's admiration and proper use of guidance are important to the

students' awareness of caring. Moreover, teachers can impart caring to students while teaching them, improving their assignments, addressing, or playing with them. The teacher's strength depends on the student reverence and respect for the teacher. This referent power has the student relating to the teacher as a good example. The student will change his/her manner since she wouldn't like to lose the adoration and concern of his/her teacher (Caballero, 2010).

Furthermore, students need to feel that their teacher's care about them, want the best for them, and are invested in their success before students will give their full effort. Student and teacher perception support the findings that the highest achieving schools combine an emphasis on academics with beliefs of caring that reflects higher rates of pro-social behaviors and lower rates of anti-social behaviors among students. Further, school dissimilarities favoring more positive insight of teacher caring and commitment have corresponded to higher rates of academic achievement in those schools (Hansen, 2014).

Moreover, parent engagement might be cultivated through building up customary gatherings to talk about the students' performance execution and accomplishments, offering classes to improvement guardians' aptitudes and decreasing obstacles. Further, trusting and caring connections among school staff, parents, students, and groups may likewise encourage. These influences might be formed through an assortment of strategies, for example, making learning encounters for students to work with grown-ups, urging staff to welcome students by name, and opening the school working to families and group

individuals outside of school hours for entertainment and wellbeing advancement programs (Chapman, Buckley, Sheehan, Shochet & Romaniuk, 2011).

Teachers giving rewards to their students for their appropriate behavior motivate students to learn and participate well. Through rewarding, it strengthens learning and to rouse great enthusiasm. The positives of utilizing the procedure of rewarding are; learners fit in with proper practices when remunerated either characteristically or outwardly, they will indicate premium and bring their interest up in the daily classroom responsibility, duties and learning. Additionally, impetuses for understudies propel them to be more beneficial on the grounds that they develop pride and accomplishment. Furthermore, being effective makes positive and each example of overcoming adversity enables learners to end up more self-assured. They are pleased and furthermore urged to accomplish another victory and rouses learners to finish their homework. Rewarding a learner empowers and supports school exertion. They prompt enhanced results for learners (Reinke, Herman & Stormont, 2013).

The fourth domain is *show friendship*, this refers that caring behavior of teachers can make one-on-one time with their students and make best use of the individual and little gathering exercises, blend individual and learned talk and lead individual discussions amid non-class time, write remarks on students' papers and utilize non-verbal communication, for example, harmonize eye to eye connection, and touch kids on the shoulder, arm, back, or other safe zones in light of the fact that physical closeness manufactures trust and compatibility. Caring teachers show individual information about themselves that is suitable to

the necessities of the students, yet they practice thoughtfulness about what information they share. Students feel an expressive association with teachers and assume that the teachers are caring and friendly (Hicks & Swain, 2007).

Moreover, caring represents a specific sort of association with others and this implies or illustrates something one does in a relationship, not a particular arrangement of practices. Every interaction is an opportunity to relate either in a caring or non-caring way. Caring isn't a program or formula, but instead a way for identifying with students, their families, and each other that passes on empathy, comprehension, and regards. Caring is a demonstration done out of affection and systematic viewpoint with the objective of helping every student. Caring applies to the idea of creating caring capacities. At the point when a teacher cares, she/he truly hears, sees, and feels what other tries to pass on. At the point when two individuals care, they think about the other's perspective and other's needs, needs, and desires. To care is to act by friendship and respect for one another (Noddings, 2013).

Furthermore, majority of the teachers want to succeed and understand one another in a friendly manner. In other words, the students and teacher will become friendly if a teacher shows friendship. Teachers are able to provide the students with opportunities to grow socially by allowing them to eat lunch with their teachers, letting students have fun at the teacher's expense that would develop their friendship (Bergmann & Sams, 2012).

Caring teachers also has personal concerns for each student. They are very knowledgeable in the subject they teach. Effective teachers create a kind

and caring atmosphere in their classroom and they greet their students with enthusiasm. Effective teachers are always searching for professional development opportunities, and they are excellent communicators with their students and colleagues. Highly effective teachers demonstrate great motivation and they have a profound passion for the profession. They want to help children grow and learn, and they want all children to know they are valued. Effective teachers' help students find their strengths as well as areas to strengthen. Effective teachers believe that all students, regardless of their ability levels, have a right to learn (Haerens, Aelterman, Vansteenkiste, Soenens & Van Petegem, 2015).

The last domain is *recognizing a student's behavior*. It considers the caring behavior of a teacher who also recognizes students' behavior through praising students for their good behavior. It is a process of liking the school because of the practice of culture. It is also a teacher's way of expressing thanks attention and recognition to the student's behavior or may give a card of thanks. However, teachers admit to their mistakes and correct them which sometimes happened. They show that they themselves accept the importance of their actions. This attitude helps the students to learn that teachers are not only talking about proper behavior but have built-in these into their day-to-day actions (Crain, 2015).

Furthermore, students face anxieties and trauma which can make adjustment in a diverse classroom difficult. Therefore, teachers must build a safe and caring environment for all students. A positive or negative response could

affect the self-esteem and academic success of students. Author points out that all students, regardless of race, assistance from the sincere caring determinations of teachers. Though students can distinguish situations that do not promote caring relationships, occasionally it is difficult to recognize the behaviors that arouse a feeling of care in a student. Therefore, what makes caring an interesting belief is the teachers' understanding in what manner they should care for their students which may not be corresponding with their students' potentials (Garza, Alejandro, Blythe & Fite, 2014).

In addition, teachers have shown recognition to the performance of the students by giving encouraging remarks and by recognizing their achievements through announcement of honor rolls. Teachers help students to internalize the value of honesty, trust, fairness, respect, and good decision-making. Thus, they need to be emotionally steady first so that they can create or establish a good rapport to their students. Teachers in giving positive feedback to students' behavior and their performance could make students feel that they are being cared thus; they are motivated to learn study and achieve their goals (Marshall, 2013).

In this manner, teacher's caring behavior seemingly affects the connection among students in the schoolroom. Dissimilarity in behavior may act a cause of helpful problems in the classroom. The caring behavior of the teacher either allows or causes teaching behavior to be either successful or not. The teacher can observe that certain characteristics can "intimidate" the person to change his teaching style simply to save his job (Hill & Grossman, 2013).

Similarly, the challenge for teachers is to demonstrate caring behaviors responsive to students' needs. Caring teachers listen and respond differentially to their students. In other words, caring is demonstrated in ways similar with the individual's needs. These perceptions of caring are influenced by the context of the classroom, the community, and their own background and life experiences. While these statements reflect teachers' varied perceptions about caring, they also suggest a way of interacting that may not be responsive to students' needs. Teachers cannot disregard the importance of the affective area in increasing successful academic students. When we understand that everyone wants to be cared for and that there is no recipe for caring, we see how important feeling or attention is (Walker & Gleaves, 2016).

Moreover, caring describes a certain kind of relationship with others, something one does in a relationship, not a specific set of behaviors. Caring is not a program or strategy, but rather a way of relating to students, their families, and each other that conveys compassion, understanding, respects, and interest. Every interaction is an option to relate in either a caring or non-caring manner (Bergin & Bergin, 2009).

Consequently, if the students have a manner with little understanding of how to care for them, when the societal order and even the schools regularly ponder on grasping communication, it may be avoidable to argue that one should care more genuinely for the students and teach them to care. Teachers ought to want more from enlightening efforts than sufficient intellectual attainment and they will not realize even that too little success unless our students consider that

they themselves are cared for and discover to care for others (Seedhouse, 2008).

Lastly, the caring behavior of teachers in giving positive feedback to students' behavior and their performance could make students feel that they are being cared. Thus, they were motivated to learn study and achieve their goals. Feed backing is very helpful to cultivate positive camaraderie. In specific, nonjudgmental comments about students' behavior, both appropriate and inappropriate, communicate to students that they are responsible for and in control of their behavior. They further stressed that comparing students must be avoided. Feedback must be contingent upon behavior, which means it is dependent upon and immediately following it. It should also specifically describe the behavior being evaluated. Giving praise is very important. Students are often told that they are good at something rather than that their hard work and determination have resulted in success. It is important that students attribute success and failure to factors under their control (Mega, Ronconi & De Beni, 2014).

School Connectedness of the Teacher

School connectedness refers to the students' beliefs that grown-ups in the school care about their learning and about them as person. Creating positive connections and making a strong school culture are similarly as significant as guideline in evaluating foundation learning, showing vocabulary, separating direction, dissecting information, and other instructional techniques. By tending to class connectedness and reinforcing connections among teachers, students, and

families, gigantic steps can be taken in expanding student accomplishments among ethnic gathering and economic levels (Johnson, 2010).

In addition, connectedness can be characterized as a feeling of having a place with a group, a feeling that you belong, that your assurances are respected and others think about you. At the point when numerous members in a group feel emphatically associated with each other, this can prompt a level of social capital in which trust and correspondence prevail and there is a more prominent shot of characterizing and accomplishing shared objectives. Having the capacity to set up and keep up positive social associations has various advantages and is critical to everybody. Well-working gatherings give social and mental help, can secure and help during need, encourage access to critical assets, and give the establishment to solid families (Roffey, 2013).

Relatively, teachers' caring need is to be able to meet the needs and interest of students of varying abilities within the same classroom. Even if many teachers would like to be able to teach a class of students with similar backgrounds knowledge and motivation, this rarely happens. Therefore, caring teachers have the responsibility to vary instructions and enable all students to have an opportunity to learn (Wlodkowski & Ginsberg, 2017).

Moreover, school connectedness promotes academic motivation and generally treated as a broad construct that combines students' perceptions of safety, support, belonging and engagement. When students receive empathy, praise, and attention in a clear and consistent fashion, they experience social support. The experience of social support generates a sense of belonging which,

in turn, leads to increased engagement and academic motivation (Lemberger & Clemens, 2012).

The first domain is *perceived being liked by student*. It refers to the students' respect to their teachers and that the students' care about each other. In addition students take teachers opinion seriously. Some teachers rely on others' opinion. They have a feeling that they have friends in school and they feel that students are friendly. It is along this that teachers lessen their worry. This pertains to the individual who are well behaved, passionately stable and quite free from worries and tense pressures or they are unreasonably worried, tense or with low frustrations tolerance (Amstutz, 2015).

Furthermore, students who perceive that their teachers care about them, respect them, and praise them are more inclined to like school. In this way, teachers are affecting the students' feelings about school because teachers play a distinctive role which is relative to students and their manners of involvements. Teachers have tremendous influential or guidance on whether students like school or not. Teachers touch students' school performance that is why teacher should identify the characteristics that have a positive effect on students' feelings because it is one way to increase students' school attainment (Akey, 2006).

Moreover, caring teacher-student relationships where students feel that they are both cared for and expected to succeed. Teacher-student relationships can manifest it in many different ways. It can reduce rates of dropping out by nearly half, help explore options, and provide support for further academic or vocational aspirations. It can impact student's social and academic outcomes,

and thus reduce drop-out rates. Low-income students often have neither the support they need to complete study nor access to the information they need to pursue education. It is important for low-income students who experience academic difficulties and negative social outcomes to gain social capital from their teachers, because they can benefit from the guidance and support. Further, teacher-student relationships can impact peer relationships in schools. Teachers' interactions with students can affect classmates' perceptions of individual students, in turn affecting which students classmates choose to interact with and accept (Modi, 2015).

The second indicator is *self-confidence and feeling accepted*. It refers to that teacher who is treated with as much respect as other teachers and they feel connected to each other. The teachers have in mind that they are not hard for people like them to be freely accepted by their co-teachers. Teachers feel connected with others especially in times of school activities and in times of need. They do not feel that they are different from each other and always feel that they are included in lots of activities at their school (Park, Holloway, Arendtsz, Bempechat & Li 2012).

Similarly, feeling accepted inside the school is an essential of emotional need. It is so imperative to the survival that it considers one of the essential human needs alongside sustenance and shelter. Having the capacity to build and keep up positive social relations has various advantages and is vital to everybody. Well-working gatherings give social and emotional help, can ensure

and help in the heart of need, encourage access to vital assets, and give the establishment to strong families (Roffey, 2011).

The third domain is *communication clear and responsive*. It refers that every teacher in school has a clear communication and responsive to avoid being misunderstood because some teachers decline to help their co-teachers to learn and some teachers also are good at something and support them. At least there are teachers whom they can rely upon and who can talk to in times of need or in problem. The teachers have difficulty in getting help when asking of need at their school. But whenever they speak it is very clear and can be understood by others and teachers know whom to ask for help (Darling-Hammond et al, 2015).

Furthermore, teachers are able to understand their responsive response and change them if necessary. They are also able to read situations and people around them and then use their understanding to problem-solve and make better assessments. Instead of denying feelings, during open situation, individuals slow down their reactions to give their mind a chance to guide his/her feelings. When in engagement or crisis, this slowing down process helps in carefully engaging both heart and mind and thus generates creativity and in our head greater solution (Orlich, Harder, Callahan, Trevisan & Brown, 2012).

In addition to that, clear communication and being responsive is essential for all and one must be capable to convey them such as gratitude of others, and communicating needs. Communication in this sense is not limited to ability to utter to others. This notion includes feeling of safety in communication, spending when participants are not judged or classified by fear of failure. Particular factors

in school institution mentioned in literature might contribute to establishing effective communication among members of school society (DuFour & DuFour, 2013).

Lastly, one of the best significant effects is how to ask for help when we need it. Knowing when and how to ask for help can create directing this unfamiliar ground much calmer and excluding our time by escaping the faults others have done. Requesting for help is not limited to the practical questions, so we don't forget about our higher backing system. An example is struggling with individual problems like time supervision or anxiety. Talk to co-teachers, they've possibly been through the similar issues and would be glad to help. They have a treasure of information and it is relatively potential that their knowledge in a different part might give us the further quantity of viewpoints that we need to start creating improvement. The fact here is not to limit ourselves in who we can ask for help. One must take a hard look at what possessions are accessible and who can help us realize our objectives and create the very most of them (Van der Rijt, Van den Bossche, Van de Wiel, De Maeyer, Gijselaers & Segers, 2013).

The fourth domain is *perceived being like by adults*, it is a process whereby teachers seem not to get along well with other teachers, and however, they are liked by some of the teachers. Teachers are being liked by adults to make the teaching-learning process capable to the utmost. They find somebody to talk to when they have a problem. Teachers feel hesitant to speak their opinion, because there are some who show negative idea. They should make the

learning experience of the students enjoyable, truthful and meaningful (Kabakci, 2015).

Likewise, some teachers invest excessively their energy separated from their associates of their school day teaming up with other teachers, empowering rivalry instead of cooperation, and making it troublesome for teachers to cooperate to unravel instructive and institutional issues. Things don't need to be that path, notwithstanding, as there are numerous ways that educators can connect and interface with their partners and construct a more community environment in their schools. It can help different instructors to associate and at last enhance the nature of guideline they can offer students. One of the greatest obstructions to interfacing with different teachers is ensuring that their all in agreement. Everybody should recognize what's anticipated from them and be made an esteemed piece of the group. From that point, it's considerably less demanding to make connections and make sense of the following stages to enhance the nature of instruction kids get (Darling-Hammond, 2008).

In addition, teaching isn't just about having the right lesson design and educating strategies. It's additionally about building stock in, affinity, and great correspondence with their students. It's not only the students who need to have a better association with. The teachers will be a major piece of their everyday activity. They are there to help, and getting along well can make instructing a breeze. In the event that they start this thing in an undesirable state of mind, however, one may observe each day to be a battle. Here are a couple of tips to enable them to frame a better association with their co-teachers. Take the time

and endeavor to formulate a better association with their co-teachers. Also, regardless of whether they do have a couple of differences, recollect that at last, both of them have the best advantages of the students on the most fundamental level. Clear correspondence, bargain, and agreeableness not just help make ones opportunity more pleasant, they additionally help make a situation where their students can learn. What's more, the last, is the most important objective of a teacher (Villa, Thousand & Nevin, 2008).

Moreover, school principals have important effects on educator proficient advancement. They recognize four regions where principals have the chance to substantially affect educator learning. School principals' capacity to impact the structure, culture and mission of the school is all around documented in the works. Making a dynamic and fruitful learning group is a community oriented goal among all staff in any school. School principals' initiative in the state of educator proficient improvement is basic to the creation and achievement of a school learning group. Realizing what schools are about, it is important for schools to comprehend the manners by which educator learning and development is associated with student learning and advancement. Principals work to insert long lasting learning into the regular day to day existence of students and teachers realizing that, 'it enhances the mood of the school and makes it into a position of fervor, vitality, and course' (Bredeson, 2000).

The fifth domain is *professional/academic experience satisfaction*. It is where teacher satisfaction with work-itself, quality of supervision and pay satisfaction have significant positive influence on teachers. They have high

degree of organizational commitment and satisfaction with work-itself, supervision, salary, coworkers and opportunities for promotion (Malik, Nawab, Naeem & Danish, 2010).

Profession contentment is at the center of worker performance and practice. It is vital for school head to consider however many factors as would be prudent that influence characteristics of employment fulfillment and proficiency. The choices of school head can have positive or negative effects on all segments of an association and the basic leadership styles of school heads are vital. School administrators can settle on choices normally or naturally, or they can endeavor to interchange them (Pelit, Öztürk & Arslantürk, 2011).

Additionally, teachers learn a lot in their school. This means that teachers feel the importance of the nobleness of their profession. They also manifest good job performance and are very much willing to learn more to impart knowledge to the students. The service in education calls for the highest standard of integrity and morality. Teachers should construct themselves accordingly and be proper at all times. They must be physically, mentally and morally fit. They should obtain propriety and good taste in language at all times. Moreover, teachers feel satisfied of school organization in the sense that the teachers are workaholic, and hence they learn a lot from their work especially on line courses. Therefore, their educational needs are being satisfied (Streshly, Gray & Frase, 2012).

The sixth domain is *school climate/safety*. This is a process whereby the teachers enjoy being in their school, where they feel safe in the school climate for they feel they belong to the school and feel loved and honored to be in the

school. Teachers feel safe if their co-teachers are open and accepting of them and encourage them to express their feelings and opinions, without interpretation, judgment, or trying to rescue (Hallinan, 2008).

Furthermore, school climate, characterized as "the quality and character of school life," significantly influences teachers' performance and responsibilities. As indicated by the National School Climate Center, a safe and caring school condition is one in which students feel definitely associated with others, feel respected, feel that their work is important, and feel that they are great at what they do. School climate is a gathering understanding that reflects the school communities' standards, objectives and qualities, and school atmosphere develops in light of manners by which students, parents and school staffs encounter school life (Thapa, Cohen, Guffey & Higgins-D'Alessandro, 2013).

Moreover, school climate denotes to the principal and unavoidable esteems, procedures, standards, relations, and schemes in a school that assistance which characterizes its character. The school atmosphere is the thing that influences the school to feel like a school. It would to be clear that schools should be worried about the wellbeing of every individual who works and learns in the building. Envision endeavoring to learn in a classroom where one is anxious about something or somebody is going to physically hurt them. It would be very troublesome, notwithstanding for a grown-up, not to mention being incapable of learning. The well-being factor incorporates the greater part of the principles, controls, and standards related with physical, social, and enthusiastic security. A school that has clear principles for physical and emotional concerns

and is receptive to those issues will have a sheltered school atmosphere. By guaranteeing that teachers feel safe, schools enable teachers to stress less over potential risks and spotlight on dedication (Collie, Shapka & Perry, 2012).

Likewise, school climate is an essential part of school development endeavors. It supports coordinated effort among teachers and staff and rouses students to get ready for involvement. It's critical that teachers feel good and ready to do, and feel regarded and ready to carry out their activity. At the point when student realizes that his or her teacher cares—about scholastic achievement, as well as about individual prosperity—the student will pick up a higher feeling of self-esteem and confidence. At the point when teacher feels like an important supporter of the group, he or she will be anxious to advance the best exertion. A school's climate is the school group's dynamic — how everybody fits and cooperates. At the point when a school is a constructive place to be, individuals are upbeat to be there, to give a noble effort, and to improve their best. Everybody from the key to the pre-schoolers recognizes what is normal (Kutsyuruba, Klinger & Hussain, 2015).

The last domain is *sense of pride and belonging*. It is a feeling of belongingness and a spirit of school communities meaning that the teacher feels the "belongingness" in the group. There is a better communication which is clear and understood by everybody. It seems that the school has a spirit of a community where everybody helps one another. The concept of school as community includes responsive connections that are labeled as "caring" that the

role of teachers-students relationship play in student motivation since parents and peers also influence students' motivation (Kaur, 2015).

Likewise, in the spirit of community as in the public are examined, concentrating on the school as a social association embracing of agreeable grown-ups who share a *mutual* reason where everyday life for the two grown-ups and students are educated by shared esteems and the same schema of trainings. The positive connection amongst parents and school staff gives important help to the target of the school. The school as community as reflected by teacher manner and desires for student accomplishment and behavior, and the believable outcomes of a mutual school association on students (Levine, 2012).

Moreover, to build community relationships, people must care for each other, which focuses on the being of their students in every interaction. This includes showing tolerance and acceptance. Teachers cooperate by working together for a common purpose and mutual goals. Teachers can rely on one another to be considerate of their needs, wants, desires, and interaction of individuals and their social context. An individual may experience being awkward to define, similar to love, yet one knows when it was present or absent. The person describes and understands community as more hands on or personal than quantitatively measured. Caring teachers are considered as approachable persons (Magolda, 2014).

Correlations between Measures

The various literatures cited above have some common elements which are related to the present study. There are different authors, cited on caring behavior of teachers and school connectedness. It was concluded that that there is significant relationship between caring behavior of teachers and school connectedness of Chang and Davis (2009) that teachers who manifest caring behavior to the learners can establish connection and close contact with the people in their environment. This caring behavior is observed on how the teachers deal with the students, peers, parents and other clients of the community.

The relationships formed between students and teachers are at the heart of school connectedness. Students who perceive their teachers as creating a caring, well-structured learning environment in which expectations are high, clear and fair are more likely to be connected to school. Teacher support is essential in guiding students toward positive and productive behaviors. This relationship allows students to develop a stake in their own achievement (Furrer, Skinner & Pitzer, 2014).

Parallel to this, teachers' ability is to develop caring relationships with students such as the school environment, cultural understanding, plus the teacher's beliefs and attitudes about care and personal experience of being cared for. Schools can support teachers' capacity to care for students through a strong commitment to the teacher-student relationship, deliberate fostering of

relationships between students, teachers and parents and through modeling by and direct receipt of care from administrators (Lasky, 2005).

Relatively, the feeling connected to school involves positive and pro-social connections to peers, teachers, and staff at school; a sense of enjoyment and liking of school; a belief that school is important; active engagement in school activities; and a perceived sense of belonging, closeness, and commitment to school (Thompson, Iachan, Overpeck, Ross & Gross, 2006).

Furthermore, school connectedness was characterized as the belief by students that adults in the school care about their learning and also about them as people. This shows that individual students' sentiments of being connected to school are affected by their peers and also by adults, this publication has extended that definition to incorporate associate influence (Allen, Gregory, Mikami, Lun, Hamre & Pianta, 2013).

In addition, school connectedness refers to an academic situation in which students trust that adults in the school care about their learning and about them as people. Efficient teachers can make connectedness in the classroom in various ways. At the point when teachers make learning significant and important to their students' lives, students build up a stake in their own instruction. At the point when teachers make an unmistakable classroom structure with reliable desires for conduct and performance, they give a sound setting in which students can practice self-sufficiency and practice basic leadership abilities. Teachers assemble connectedness in the classroom when they empower group learning exercises (Rimm-Kaufman & Sandilos, 2011).

Moreover, teachers perceived students' connectedness to be imperative as regards to diminishing problem behavior, having reasonableness and discipline, feeling esteemed and cared, belonging and having teacher support, and being effectively engaged in school, as being especially essential. School connectedness has appeared to be an imperative protective factor in adolescent advancement, which is related with decreased risk-taking behavior (Camp, 2011).

The above-mentioned concept, ideas, insights and perspectives from the various authors have relevance to the study undertaken by the researcher for they serve as the basis in the formulation of the problem and in conceptualization of the question-items. These also become the support statements to the findings of the study. Moreover, the articles would eventually be the references of other researchers.

Theoretical Framework

The study was anchored on the proposition of Chang and Davis (2009) that teachers who manifest caring behavior to the learners can establish connection and close contact with the people in their environment. This caring behavior is observed on how the teachers deal with the students, peers, parents and other clients of the community.

This is parallel with the result of the study of a prominent caring theorist, Noddings (2012) that educators need to value an ethos of caring and be concerned when the curriculum and school are not actively promoting a search for connection between the teacher and the student. He further stated that

interpersonal connections of relationships have profound consequences on how students' identities develop along with how their academic success is determined.

Moreover, the result further substantiates the assertation of Cueva Zepeda (2008) who pointed out that the connection between caring behavior of teachers and their school connectedness is embedded. Furthermore, the need of the students must be satisfied before others can be addressed because it is an important foundation for caring relationships in the classroom. Intellectual needs cannot be addressed until the lower levels of psychological, safety, belonging, school connectedness and self-esteem are met. A caring teacher meets students' affective needs for safety, belonging, connection and self-esteem to support their intellectual needs for learning. When student affective needs are neglected or frustrated, their cognitive needs are undermined.

Conceptual Framework

In this study the conceptual framework in Figure 1 presents the independent variable which is the caring behavior of teachers which included the following: *reduce anxiety, demonstrate willingness to listen, rewards students for appropriate behavior, show friendship* and *recognized student behavior* (Sugar, 2012).

The first indicator is *reduce anxiety* which refers to teacher behavior that shows care and love to students free from tensions and anxiety. The second indicator is *demonstrate willingness to listen* which refers to a process of the teachers that if somebody talks or suggests an opinion they will listen and gives
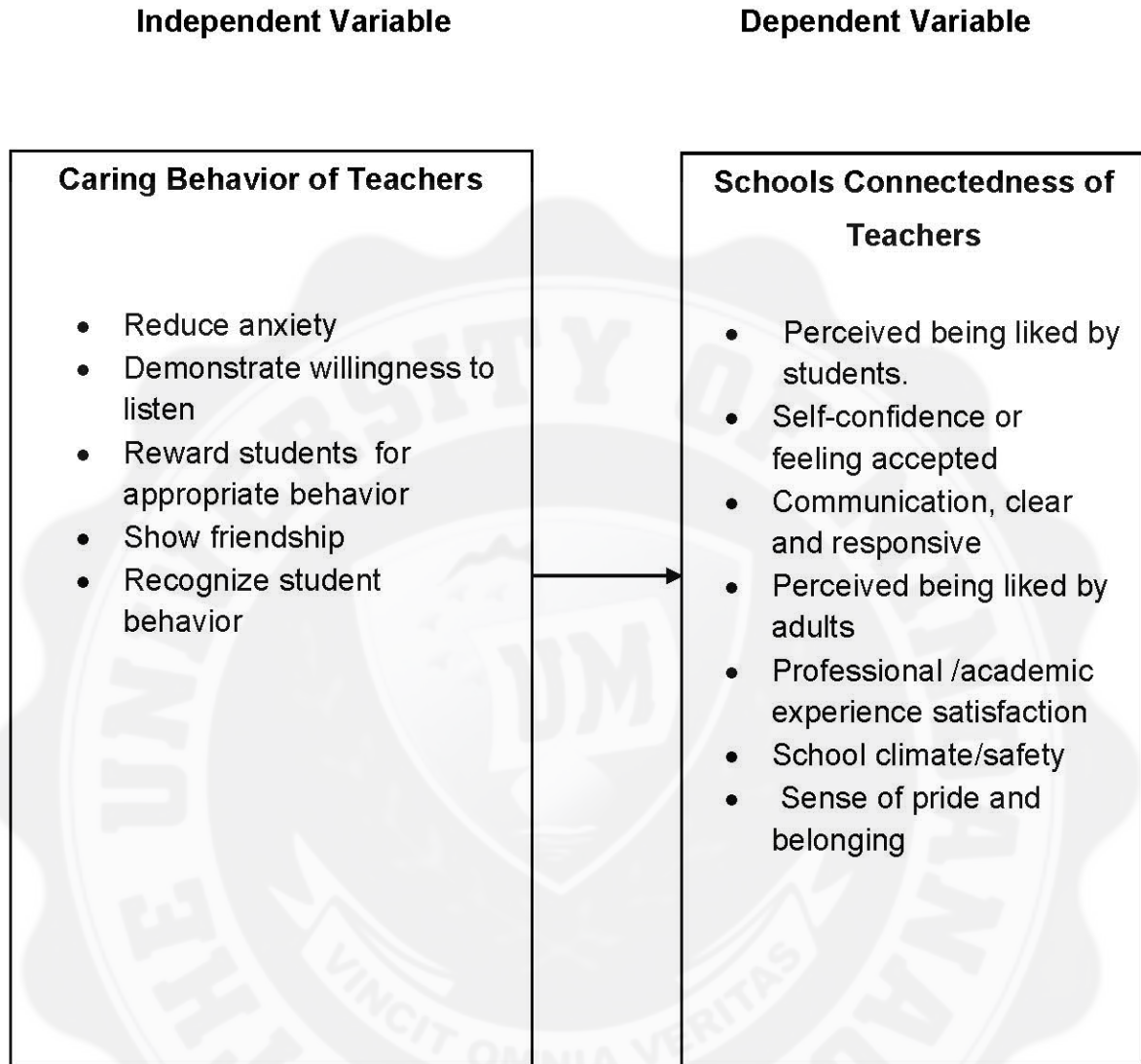
Independent Variable　　　　　　　　**Dependent Variable**

Caring Behavior of Teachers	Schools Connectedness of Teachers
 • Reduce anxiety • Demonstrate willingness to listen • Reward students for appropriate behavior • Show friendship • Recognize student behavior	 • Perceived being liked by students. • Self-confidence or feeling accepted • Communication, clear and responsive • Perceived being liked by adults • Professional /academic experience satisfaction • School climate/safety • Sense of pride and belonging

Figure 1. The Conceptual Framework Showing the Variables of the Study

some opinion. The third indicator is *reward students for appropriate behavior* which refers to the teachers giving rewards to their students for their appropriate behavior motivate students to learn and participate well. The fourth indicator is *show friendship* which refers to the ways of teachers in giving rewards to students who show friendly relations to others. Thanking the students, attention, and recognition are ways of extending thanks to them. Another indicator is *recognized student behavior* which refers to the teacher who recognizes students' behavior through praising students for their good behavior.

Furthermore, the dependent variable is the school connectedness of teachers. It consists of the following: *perceived being liked by students, self-confidence, feeling accepted, communication, clear and responsive, perceived being liked by adults, professionals/academic experience satisfaction, school climate/school* and *sense of pride and belonging* (Miller, 2008).

The first indicator is *perceived being liked by students* which refers that teachers who have in mind that they are liked by their students and can rely on each other because they know they have many friends especially students. The second indicator is *self-confidence, feeling accepted*, which means that teachers have in mind that they are freely accepted by their students, they have self-confidence and feeling accepted. The third indicator is *communication, clear and responsive*, which means the teachers' way of communicating is clear and could be responded by persons under them. The fourth indicator is *perceived being liked by adults*; it means that the teachers are confident that they are like by their co-teachers in the school. The fifth indicator is *professional/academic experience*

satisfaction this means that the teachers' satisfaction of their experiences in the professional academic. They are confident because of their wide experiences they can deal with other problems. The sixth indicator is *school climate safety* which means that the teachers have in mind that they are safe in the school even if there are problems that surround them. The seventh and last indicator is *sense of pride and belonging* which means that the teachers are proud being in the school and that they have the feeling of being accepted in the school by their students and co-teachers.

Significance of the Study

The caring behavior of a teacher given to the learners is a significant virtue that allows the community to be attached not only to the activities and undertakings of the school, but also to the individuals who show to them the care and compassion. This is a virtue that establishes harmony and commitment in the undertakings of the school (Gay, 2010).

The result of this study may be beneficial to the Department of Education personnel, school heads, teachers and future researchers. The result of the study may give information to the Department of Education officials regarding the caring behavior of teachers and their school connectedness which may serve as the basis for the formulation of plans and programs to augment the caring behavior of teachers and their school connectedness.

Also, they may provide more in-service trainings and seminars that may help enhance the competence of teachers in teaching the pupils. Moreover, the result of the study may be beneficial to the School Heads for they will have more

insights and information for more affective caring behavior and school connectedness.

Lastly, teachers would capitalize on their strong points in respect to their distinct caring behavior and school connectedness by providing valuable contribution to the effectiveness of their students' performance in and out of the classroom. Likewise, this study would serve as springboard for future researchers for further studies about the related variables and related studies.

Definition of Terms

Terms in this study were defined operationally to make them clearer and understandable to the reader.

Caring Behavior of Teachers. In this study, this refers to *reduce anxiety, demonstrate willingness to listen, reward students for appropriate behavior, show friendship* and *recognize students' behavior.*

School Connectedness. This pertains to teacher's relationship with the student, co-teachers and the school in terms of *perceived being liked by students, self-confidence or feeling accepted, communications clear and responsive, communications clear and responsive, perceived being liked by adults, professional / academic experience satisfaction, school climate/safety* and *sense of pride and belonging.*

Chapter 2

METHOD

In this chapter, presented are the research steps and procedures employed in this study. It includes the research design, research locale, population and sample, research instrument, data collection and statistical tools used in this study.

Research Design

The researcher used the quantitative, non-experimental research design using correlational technique in this study. This method of research was suitable for this study because of its objective which is to determine the level of caring behavior of teachers and their school connectedness. The correlation design involves the gathering of the data in determining the relationship between the variables. The design has been adopted primarily to address the main problem of the study that is, to identify if there is a significant relationship of the independent variable which is the caring behavior of teachers and the dependent variable which is the school connectedness of teachers (Richey & Klein, 2014).

Research Locale

The study was conducted at New Corella District, New Corella, Davao del Norte. Davao del Norte is one of the provinces in the Philippines located in Davao Region in Mindanao. It is located in the Southern portion of Mindanao together with the other provinces, namely: Davao del Sur, Davao Oriental and Compostela Valley Province as shown in Figure 2.
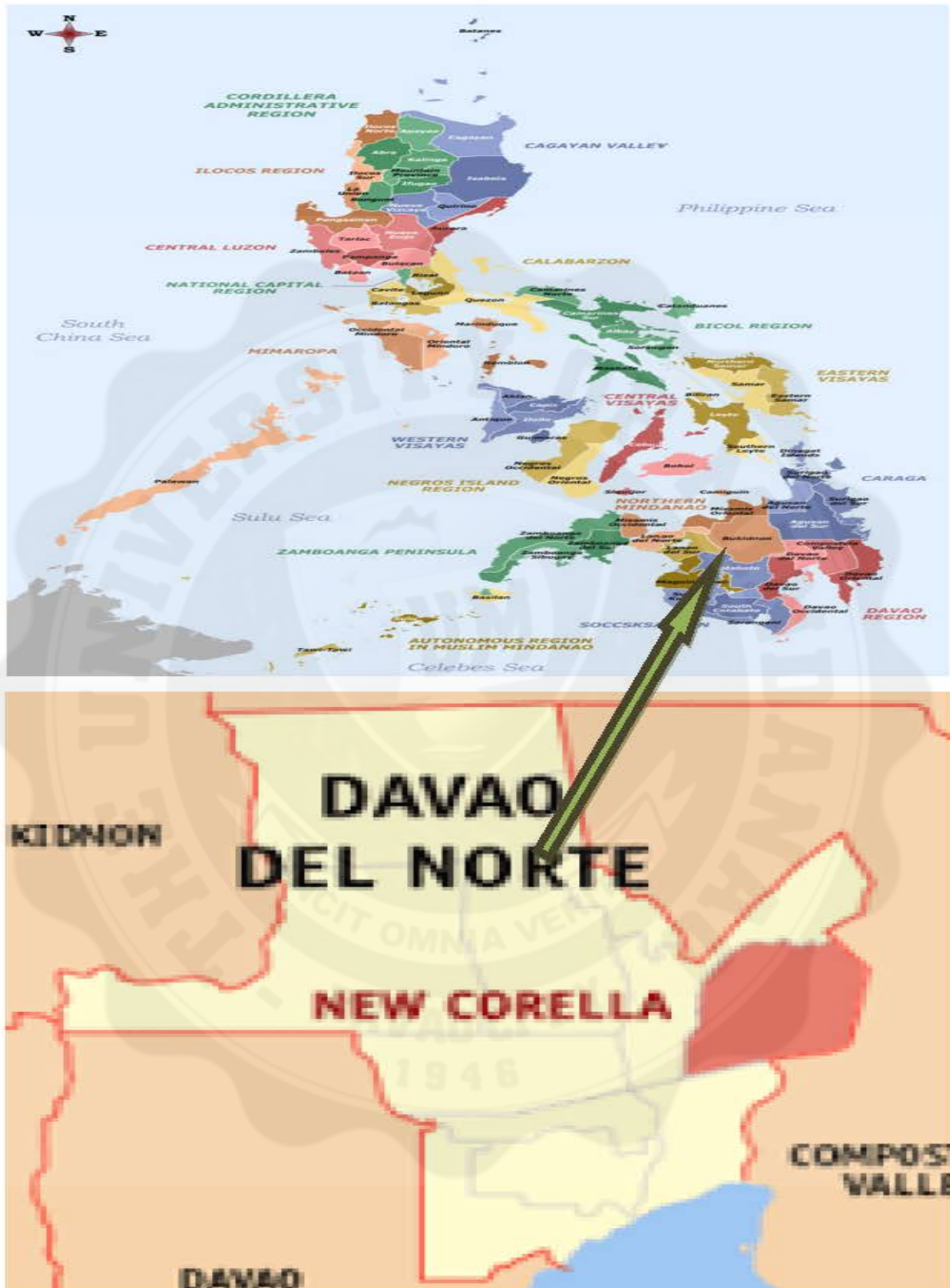
Figure 2. Geographic Location of the Study

Furthermore, New Corella is a municipality of New Corella situated in the province of Davao del Norte. The district is composed of 27 public elementary schools.

Population and Sample

The respondents of the study were all public elementary school teachers in New Corella District for school year 2016-2017 using the universal sampling. Hence, the study used the entire population as respondents.

In this study, there were 27 schools in New Corella District which comprises of the following: eight teachers from Cabidianan Elementary School, seven teachers from Carcor Elementary School, eight teachers from Dasing Elementary School, 17 teachers in Del Pilar Elementary School, six teachers in El Salvador Elementary School, seven teachers in El Unido Elementary School, six teachers in Guadalupe Elementary School, four teachers in Kauswagan Elementary School, five teachers in Lataban Elementary School, 20 teachers in Limbaan Elementary School, 10 teachers in Macgum Elementary School, five teachers in Mambing Elementary School, five teachers in Mangguangan Elementary School, 29 teachers in Mesaoy Elementary School, seven teachers in New Bohol Elementary School, 45 teachers in New Corella Central Elementary School, 13 teachers in New Cortez Elementary School, seven teachers in New Sambog Elementary School, seven teachers in Patrocenio Elementary School, seven teachers in San Jose Elementary School, sixteen teachers in San Roque Elementary School, four teachers in Saug Elementary School, seven teachers in Silangan Elementary School, seven teachers in Sta. Cruz Elementary School,

seven teachers in Sta. Fe Elementary School, seven teachers in Sto. Niño Elementary School and eight teachers in Suawon Elementary School. Thus, the total respondents in the study were 277 teachers.

Research Instrument

The caring behavior of teacher's questionnaire was adapted from Miller (2008) which was modified to fit the study and subjected to the validation of the experts. The caring behavior of teachers had the following indicators: *reduce anxiety, demonstrate willingness to listen, reward students for appropriate behavior, show friendship,* and *recognized student's behavior.*

In evaluating caring behavior of teachers, the five orderable gradations of with their respective range of means and descriptions were used as follows.

Range of Means	Descriptive Levels	Interpretations
4.20-5.00	Very High	This means that the items relating to caring behavior are always manifested.
3.40-4.19	High	This means that the items relating to caring behavior are oftentimes manifested.
2.60-3.39	Moderate	This means that the items relating to caring behavior are sometimes manifested.
1.80-2.59	Low	This means that the items relating to caring behavior are seldom manifested.
1.00-1.79	Very Low	This means that the items relating to caring behavior are never manifested.

The school connectedness of teachers' questionnaire was adapted from Sugar (2012). It was modified to fit the study and subjected to the validation of the experts. The school connectedness of teachers' questionnaire had the following indicators: *perceived being liked by students, self-confidence or feeling accepted, communication, clear and responsive, perceived being liked by adults, professional/academic experience satisfaction, school climate/safety* and *sense of pride and belonging.*

In evaluating the school connectedness of teachers, the following range of means and with its description was used.

Range of Means	Descriptive Levels	Interpretations
4.20-5.00	Very High	This means that the items relating to school connectedness are always manifested.
3.40-4.19	High	This means that the items relating to school connectedness are oftentimes manifested.
2.60-3.39	Moderate	This means that the items relating to school connectedness are sometimes manifested.
1.80-2.59	Low	This means that the items relating to school connectedness are seldom manifested.
1.00-1.79	Very Low	This means that the items relating to school connectedness are never manifested.

The first draft of the research instrument was submitted to the research adviser for comments, suggestions and recommendations to improve its

presentation with the corrections to be included and integrated. The final copies were submitted to the panel of experts for validation. The questionnaires were item analyzed using Cronch Alpha Coeffcent. The final revision was made by incorporating the corrections, comments, and suggestions given by the experts validators before the gathering of the data. The consolidated results from the experts obtained an average weighted mean of 4.0 which has a verbal description of Very Good.

Data Collection

In the collection of data, the researcher has undertaken the following procedure. A permission letter to conduct the study was requested from the Dean of the Professional Schools, which served as proof that this research was officially acknowledged by the University of Mindanao. Afterward, the letter of permission was sent to the Schools Division Superintendent, asking for her approval. Immediately after the approval of the Division Superintendent, the researcher submitted the endorsement letter to the District Supervisors and consequently asked permission from 27 school heads from different public elementary schools to distribute the research instrument to the 277 Public Elementary Teachers of New Corella District. Thus, the adapted instruments underwent refinement from the experts to ensure its validity. Additionally, after the modification of the tools validity was tested by means of presenting to the experts for validation purposes.

Upon the approval, the researcher personally visited all public elementary schools in New Corella District, and oriented teacher respondents about the

purpose and significance of the study. The researcher personally distributed and administered the research instrument on Caring Behavior of Teachers and their School Connectedness to ensure 100 percent retrieval of the questionnaire. Then, a Certificate of Appearance was secured from the School Heads concerned to vouch that the researcher honestly collected the data from the research respondents of the study. After answering, the questionnaires were checked. The responses and ratings were collated with appropriate statistical tools to achieve the results of the study. Consequently, the data gathered were tallied, tabulated, analyzed and interpreted statistically.

Statistical Tools

The following statistical tools were used in interpreting data collated and testing the hypothesis at 0.05 level of significance.

Mean. This statistical tool was used to determine the level of caring behavior of teachers and their school connectedness in answer to sub-problems 1 and 2.

Pearson r. This statistical tool was applied to determine the level of significant relationship between caring behavior of teachers and their school connectedness in answer to sub-problem 3.

Regression. This statistical tool was employed to determine the domains of caring behavior of teachers that significantly influenced the school connectedness of teachers in answer to sub-problem 4.

Chapter 3

RESULTS

This chapter presents the results of the study. They are presented based on the problems raised in the previous chapter. The discussion is arranged from highest to lowest in terms of the average means of the indicators, which are presented both in textual and tabular forms.

Level of Caring Behavior of Teachers

Table 1 shows the data on the level of *Caring Behavior of Teachers* in terms of *reducing anxiety, demonstrating a willingness to listen, rewarding students for appropriate behavior, showing friendship*, and *recognizing student behavior.* It can be gleaned that the overall mean is 4.41 with a standard deviation of 0.362, in a descriptive level of *Very High*.

It could be noted that the standard deviation is less than 1.0 which is the typical standard deviation for a five-point scale according to Wittink and Bayer (1994). This means that the ratings obtained in the study are very close to the mean indicating consistency of the responses. The argument is the same from Table 2 to 3.

Among the five indicators, the highest indicators are *reducing anxiety and recognizing student behavior* with a mean of 4.68 or *Very High;* followed by *Rewarding students for appropriate behavior* with a mean of 4.49 or *Very High*, *demonstrating a willingness to listen* with a mean of 4.26 or *Very High*, and *Showing friendship* with a mean of 3.96 or *High.*

Table1
Level of Caring Behavior of Teachers

Indicators	SD	Mean	Descriptive Level
Reducing anxiety	0.397	4.68	Very High
Recognizing student behavior	0.404	4.68	Very High
Rewarding students for appropriate behavior	0.428	4.49	Very High
Demonstrating a willingness to Listen	0.596	4.26	Very High
Showing friendship	0.614	3.96	High
Overall	**0.362**	**4.41**	**Very High**

One of the highest indicators is *reducing anxiety* with a mean of 4.68, descriptive level of *Very High and* standard deviation of 0.397. Based on the Appended Table 1.1, the caring behavior of teachers is attributed to *maintaining eye contact with students when talking with them* with a mean of 4.83 or *Very High*; *creating an environment where students feel safe* with a mean of 4.68 or *Very High*; *teaching students at their ability level and enforcing the same rules for all students* with a mean of 4.61 or *Very High*.

Other highest indicator is *recognizing student behavior*, with a standard deviation of 0.404, in a descriptive level of *Very High*. Based on the Appended Table 1.5, this is attributed to *recognizing students for academic achievement* with a mean of 4.77 or *Very High*; *praising students for their good behavior* with a mean of 4.76 or *Very High*. Moreover, *recognizing students for extra-curricular*

achievement with a mean of 4.67 *Very High*; *using positive criticism with students* with a mean of 4.54 or *Very High.*

This was followed by the *rewarding students for appropriate behavior*, with a mean of 4.49 or *Very High*, with a standard deviation of 0.428. As reflected in the Appended Table 1.3, this is shown by the attribute on *informing parents about student progress* with a mean of 4.70 or *Very High; displaying students work* with a mean of 4.57 or *Very High; asking students to help with classroom tasks* with a mean of 4.56 or *Very High*; *providing treats and goodies on special occasions* with a mean of 4.12 or *High* level. These characteristics are always manifested by the teachers.

This is followed by the *demonstrating a willingness to listen* with a mean of 4.26 or *Very High,* with a standard deviation of 0.596. Based on the appended Table 1.2, this is attributed to *asking students for their opinion* with a mean of 4.53 or *Very High; making time for students before and after school* with a mean of 4.29 or *Very High; getting students to make decisions that affect them* with a mean of 4.23 or *Very High; taking a personal interest in students outside the classroom* with a mean of 3.98 or in a *High* level.

The lowest was *showing friendship*, with a mean of 3.96, with a standard deviation of 0.614 or *High*. Based on the appended Table 1.4, this is attributed to *returning work promptly with comments* with a mean of 4.22 or *Very High; intervening when students are being picked on* with a means of 4.05 or *High; letting students have fun at the teacher's expense* with a mean of 3.94 or *High*; *eating lunch with students* with a mean of 3.63 or *High* level.

Level of School Connectedness of Teachers

Reflected in Table 2 is the level of *School Connectedness of Teachers* in terms of *perceived being liked by students, self-confidence, feeling accepted, communication clear and responsive, perceived being liked by adults, professional/academic experience satisfaction, school climate and safety,* and *sense of pride and belongingness.* Data revealed that the overall mean was 4.44, with the standard deviation of 0.441 or *Very High* level.

Among the indicators the highest mean of 4.54 was posted to *school climate and safety,* this was followed by *self-confidence, feeling accepted* with a mean of 4.50, *sense of pride and belongingness* with a mean of 4.49, *communication clear and responsive* with a mean of 4.45, *perceived being liked by adults* with a mean of 4.40, *perceived being liked by students* with a mean of 4.39, and *professional /academic experience satisfaction* with a mean of 4.33.

The highest mean of 4.54, was *school climate and safety,* with a standard deviation of 0.541 or *Very High.* Based on the appended Table 2.6, this is attributed to *feeling of belongingness at this school* with a mean of 4.64 or *Very High; enjoying being at this school* with a mean of 4.60 or *Very High; feeling accepted in this school* with a mean of 4.59 or *Very High; feeling safe at this school* with a mean of 4.58 or *Very High; feeling that there is a positive climate at this school* with a mean of 4.43 or or *Very High;* and *wishing they were not in a different school* with a mean of 4.40 or *Very High* level.

The mean of 4.50 was *self-confidence, feeling accepted* with a standard deviation of 0.497 with descriptive level of *Very High.* Based on the appended

Table 2
Level of School Connectedness of Teachers

Indicators	SD	Mean	Descriptive Level
School climate and safety	0.541	4.54	Very High
Self-Confidence, feeling accepted	0.497	4.5	Very High
Sense of pride and belongingness	0.538	4.49	Very High
Communication clear and Responsive	0.527	4.45	Very High
Perceived being liked by adults	0.539	4.4	Very High
Perceived being liked by students	0.544	4.39	Very High
Professional / academic experience satisfaction	0.518	4.33	Very High
Overall	**0.441**	**4.44**	**Very High**

Table 2.2, this is attributed to *feeling of part of this school* with a mean of 4.54 or *Very High*; *feeling connected to others* with a mean of 4.53 or *Very High*; *being included in lots of activities at this school and not feeling different from other people here* with a mean of 4.50 or *Very High*; *being treated with as much respect as other teachers* with a mean of 4.48 or *Very High*; *feeling that it is not hard for people like them to be accepted here* with a mean of 4.45 or *Very High*.

This was followed by *sense of pride and belongingness*, with a mean of 4.49 with a standard deviation of 0.538 with descriptive level of *Very High*. As reflected in the appended Table 2.7, this is shown by *feeling proud of belonging to this school and feeling proud when telling other people that their work at this school* with a mean of 4.51 or *Very High*; *feeling a spirit of community* with a mean of 4.48 or *Very High*; *feeling a spirit of school community at this school* with

a mean of 4.47 or *Very High; liking our school traditions and the way we do things* with a mean of 4.41 or *Very High* level.

This is followed by *communication clear and responsive* with a mean of 4.45, with a standard deviation of 0.527 with descriptive level of *Very High*. As reflected in the appended Table 2.3, this is attributed to *knowing who to ask for help when one needs it at this school* with a mean of 4.53 or *Very High; feeling that it is not hard to get help when one has a question* with a mean of 4.50 or *Very High; feeling that the other teachers help them* with a mean of 4.47 or *Very High; feeling that there is at least one person in this school one can talk to if one have a problem* with a mean of 4.43 or *Very High; feeling people here notice when there is good at something and support me* with a mean of 4.41 or *Very High; feeling not reluctant to speak openly* with a mean of 4.33 or *Very High* level.

This was followed by *perceived being liked by adults* with a mean of 4.40, with standard deviation of 0.539 with descriptive level of *Very High*. As reflected in the appended Table 2.4, this is attributed on *getting along with some of the colleagues* with a mean of 4.48 or *Very High; feeling that their colleagues respect them* with a mean of 4.45 or *Very High; feeling that their colleagues understand them and feeling that administrators here want them to succeed* with a mean of 4.41 or *Very High; being liked by most of the co-teachers at this school* with a mean of 4.32 or *Very High; feeling that co-teachers here are interested in people like them* with a mean of 4.31 or *Very High* level.

This was followed by *perceived being liked by students* with a mean of 4.39, with standard deviation of 0.544 or *Very High*. As reflected in the appended Table 2.1, this is attributed on *feeling that students here respect teachers* with a mean of 4.54 or *Very High; feeling students here are friendly* with a mean of 4.46 or *Very High; feeling that students in this school care about each other* with a mean of 4.44 or *Very High; feeling that I can rely on others here* with a mean of 4.31 or *Very High;* and *feeling students in this school take my opinions seriously and feeling students like me the way I am* with a mean of 4.30 or *Very High.*

The lowest mean of 4.33 was *professional/academic experience satisfaction*, with a standard deviation of 0.518 or *Very High*. As reflected in the appended Table 2.5, this is attributed on *feeling that professionally one learns a lot at this school* with a mean of 4.56 or *Very High; doing a good job here is important* with a mean of 4.51 or *Very High; feeling that everyone is given many opportunities to learn something new* with a mean of 4.36 or *Very High; being satisfied with most of the organization in this school* with a mean of 4.34 or *Very High; feeling that one's professional needs are being met* with a mean of 4.22 or *Very High; feeling that one learns better in online professional development courses than in classes on campus* with a mean of 3.97 or *Very High* level.

Significance on the Relationship between Levels of Caring Behavior of Teachers and School Connectedness of Teachers

Presented in Table 3 is the result of the test of relationship between caring behavior of teachers and their connectedness. As reflected in the table, the overall R-value of 0.678 with $p<0.001$ was lesser than the 0.05 level of

Table 3

Significance on the Relationship between Levels of Caring Behavior of Teachers and School Connectedness of Teachers

Caring Behavior of Teachers	School Connected of Teachers							
	Perceived being liked by students	Self-Confidence, Feeling accepted	Communication Clear and responsive	Perceived being liked by Adults	Professional/ Academic Experience Satisfaction	School Climate, Safety	Sense of Pride and Belonging?	Overall
Reduce Anxiety	0.389* (0.000)	0.494* (0.000)	0.440* (0.000)	0.285* (0.000)	0.430* (0.000)	0.374* (0.000)	0.461* (0.000)	0.492* (0.000)
Demonstrate a Willingness to Listen	0.581* (0.000)	0.478* (0.000)	0.408* (0.000)	0.434* (0.000)	0.424* (0.000)	0.323* (0.000)	0.362* (0.000)	0.516* (0.000)
Reward Students for Appropriate Behavior	0.464* (0.000)	0.522* (0.000)	0.482* (0.000)	0.471* (0.000)	0.411* (0.000)	0.442* (0.000)	0.488* (0.000)	0.562* (0.000)
Show Friendship	0.470* (0.000)	0.370* (0.000)	0.327* (0.000)	0.418* (0.000)	0.382* (0.000)	0.251* (0.000)	0.285* (0.000)	0.429* (0.000)
Recognize Student Behavior	0.383* (0.000)	0.578* (0.000)	0.522* (0.000)	0.491* (0.000)	0.400* (0.000)	0.402* (0.000)	0.397* (0.000)	0.543* (0.000)
Overall	0.632* (0.000)	0.644* (0.000)	0.573* (0.000)	0.569* (0.000)	0.551* (0.000)	0.468* (0.000)	0.522* (0.000)	0.678* (0.000)

*Significant at 0.05 significance level.

significance. This signifies the rejection of the hypothesis. This means then that there is a significant relationship between the caring behavior of teachers and school connectedness.

Data revealed further that when each indicator of caring of behavior of teachers was correlated with the overall the school connectedness of teachers. All indicators were significantly related since their p-values are lesser than the 0.05 significant level as set in the study. On the other hand, when each indicator of school connectedness has conducted with the indicators of caring behavior of

teachers, results also showed that all revealed significant relationships with their corresponding p-value less than 0.05.

Regression Analysis of the Influence of
Caring Behavior and the School Connectedness of Teachers

Since the caring behavior has a significant relationship on the school connectedness of teachers, regression analysis was applied to confirm which of these indicators best influences the school connectedness of teachers.

Data shown in Table 4 is the regression analysis on the influence of caring behavior and school connectedness of teachers. The regression model with the five indicators on caring behavior of teachers, namely; *reducing anxiety, demonstrating willingness to listen, rewarding students for appropriate behavior, showing friendship,* and *recognizing student behavior* which yielded an R^2 value of 0.693 and F= 36.80 with a probability value of $p<0.001$ which is lower than 0.05 level of significance as set in this study. Therefore, caring behavior of teachers has a significant influence on their school connectedness. The R^2 value of 0.693 implies that 69.30% caring behavior of teachers influenced school connectedness of teachers while the remaining 30.70% of school connectedness was influenced by other factors. It is also revealed that the domains of caring behavior of teachers that yielded a significant influence on the school connectedness of teachers since the probability levels are lesser than the 0.05 level of significance as set in this study are *reducing anxiety, demonstrating willingness to listen* and *recognizing student behavior. Reduce anxiety* has the best influence on teacher's school connectedness.

Table 4
Influence of Caring Behavior of Teachers and School Connectedness of Teachers

Caring Behavior of Teachers	School Connectedness of Teachers			
	β (Standardized Coefficients)	B (Unstandardized Coefficients)	T	Sig.
(Constant)	0.4471	0.3109	1.44	0.152
Reduce Anxiety	0.24548	0.07099	3.46	0.001
Demonstrate a Willingness to Listen	0.19228	0.04907	3.92	0.000
Reward Students for Appropriate Behavior	0.14123	0.07742	1.82	0.070
Show Friendship	0.07115	0.04743	1.50	0.135
Recognize Student Behavior	0.23696	0.07757	3.05	0.003
R	0.480			
R^2	0.693			
F	36.80			
p	0.000			

Chapter 4

DISCUSSION

Presented in this chapter are the discussions, conclusions and recommendations derived from the results of the study.

Caring Behavior of Teachers

The overall level of caring behavior of teachers is *Very High* which means that the caring behavior of teachers is always manifested in terms of: *reducing anxiety, demonstrating willingness to listen, rewarding students for appropriate behavior, showing friendship* and *recognizing student behavior.* Furthermore, caring behaviors so that teachers can identify what behaviors show students that teachers really care about them. This is parallel with the result of the findings of the study of Hinchey (2010) who pointed out that the teachers are perceived to be fair and place value on the students as individuals.

In terms of *reducing anxiety,* the *Very High* level posted to it is attributed to behavior of maintaining eye contact with students when talking with them. The result is in congruence with the statement of Brookfield (2015) stressing that eye to eye contact enhances the learning of the students for seeking information; showing attention and interest; inviting and controlling dealing; dominating, frightening and influencing others; providing feedback during talking; and revealing attitudes. In this way teachers create a caring behavior to reduce pupils' anxiety.

Moreover, the result is in conformity with the idea of Demir (2015) that caring behavior of teachers can create an environment where students feel safe. Teachers make use of behaviors that reduce anxiety levels the most. The caring behavior of teacher is also enforcing the same rules for all students and helping to create an overall "gestalt" of feeling safe. Then again, they may do nothing towards creating this feeling. They may just group in the area because they make students feel good. It would seem like there would be a strong connection between feeling good and feeling safe.

The finding is parallel to the idea of Horton (2015) stressing that the teacher teaches students at their ability. There is no doubt that the teacher's effectiveness in the teaching must continuously be made stronger and proficient. When a teacher could not control behavior, they felt unsuccessful and some to the point of uselessness. Failure to control and influence students behavior and learning sometimes is attributed to school's existing discipline policies, teacher's failure to develop cultural norms, poor mentorship and low level of efficacy and negative caring behavior.

In the area of *recognizing student behavior*, the *Very High* level posted to recognizing students for academic achievement. It means that a teacher's way of expressing thanks attention and recognition to the student's behavior. The result conforms to the idea of Crain (2015) stressing that teachers should recognize students' academic achievement because attitude helps the students to learn that teachers are not only talking about proper behavior but have built-in these into their day-to-day actions. However, teachers admit to their mistakes and

correct them which sometimes happened. They show that they themselves accept the importance of their actions.

It is also parallel to the idea of Marshall (2013) that the teachers have shown recognition to the performance of the students by giving encouraging remarks and by recognizing their achievements through announcement of honor rolls. Teachers help students to internalize the value of honesty, trust, fairness, respect, and good decision-making. Thus, they need to be emotionally steady first so that they can create or establish a good rapport to their students. Teachers in giving positive feedback to students' behavior and their performance could make students feel that they are being cared thus; they are motivated to learn study and achieve their goals.

This finding substantiates the confirmation of Mega, Ronconi and De Beni (2014) who stressed out that teacher's feedback helps student to cultivate positive relationship. Specific, open-minded comments about student behavior, both appropriate and inappropriate, communicate to students that they are responsible for and in control of their behavior. They further stressed that comparing students must be avoided. Feedback must be contingent upon behavior, which means it is dependent upon and immediately following it. It should also specifically describe the behavior being evaluated. Moreover, giving praise is very important. Students are often told that they are good at something rather than that their hard work and determination have resulted in success. It is important that students attribute success and failure to factors under their control.

In the area of *rewarding students for appropriate behavior*, the *Very High* level is indicated to a manifestation that the teachers are able to recognize the good performance of the students by giving rewards and by informing the parents of the good deeds their children have done. The result agrees with the idea of Caballero (2010) that the teacher must be aware that students are great judges of teacher's practices and respond to teacher's qualities through their engagement in the classroom. Teacher's appreciation and proper use of guidance are important to the students' awareness of caring. In the same manner, teachers can impart care to students while teaching them by improving their assignments, conversing, or playing with them. The teacher's strength depends on the student reverence and respect for the teacher. This referent power has the student relating to the teacher as a good example.

The finding of the result corroborates the idea of Hansen (2014) that students need to feel that their teachers care about them, want the best for them, and are investing in their success. This perception or feeling is needed before students will give their full effort. Student and teacher perception support the findings that the highest achieving schools combine an emphasis on academics with a belief of caring that reflects higher rates of pro-social behaviors and lower rates of anti-social behaviors among students. Further, school dissimilarities favoring more positive insight of teacher caring and commitment have corresponded to higher rates of academic achievement in those schools.

This also parallel to the idea of various authors Chapman, Buckley, Sheehan, Shochet and Romaniuk (2011) that parent engagement might be

cultivated through building up customary gatherings to talk about the students' performance execution and accomplishments, offering classes to improvement guardians' aptitudes and decreasing obstacles. Further, trusting and caring connections among school staff, parents, students, and groups may likewise encourage cooperation. These influences might be formed through an assortment of strategies, for example, making learning encounters for students to work with grown-ups, urging staff to welcome students by name, and opening the school working to families and group individuals outside of school hours for entertainment and well-being advancement programs.

Furthermore, the result affirms with idea of various authors Reinke, Herman and Stormont (2013) which reveal that the teacher giving rewards to their students for their appropriate behavior motivates students to learn and participate well. Through rewarding, it strengthens learning and to rouse great manner. The positives of utilizing the procedure of rewarding are; learners fit in with proper practices when remunerated either characteristically or outwardly; they will indicate enthusiasm and bring their interest up in the daily classroom responsibility, duties and learning. Additionally, impetuses for students propel them to be more focused on the grounds that they develop pride in their accomplishments. They are pleased and furthermore urged to accomplish another victory and rouses learners to finish their homework. Rewarding learner empowers and supports school exertion.

In terms of *demonstrating willingness to listen*, the *Very High* level it received signifies that the teacher asks students for their opinions and makes

time for students before and after school. The result affirms with idea the of Farber (2015) that teachers owe the obligation of care to students by setting aside or making time with students to supervise during break time and noon or make other planning. Additionally, teachers evaluate students' reaction in approaching students for their assessments to accumulate their opinions or ideas about what is helping them to study and what isn't. Along these lines, teachers make care and quality connection amongst teachers and students to bring about a more prominent level of discovering that permits functioning admirably. It is common practices to wait and ask students how successful. Teacher can gather information about the effectiveness of their teaching strategies, the usefulness of instructional materials, and other features of the course that can be changed

The finding of the study is parallel to the idea of Tangney (2014) that effective teachers are not just educated and talented educators but also good listeners. Since good teachers have great listening abilities, they are expected to have sympathy and patience with their students ability to comprehend what they are being instructed. In fact, listening abilities likewise help in maximizing classroom engagement. A teacher who actively listens to students is listening for the meaning behind what students are saying, and then checks in with them to make sure they have understood properly. This affirms students' dignity and helps develop a trusting relationship between teachers and students.

Moreover, the finding is also in line with the statement of Ali (2012) that the act of listening is one of the most significant behaviors used in conveying that they care about the other person. It is also one that requires the least effort.

Caring is shown by treating students respectfully, listening to them, knowing their names, dialoguing with them, soliciting their opinions, valuing their ideas and believing they are capable. When teachers correct or guide them, showing them their mistakes provides students with additional opportunities to earn and develop the skills to become successful.

In the area of *showing friendship*, the *High* level posted to returning work promptly with comments and interventions when students are being picked on. The result is in conformity with the study of Bergmann and Sams (2012) stressing that majority of the teachers wants to succeed and understand one another in a friendly manner. In other words, the students and teacher will become friendly if a teacher shows friendship. Teachers are able to provide the students with opportunities to grow socially by allowing them to eat lunch with their teachers, letting students have fun at the teacher's expense that would develop their friendship.

This is parallel to the idea of Hicks and Swain (2007) that teachers can make one-on-one time with their students and make best use of the individual and little gathering exercises, blend individual and learned talk and lead individual discussions amid non-class time, write remarks on students' papers and utilize non-verbal communication, for example, harmonize eye to eye connection, and touch kids on the shoulder, arm, back, or other safe zones in light of the fact that physical closeness manufactures trust and compatibility. Caring teachers show individual information about themselves that is suitable to the necessities of the students, yet they practice thoughtfulness about what

information they share. Students feel an expressive association with teachers and assume that the teachers are caring and friendly.

In addition, the result of the study is conformity with the study of Noddings (2013) that caring represents a specific sort of association with others; this illustrates something one does in a relationship, not a particular arrangement of practices. Every interaction is an opportunity to relate either in a caring or non-caring way. Caring isn't a program or formula, but instead a way for identifying with students, their families, and each other that passes on empathy, ability, regards, and intrigue. Caring is a demonstrations done out of affection and systematic viewpoint with the objective of helping every student. Caring applies to the idea of creating caring capacities. At the point when a teacher cares, she/he truly hears, sees, and feels what other tries to pass on. At the point when individuals care, they think about the other's perspective and other's needs, and desires. To care is to act by friendship and respect for one another.

The result is corroborates with the idea of various authors Haerens, Aelterman, Vansteenkiste, Soenens and Van Petegem (2015) that teachers have personal concerns for each student. They are very knowledgeable in the subject they teach. Effective teachers create a kind and caring atmosphere in their classroom and they greet their students with enthusiasm. Effective teachers are always searching for professional development opportunities, and they are excellent communicators with their students and colleagues. Highly effective teachers demonstrate great motivation and they have a profound passion for the profession. They want to help children grow and learn, and they want all children

to know they are valued. Effective teachers' help students find their strengths as well as areas to strengthen. Effective teachers believe that all students, regardless of their ability levels, have a right to learn.

School Connectedness of Teachers

The overall level school connectedness of teachers is *Very High* which means that the school connectedness of teachers is always manifested in terms of: *perceived being liked by students, self-confidence, feeling accepted, communication clear and responsive, perceived being liked by adults, professional/academic experience satisfaction, school climate, safety* and *sense of pride and belonging*. Furthermore, they have an ability to promote academic motivation and generally treated as a broad construct that combines students' perceptions of safety, support, belonging and engagement. This parallels with the result of the findings of Lemberger and Clemens (2012) who pointed out that when teachers receive empathy, praise, and attention in a clear and consistent fashion, they experience social support. The experience of social support generates a sense of belonging which, in turn, leads to increased engagement and academic motivation.

In terms of *school climate and safety*, the *Very High* rating it received suggests that the teachers are enjoying being at this school and they feel that they are safe. The result is in conformity with the idea of Hallinan (2008) that school climate and safety is a process whereby the teachers enjoy being with their school, where they feel safe and belong to the school, and they feel love of being in the school. Teachers feel safe enough if their co-teachers are open and

accepting of them and encourage them to express their feelings and opinions, and without judgment.

Furthermore, the result is parallel to the idea of various authors Thapa, Cohen, Guffey and Higgins-D'Alessandro (2013) that school climate, characterized as "the quality and character of school life," significantly influences teachers' performance and responsibilities. As indicated by the National School Climate Center, a safe and caring school condition is one in which students feel definitely associated with others, feel respected, feel that their work is important, and feel that they are great at what they do. School climate is a gathering understanding that reflects the school communities' standards, objectives and qualities, and school atmosphere develops in light of manners by which students, parents and school staff encounters school life.

In the area of *self-confidence and feeling accepted*, the *Very High* rating is an indication that the teachers' feel of being oneself at this school and connected to each other. The result conforms with the idea of various authors Park, Holloway, Arendtsz, Bempechat and Li (2012) that teacher is treated with respect as other teachers and they feel connected to each other. The teacher has in mind that there is not hard for people like them and freely accepted by their co-teachers. Teachers feel connected with others especially in times of school activities and in times of need. They do not feel that they are different from each other and always feel that they are included in all activities in their school.

The finding is also parallel to the idea of Roffey (2011) that teacher feeling accepted inside the school is an essential of emotional need. It is so imperative

to the survival that it considers one of the essential human needs alongside sustenance and shelter. Having the capacity to build up and keep up positive social relations has various advantages and is vital to everybody. Well-working gatherings give social and emotional help, can ensure and help in the heart of need, encourage access to vital assets, and give the establishment to strong families and teachers can perform better when they are accepted and valued by the people in the community. Thus was that their individuality and limits are also given consideration to be improved.

In the area of *sense of pride and belongingness*, the *Very High* level stressed that the teachers are enjoying the celebrations and events in school. They are happy with the people and community they are in. The result is in conformity with the statement of Kaur (2015) which cited that research has indicated that a teacher's respect and ethical use of power are key to the students' perception of caring. With respect, teachers can communicate caring to students when disciplining them, correcting their assignments, lecturing or playing with them. The teacher's power is based upon the student's admiration and respect for the teacher.

Likewise, the finding is similar to the study of Levine (2012) that in the spirit of community as in the public is examined, concentrating on the school as a social association embracing of agreeable grown-ups who share a *mutual* reason and where everyday life for the two grown-ups and students are educated by shared esteems and the same agenda of trainings. The positive connection amongst parents and school staff gives important help to the target of school.

The school as community is reflected by teacher manner and desires for student accomplishment and behavior, and the believable outcomes of a mutual school association on students.

The finding is also in line with the statement of Magolda (2014) that to build community relationships, people must care for each other, which focuses on the being of their students in every interaction. This includes showing tolerance and acceptance. Teachers cooperate by working together for a common purpose and mutual goals. Teachers can rely on one another to be considerate of their needs, wants, desires, and interaction of individuals and their social context. Individual experience was awkward to define, similar to love, yet one knew when it was present or absent. They described and understood community as more hands on or personal than quantitatively measured. Caring teachers are considered as approachable.

In terms of *communication clear and responsive*, the *Very High* rating it posted to that the teachers know who to ask for help when one needs and feel that it is not hard to get help when one has a question. The result is conformity with the idea of various authors Darling-Hammond et al. (2015) that every teacher in school must have a clear communication skill and be responsive to avoid being misunderstood because some teachers decline to help their co-teachers to learn. At least there are teachers whom they can rely upon and who they can talk to in times of crisis. The teachers have difficulty in getting help from their school. But whenever they speak it very clear and can be understood by others, they know whom to ask for help.

Furthermore, the finding is similar to the study of various authors Orlich, Harder, Callahan, Trevisan and Brown (2012) that teachers are able to understand their responsive response and change them if necessary. They are also able to read situations and people around them and then use their understanding to problem-solve and make better assessments. Instead of denying feelings, during open situation, individuals slow down their reactions to give their mind a chance to guide their feelings. When in engagement or crisis, this slowing down process helps in carefully engaging both heart and mind and thus generates creativity and in our head greater solution.

Also the result is parallel to the idea of DuFour and DuFour (2013) that clear communication and responsiveness is essential for all to be capable to convey to them the experience or gratitude of others, and communicate their needs. Communication in this sense is not limited to ability to utter to others. This notion includes feeling of safety in communication, when participants are not judged or classified by fear of failure. Particular factors in school institution mentioned in literature might contribute to establishing effective communication among members of school society.

As to the area of *being liked by adults*, the *Very High* level is an indication that the teachers get along with some of their colleagues and feeling that their colleagues respect them. The result is conformity with the idea of Kabakci (2015) that a teacher may not get along well with other teachers; however, they are liked by some of the teachers. Teachers are being liked by adults to make the teaching-learning process capable to the utmost. The teachers find somebody to

talk to when they have a problem. They are hesitant to voice out their opinion, because there are some who show negative idea. They should make the learning experience of the students enjoyable, truthful and meaningful.

The finding of the study corroborates with study of Darling-Hammond (2008) that teachers invest excessively of their energy separated from their associates of their school day teaming up with other teachers, empowering rivalry instead of cooperation, and making it troublesome for teachers to cooperate to unravel instructive and institutional issues. Things don't need to be that path, notwithstanding, as there are numerous ways that educators can connect and interface with their partners and construct a more community environment in their schools. It can help different instructors to associate and enhance the nature of guideline they can offer students. One of the greatest hindrances to interfacing with different teacher is ensuring that their all in agreement. Everybody should recognize what's anticipated from them and be made an esteemed piece of the group. From that point, it's considerably less demanding to make connections and make sense of the following stages to take to enhance the nature of instruction kids get.

In addition, the finding is parallel to the idea of various authors Villa, Thousand and Nevin (2008) that teaching isn't just about having the right lesson design and educating strategies. It's additionally about building put stock in, affinity, and great correspondence with their students. It's not only the students who need to have a better association with. The teachers will be a major piece of their everyday activity. They are there to help, and getting along well can make

instructing a breeze. In the event that they start this thing in an adverse state of mind, however, may observe each day to be a battle. Here are a couple of tips to enable them to frame a better association with their co-teacher. Take the time and endeavor to formulate a better association with their co-teacher. Also, regardless of whether they do have a couple of differences, recollect that at last, both of them have the best advantages of the students on the most fundamental level. Clear correspondence, bargain, and kindness not just help make opportunity showing more pleasant, they also help make a situation where their students can learn. What's more, at last, is the eventual objective of a teacher.

In the area of *perceived being liked by student,* the *Very High* level, it posted to the students' respect to their teachers and that the students' care about each other. The result conforms to the idea of Amstutz (2015) that teachers have a feeling that they have friends in school and they feel that students are friendly. In addition, students take teachers opinion seriously. Some teachers rely on others' opinion. It is along this that teachers lessen their worry. This pertains to the individual who are well behaved, passionately stable and quite free from worries and tense pressures or they are unreasonably worried, tense or with low frustrations tolerance.

Moreover, the result is parallel to the study of Modi (2015) that teacher-student relationships are where students feel that they are both cared for and expected to succeed. This relationship can manifest it in many different ways. It can reduce rates of dropping out by nearly half, help explore options, and provide support for further academic or professional aspirations. It can impact student's

social and academic outcomes, and thus reduce drop-out rates. Low-income students often have neither the support they need to complete study nor access to the information they need to pursue education. It is important for low-income students who experience academic difficulties and negative social outcomes to gain social capital from their teachers, because they can benefit from the guidance and support. Further, teacher-student relationships can impact peer relationships in schools. Teachers' interactions with students can affect classmates' perceptions of individual students, in turn affecting which students classmates choose to interact with and accept.

Furthermore, the finding of the study corroborates with study of Akey (2006) that students who perceive that their teachers care about them, respect them, and praise them are more motivated to like school. In this way, teachers are affecting the students' feelings about school because teachers play a unique role which is relative to students and their manners of involvements. Teachers have great influential or guidance on whether students like school or not. Teachers touch students' school performance that is why teacher should identify the characteristics that have a positive effect on students' feelings because it is one way to increase students' school attainment.

In the area of *professional/academic experience satisfaction*, the *Very High* level it posted, that teacher's feeling is professionally one learns a lot at this school. This means that teachers feel the importance of the nobleness of their profession. They also manifest good job and are very much willing to learn more to impart knowledge to the students. The result agrees with the statement of

Streshly, Gray and Frase (2012) that service in education calls for the highest standard of integrity and morality. The teacher should construct themselves accordingly and be proper at all times. They must be physically, mentally and morally fit. They should obtain propriety and good taste in language at all times.

Also, the result is conformity with the idea of various authors Malik, Nawab, Naeem and Danish (2010) that the teacher satisfaction with work-itself, quality of supervision and pay satisfaction had significant positive influence on teachers. They had high degree of organizational commitment and satisfaction with work-itself, supervision, salary, coworkers and opportunities for promotion.

Moreover, the result is parallel to the study of various authors Pelit, Öztürk and Arslantürk (2011) that Profession contentment is at the center of worker performance and practice. It is vital for school head to consider however many factors as would be prudent that influence characteristic of employment fulfillment and proficiency. The choices of school head can have positive or negative effects on all segments of an association and the basic leadership styles of school heads are vital. School administrators can settle on choices normally or naturally, or they can endeavor to interchange them.

Significance on the Relationship between
    Levels of Caring Behavior of Teachers and
    School Connectedness of Teachers

The test on the significance on the relationship between the caring behavior of teachers and school connectedness of teachers indicated that the caring behavior of the teachers has a significant correlation with their school connectedness. The results agree with the idea of Chang and Davis (2009) that

teachers who manifest caring behavior to the learners can establish connection and close contact with the people in their environment. This caring behavior is observed on how the teachers deal with the students, peers, parents and other clients of the community.

This finding of the study corroborates with prominent caring theorist, Noddings (2012) that educators need to value an ethos of caring and be concerned when the curriculum and school are not actively promoting a search for connection between the teacher and the student. He further stated that interpersonal connections of relationships have profound consequences on how students' identities develop along with how their academic success is determined.

Moreover, the finding is parallel to the study of Cueva Zepeda (2008) who pointed out that the connection between caring behavior of teachers and their school connectedness is embedded. Furthermore, the need of the students must be satisfied before others can be addressed because it is an important foundation for caring relationships in the classroom. Intellectual needs cannot be addressed until the lower levels of psychological, safety, belonging, school connectedness and self-esteem are met. A caring teacher meets students' affective needs for safety, belonging, connection and self-esteem to support their intellectual needs for learning. When student affective needs are neglected or frustrated, their cognitive needs are undermined.

Further, it is in line with the study of various authors Furrer, Skinner and Pitzer (2014) that the relationships formed between students and teachers are at

the heart of school connectedness. Students who perceive their teachers as creating a caring, well-structured learning environment in which expectations are high, clear and fair are more likely to be connected to school. Teacher support is essential in guiding students toward positive and productive behaviors. This relationship allows students to develop a stake in their own achievement

In addition, this confirms the claim of Lasky (2005) that teachers' ability is to develop caring relationships with students such as the school environment, cultural understanding, plus the teacher's beliefs and attitudes about care and personal experience of being cared for. Schools can support teachers' capacity to care for students through a strong commitment to the teacher-student relationship, deliberate fostering of relationships between students, teachers and parents and through modeling by and direct receipt of care from administrators.

Furthermore, the result is in conformity with the idea of various authors Allen, Gregory, Mikami, Lun, Hamre and Pianta (2013) that school connectedness was characterized as the belief by students that adults in the school care about their learning and also about them as people. This shows that individual students' sentiments of being connected to school are affected by their peers and also by adults; this publication has extended that definition to incorporate associate influence.

Moreover, the result further substantiates the assertion of the various authors Thompson, Iachan, Overpeck, Ross & Gross (2006) who stressed that the feeling connected to school involves positive and pro-social connections to peers, teachers, and staff at school; a sense of enjoyment and liking of school; a

belief that school is important; active engagement in school activities; and a perceived sense of belonging, closeness, and commitment to school.

**Influence of Caring Behavior of Teachers
on School Connectedness of Teachers**

A regression analysis was employed to determine the influence between the caring behavior of teachers and their school connectedness. The result of the study revealed that among the domains of caring behavior of teachers, the indicators on *reduce anxiety, demonstrate willingness to listen* and *recognize student behavior* have significant influence on the school connectedness of teachers in this single capacities. However, on the whole caring behavior of teachers significantly influence school connectedness. This jibes with the anchored proposition of Chang and Davis (2009) that teachers who manifest caring behavior to the learners can establish connection and close contact with the people in their environment. This caring behavior is observed on how the teachers deal with the students, peers, parents and other clients of the community.

Additionally, this confirms the claim of various authors Furrer, Skinner and Pitzer (2014) who pointed out that relationships formed between students and teachers are at the heart of school connectedness. Students who perceive their teachers and teachers as creating a caring, well-structured learning environment in which expectations are high, clear and fair are more likely to be connected to school. Teacher's support is essential in guiding students toward positive,

productive behaviors. This relationship allows students to develop a stake in their own achievement.

Moreover, this confirms the claim of Lasky (2005) that teachers' ability is to develop caring relationships with students such as in the school environment, and in case of lack of cultural understanding, the teacher's beliefs and attitudes about care and personal experience is essential. Schools can support teachers' capacity to care for students through a strong commitment to the teacher-student relationship, deliberate fostering of relationships between students, teachers and parents and through modeling by and direct receipt of care from administrators.

Conclusion

Results revealed that the level of caring behavior of teachers in terms of *reducing anxiety, demonstrating willingness to listen, rewarding students for appropriate behavior, showing friendship* and *recognizing student behavior* is *Very High*. The level of school connectedness of teachers in terms of; *perceived being liked by students, self-confidence or feeling accepted, communication, clear and responsive, perceived being liked by adults, professional /academic experience satisfaction, school climate safety,* and *sense of pride and belonging* is also *Very High*.

Furthermore, there is a significant relationship between caring behavior of teachers and school connectedness. Among the domains of caring behavior of teachers with significant influence on school connectedness in their single capacities like *reduce anxiety, demonstrate a willingness to listen* and *recognize student behavior. Reduce anxiety* best influences school connectedness of

teachers. The rest of the domains used the support of other domains to significantly influence on school connectedness.

Furthermore, the result conforms to the anchored proposition of Chang and Davis (2009) that teachers who manifest caring behavior to the learners can establish connection and close contact with the people in their environment. This caring behavior is observed on how the teachers deal with the students, peers, parents and other clients of the community.

Moreover, this corroborates with the study of a prominent caring theorist, Noddings (2012) that educators need to value an ethos of caring and be concerned when the curriculum and school are not actively promoting a search for connection between the teacher and the student. He further stated that interpersonal connections of relationships have profound consequences on how students' identities develop along with how their academic success is determined.

Recommendation

The result of the study shows that the level of caring behavior of teachers is *Very High*. Therefore, it is recommended that it be sustained. To do this, the teachers need to keep and uphold the values of *reducing anxiety, demonstrating willingness to listen, rewarding students for appropriate behavior, showing friendship* and *recognizing student behavior*. Also, there is a need that the teachers conduct home visitation and spend time in their students' communities in order to develop a deep awareness of students' challenges and needs and for teachers to be better able to help them.

The result of the study also shows that the level of teachers connectedness is *Very High*, thus, it be sustained. This can be done by the teachers to develop student's self-confidence and feeling accepted. So that the students have a feeling of being one with their school that is feeling connected to others that would keep the strong connection of the school and the teachers.

Furthermore, pursuing the above recommendation, the department delivers more effort to encourage teachers to attend more in-service workshops and trainings so as to allow teachers to gain caring behavior and school connectedness. In addition, the researcher recommends that the government and Department of Education officials provide more supplementary materials and resources in order to proactively stimulate the interest and heighten the attitudes of teachers towards their responsibilities bringing about the assurance of the competence of teachers to functionalize the purpose of the curriculum.

Moreover, the findings of the study shows 69.30% of the caring behavior of teachers significantly influence their school connectedness. Therefore, the researcher recommends that a further research regarding the other factors that are associated with the caring behavior of teacher and their school connectedness would be conducted. Further studies may be conducted to validate the results of the present study.

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APPENDICES
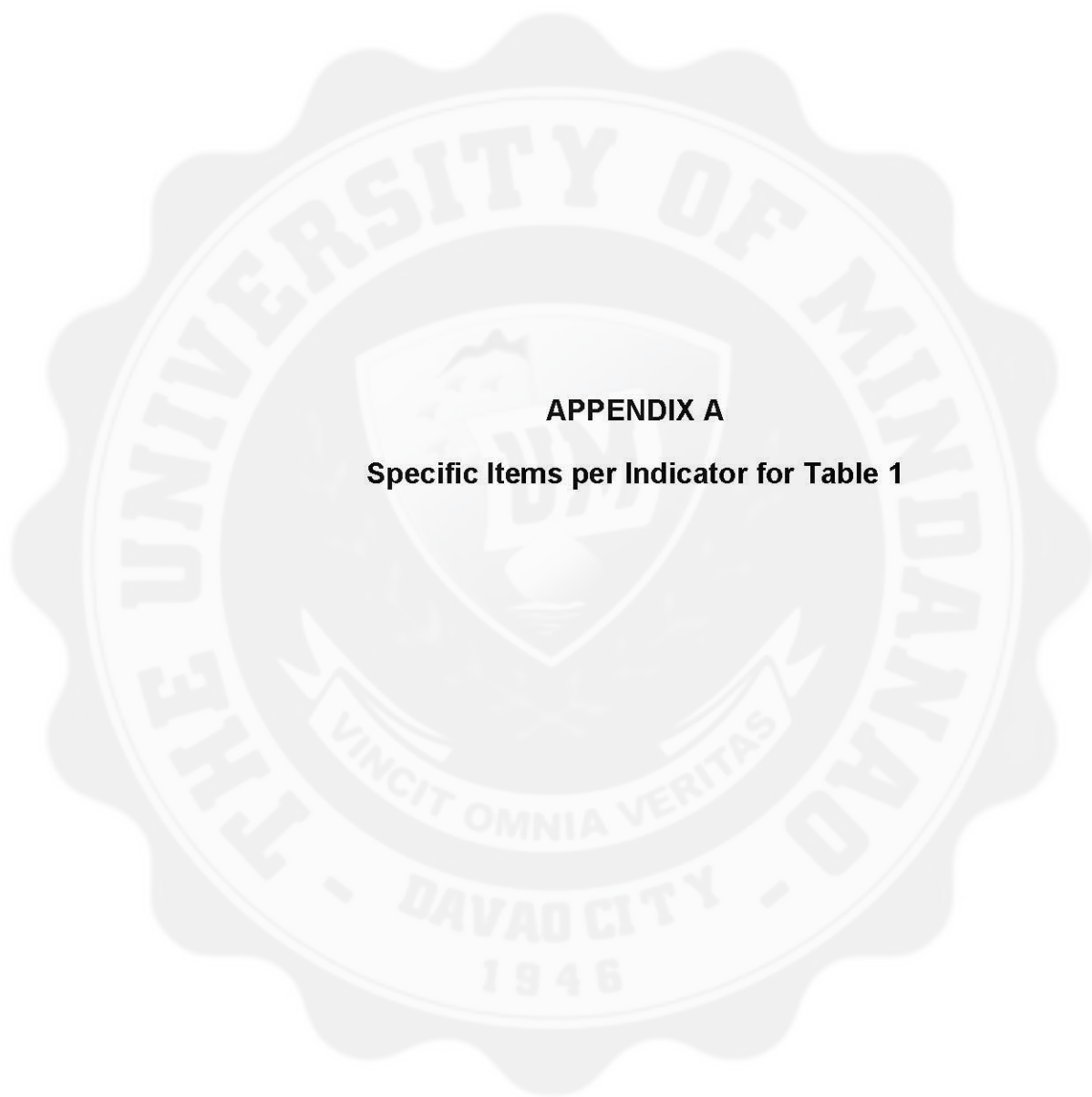
APPENDIX A

Specific Items per Indicator for Table 1
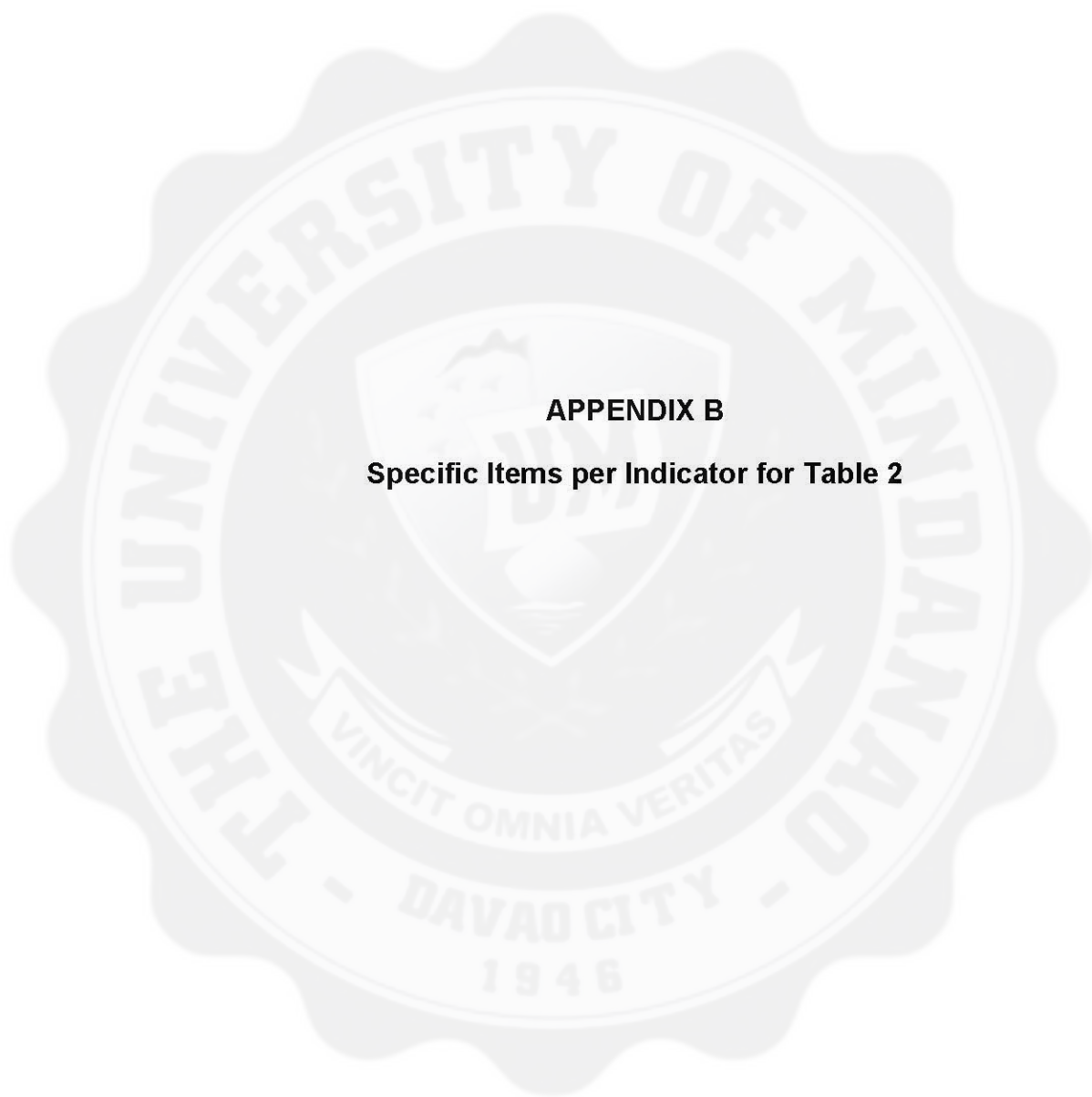
APPENDIX B

Specific Items per Indicator for Table 2

APPENDIX C

Letter to the Validators

APPENDIX D

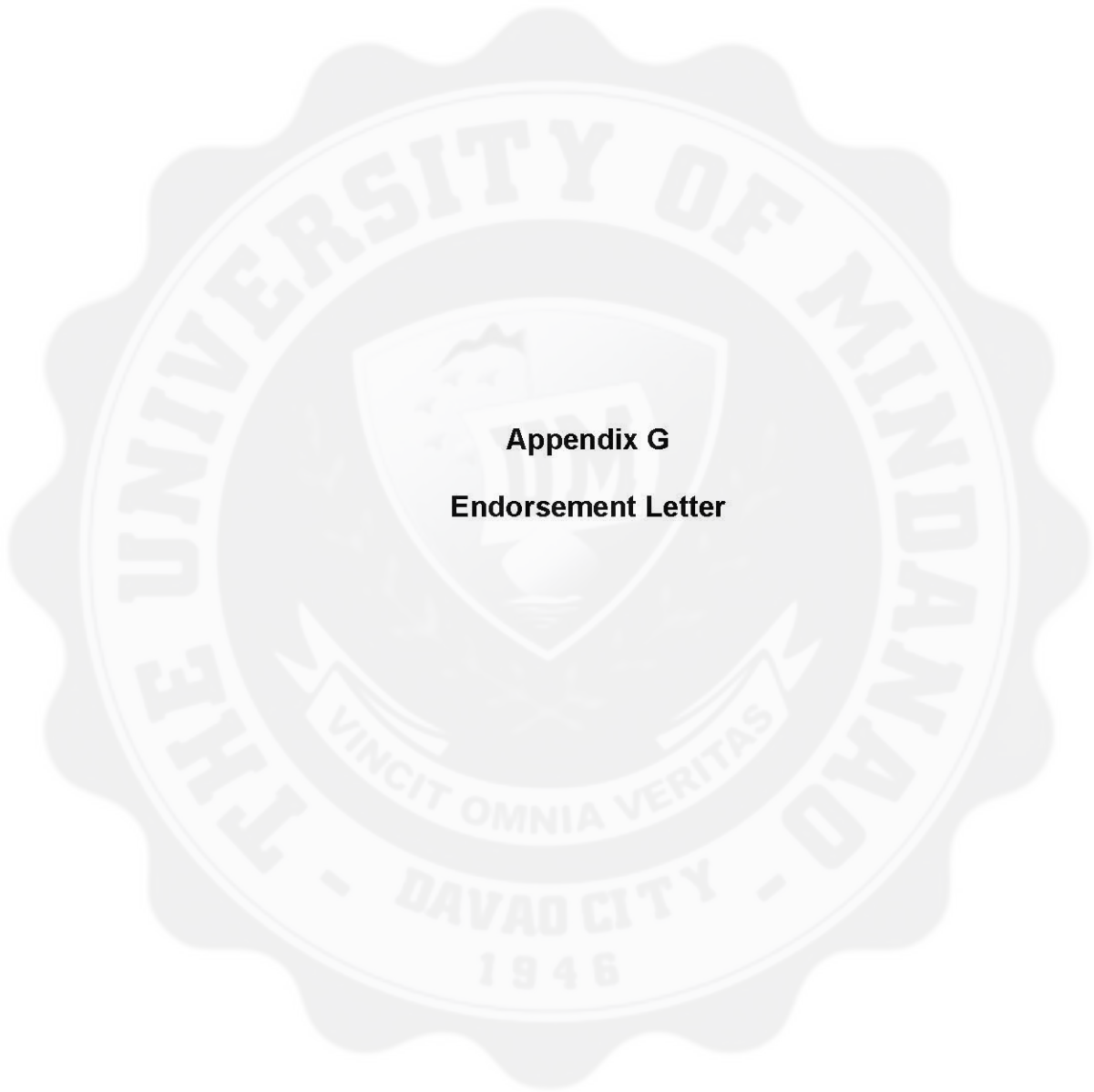**Validation Sheets for Research Questionnaire**
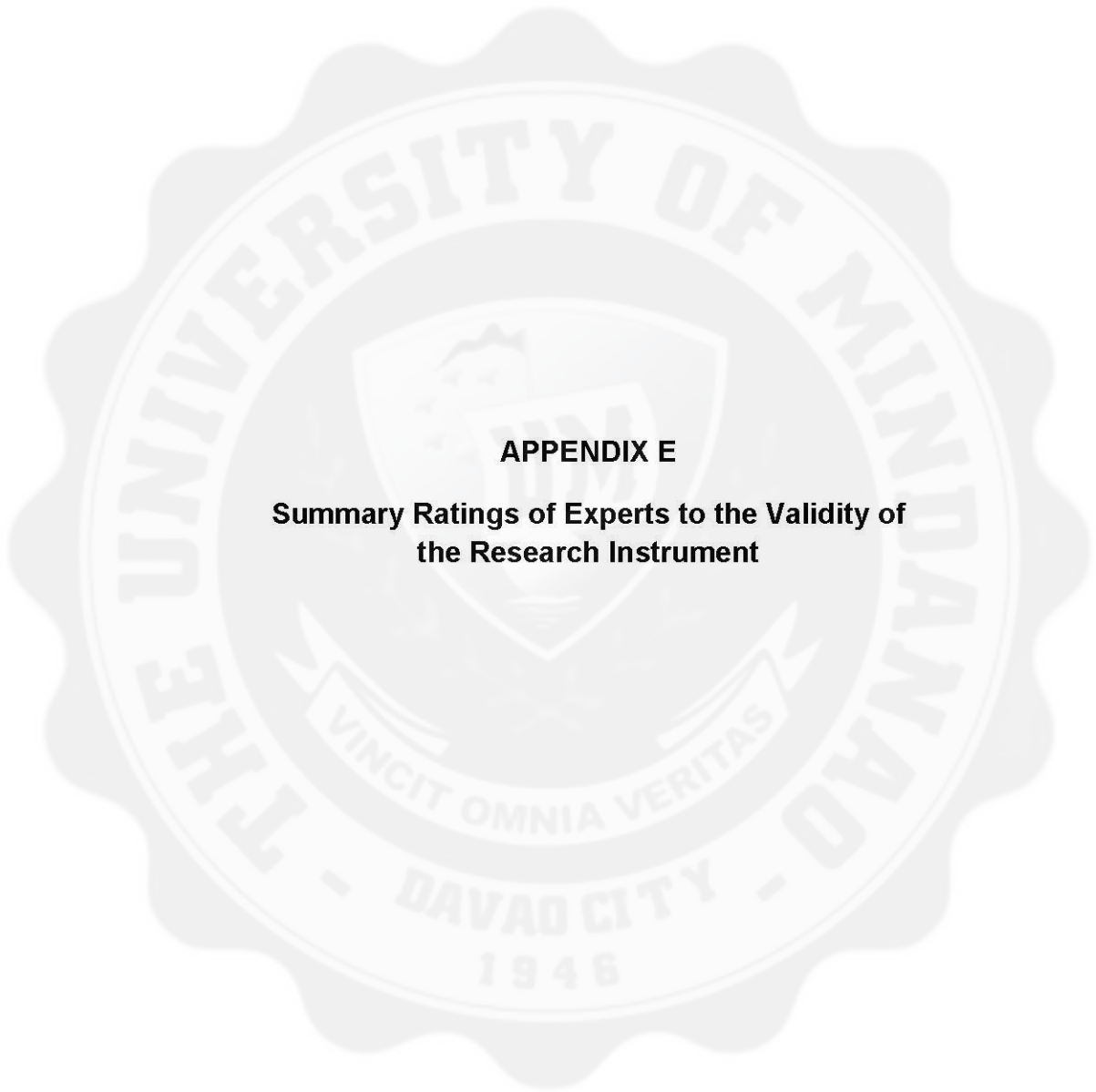
APPENDIX E

**Summary Ratings of Experts to the Validity of
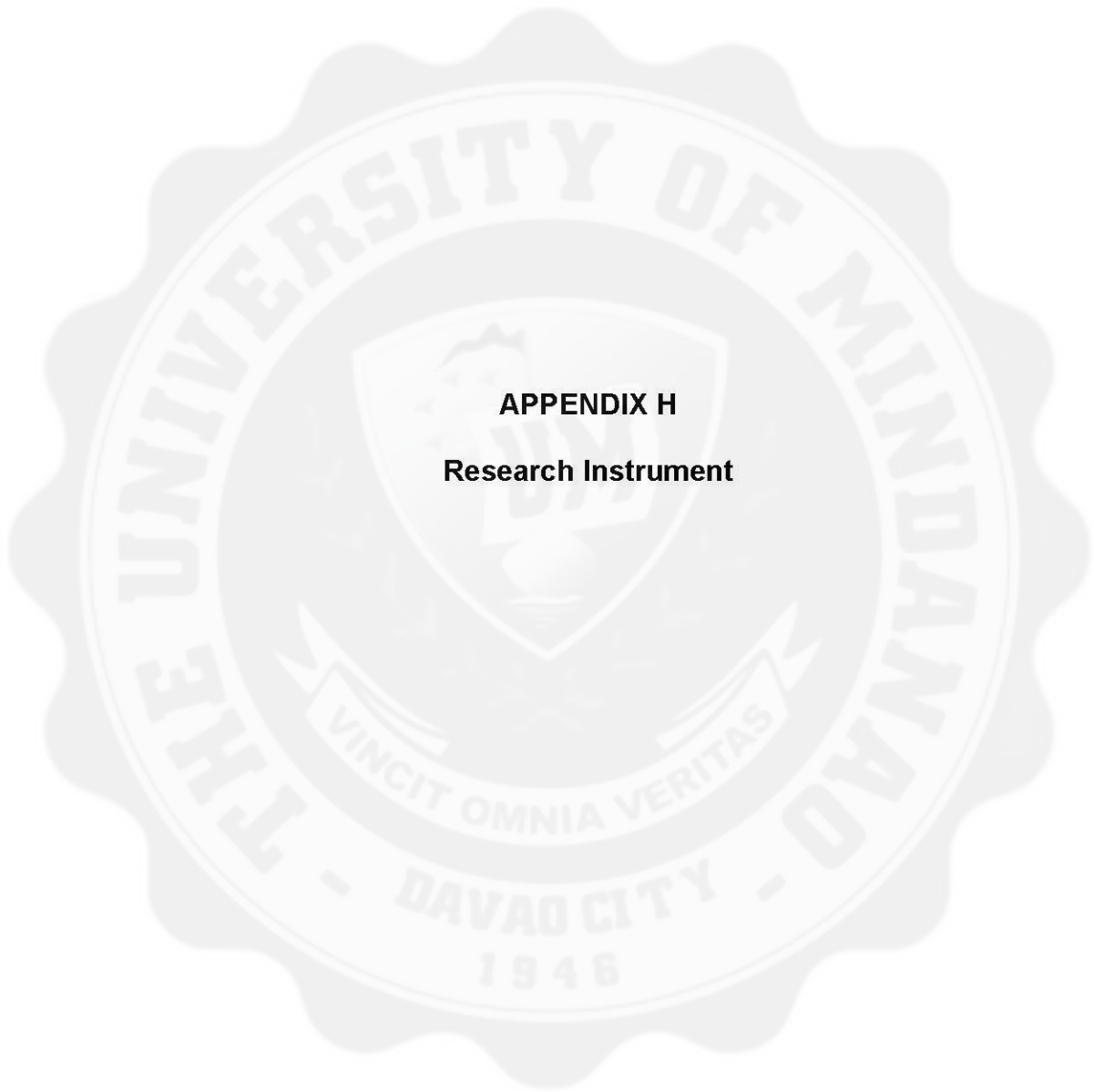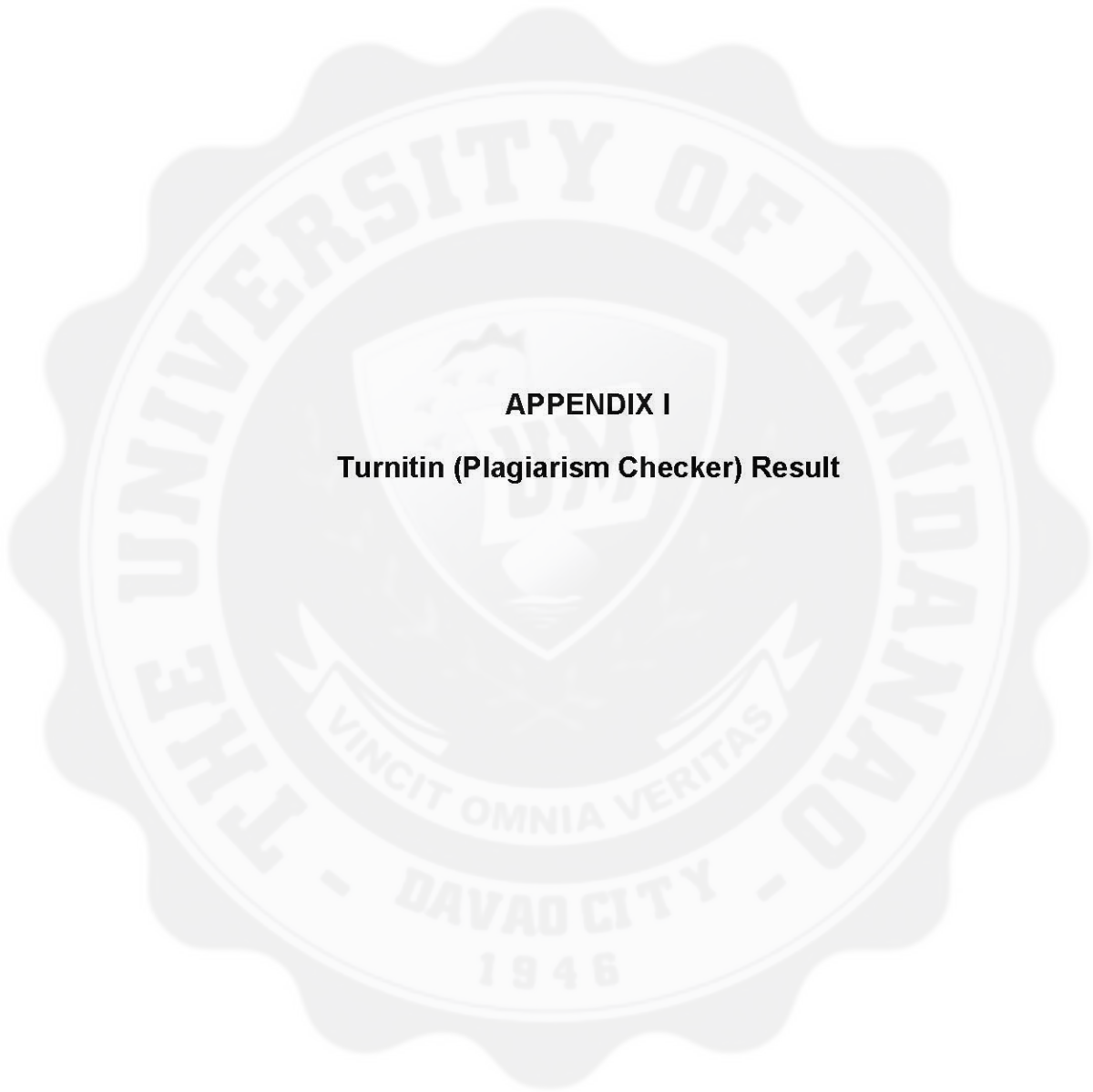the Research Instrument**
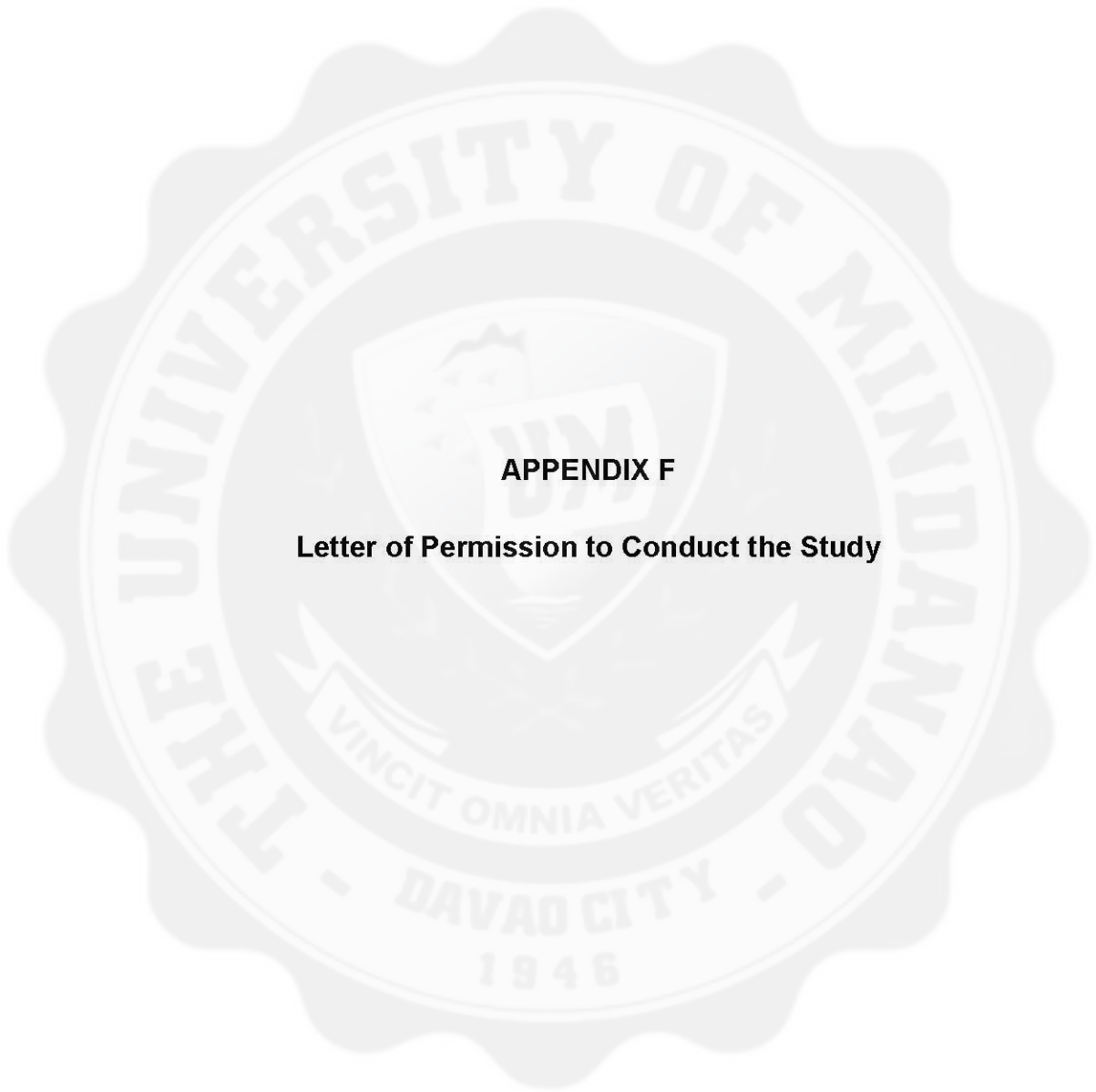
APPENDIX F

Letter of Permission to Conduct the Study

Appendix G

Endorsement Letter

APPENDIX H

Research Instrument

APPENDIX I

Turnitin (Plagiarism Checker) Result

Appendix J

Editor's Certificate

CURRICULUM VITAE
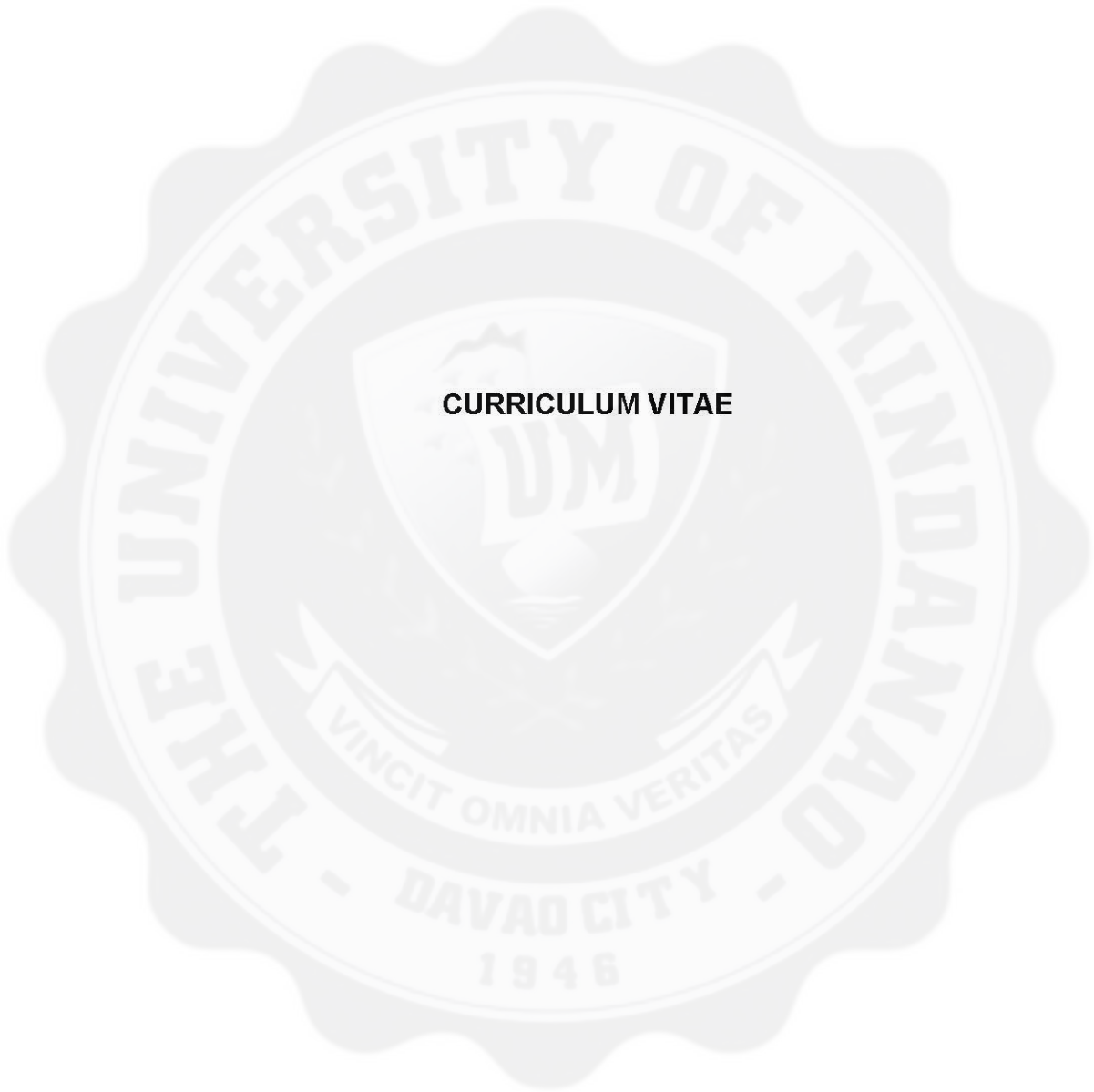
Table 1.1

Level of Caring Behavior of Teachers in terms of Reducing anxiety

Items	SD	Mean	Descriptive Level
Maintaining eye contact with students when talking with them	0.390	4.83	Very High
Teaching students at their ability level	0.536	4.61	Very High
Creating an environment where students feel safe	0.509	4.68	Very High
Enforcing the same rules for all students	0.545	4.61	Very High
Overall	**0.397**	**4.68**	**Very High**

Table 1.2
Level of Caring Behavior of Teachers in terms of Demonstrating a Willingness to Listen

Items	SD	Mean	Descriptive Level
Getting students to make decisions that affect them	0.715	4.23	Very High
Taking a personal interest in students outside the classroom	1.087	3.98	High
Asking students for their opinions	0.565	4.53	Very High
Making time for students before and after school	0.709	4.29	Very High
Overall	**0.596**	**4.26**	**Very High**

Table 1.3
Level of Caring Behavior of Teachers in terms of Rewarding Students
for Appropriate Behavior

Items	SD	Mean	Descriptive Level
Displaying students work	0.578	4.57	Very High
Providing treats and goodies on special occasions	0.747	4.12	High
Asking students to help with classroom tasks	0.571	4.56	Very High
Informing parents about student progress	0.479	4.70	Very High
Overall	**0.428**	**4.49**	**Very High**

Table 1.4
Level of Caring Behavior of Teachers in terms of Showing Friendship

Items	SD	Mean	Descriptive Level
Eating lunch with students	0.896	3.63	High
Returning work promptly with comments	0.631	4.22	Very High
Letting students have fun at the teacher's expense	0.881	3.94	High
Intervening when students are being picked on	0.733	4.05	High
Overall	**0.614**	**3.96**	**High**

Table 1.5

Level of Caring Behavior of Teachers in terms of Recognizing Student Behavior

Items	SD	Mean	Descriptive Level
Praising students for their good behavior	0.453	4.76	Very High
Using positive criticism with students	0.573	4.54	Very High
Recognizing students for extra-curricular achievement	0.501	4.67	Very High
Recognizing students for academic achieve	0.436	4.77	Very High
Overall	**0.404**	**4.68**	**Very High**

Table 2.1

Level of School Connectedness of Teachers in terms of Perceived being liked by Students

Items	SD	Mean	Descriptive Level
Feeling that students in this school care about each other	0.659	4.44	Very High
Feeling students in this school take my opinions seriously	0.637	4.30	Very High
Feeling students here like me the way I am	0.711	4.30	Very High
Feeling students here are friendly	0.682	4.46	Very High
Feeling that I can rely on others here	0.692	4.31	Very High
Feeling that students here respect teachers	0.598	4.54	Very High
Overall	**0.544**	**4.39**	**Very High**

Table 2.2
Level of School Connectedness of Teachers in terms of Self-Confidence, Feeling Accepted

Items	SD	Mean	Descriptive Level
Feeling that it is not hard for people like him/her to be accepted here	0.689	4.45	Very High
Being included in lots of activities at this school	0.557	4.50	Very High
Being treated with as much respect as other teachers	0.661	4.48	Very High
Not feeling different from other people here	0.639	4.50	Very High
Feeling of being oneself at this school	0.547	4.54	Very High
Feeling connected to others	0.582	4.53	Very High
Overall	**0.497**	**4.50**	**Very High**

Table 2.3
Level of School Connectedness of Teachers in terms of Communication Clear and Responsive

Items	SD	Mean	Descriptive Level
Feeling that the other teachers help him/her	0.646	4.47	Very High
Feeling people here notice when he/she is good at something and support me.	0.601	4.41	Very High
Feeling that there is at least one person in this school one can talk to if one have a problem	0.666	4.43	Very High
Knowing who to ask for help when one needs it at this school	0.607	4.53	Very High
Feeling that it is not hard to get help when one has a question	0.607	4.50	Very High
Feeling not reluctant to speak openly	0.712	4.33	Very High
Overall	**0.527**	**4.45**	**Very High**

Table 2.4

Level of School Connectedness of Teachers in terms of Perceived being liked by Adults

Items	SD	Mean	Descriptive Level
Getting along with some of the colleagues	0.557	4.48	Very High
Being liked by most of the co-teachers at this school	0.643	4.32	Very High
Feeling that co-teachers here are interested in people like him/her	0.699	4.31	Very High
Feeling that his/her colleagues respect him/her	0.622	4.45	Very High
Feeling that his/her colleagues understand him/her	0.678	4.41	Very High
Feeling that administrators here want him/her to succeed	0.803	4.41	Very High
Overall	**0.539**	**4.40**	**Very High**

Table 2.5

Level of School Connectedness of Teachers in terms of Professional / Academic Experience Satisfaction

Items	SD	Mean	Descriptive Level
Being satisfied with most of the organizational at this school	0.663	4.34	Very High
Doing a good job here is important	0.615	4.51	Very High
Feeling that professionally one learns a lot at this school	0.554	4.56	Very High
Feeling that one learns better in online Professional Development courses than in classes on campus	0.860	3.97	Very High
Feeling that everyone is given many opportunities to learn something new	0.654	4.36	Very High
Feeling that one's professional needs are being met	0.692	4.22	Very High
Overall	**0.518**	**4.33**	**Very High**

Table 2.6
Level of School Connectedness of Teachers in terms of School Climate, Safety

Items	SD	Mean	Descriptive Level
Enjoying being at this school	0.548	4.60	Very High
Feeling safe at this school	0.603	4.58	Very High
Feeling of belongingness at this school	0.548	4.64	Very High
Wishing he/she were not in a different school	0.808	4.40	Very High
Feeling that there is a positive climate at this school	0.680	4.43	Very High
Feeling accepted in this school	0.609	4.59	Very High
Overall	**0.541**	**4.54**	**Very High**

Table 2.7

Level of School Connectedness of Teachers in terms of Sense of Pride and Belonging

Items	SD	Mean	Descriptive Level
Liking our school traditions and the way we do things	0.625	4.41	Very High
Feeling proud of belonging to this school	0.599	4.51	Very High
Feeling a spirit of school community at this school	0.631	4.47	Very High
Feeling a spirit of community	0.607	4.48	Very High
Feeling proud when telling other people that he/she works at this school	0.591	4.51	Very High
Enjoying celebrations and events here	0.590	4.53	Very High
Overall	**0.538**	**4.49**	**Very High**

The University of Mindanao

04 January 2017

DIVINA G. APLAON, Ed.D.
School Head
El Unido Elementary School
New Corella District

Dear Dr. Aplaon:

Greetings in the name of academic excellence!

The undersigned would like to request your approval to be one of the evaluators in the research study entitled "**Caring Behavior of Teachers and Their School Connectedness in Public Elementary School of New Corella, Davao del Norte**" Undoubtedly, your expertise would make the instrument rich and substantive in content.

Attached in this request is the actual print-out of the downloaded questionnaires taken from the internet, the research objectives, and the conceptual framework of the study. Your comments and suggestions will be a great help in the realization of this study.
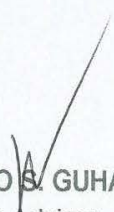
I am praying that this request may be given a favorable response.

Thank you very much.

Sincerely,

NANCY E. HANDUMON
Researcher

Noted:

EUGENIO S. GUHAO JR., D.M.
Research Adviser

04 January 2017

GLORIA P. GEMPES, Ed.D, DM
Professor
University of Mindanao

Dear **Dr. Gempes:**

Greetings in the name of academic excellence!

The undersigned would like to request your approval to be one of the evaluators in the research study entitled "**Caring Behavior of Teachers and Their School Connectedness in Public Elementary School of New Corella, Davao del Norte**" Undoubtedly; your expertise would make the instrument rich and substantive in content.

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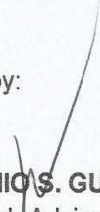I am praying that this request may be given a favorable response.

Thank you very much.

Sincerely,

NANCY E. HANDUMON
Researcher

Noted by:

EUGENIO S. GUHAO JR., D.M.
Research Adviser

The University of Mindanao

04 January 2017

RINANTE GENUBA, Ed.D.
Professor
University of Mindanao

Dear Dr. Genuba:

Greetings in the name of academic excellence!

The undersigned would like to request your approval to be one of the evaluators in the research study entitled "**Caring Behavior of Teachers and Their School Connectedness in Public Elementary School of New Corella, Davao del Norte**" Undoubtedly, your expertise would make the instrument rich and substantive in content.

Attached in this request is the actual print-out of the downloaded questionnaires taken from the internet, the research objectives, and the conceptual framework of the study. Your comments and suggestions will be a great help in the realization of this study.

I am praying that this request may be given a favorable response.

Thank you very much.

Sincerely,

NANCY E. HANDUMON
Researcher

Noted:

EUGENIO S. GUHAO JR., D.M.
Research Adviser

04 January 2017

REMEGIAS G. TIMONIO Ed. D
New Corella Offsite Coordinator
University of Mindanao

Dear **Dr. Timonio:**

Greetings in the name of academic excellence!

The undersigned would like to request your approval to be one of the evaluators in the research study entitled "**Caring Behavior of Teachers and Their School Connectedness in Public Elementary School of New Corella, Davao del Norte**" Undoubtedly; your expertise would make the instrument rich and substantive in content.

Attached in this request is the actual print-out of the downloaded questionnaires taken from the internet, the research objectives, and the conceptual framework of the study. Your comments and suggestions will be a great help in the realization of this study.

I am praying that this request may be given a favorable response.

Thank you very much.

Sincerely,

NANCY E. HANDUMON
Researcher

Noted by:

EUGENIO S. GUHAO JR., D.M.
Research Adviser

04 January 2017

GRACE SANTA T. DACLAN, Ed.D.
Panelist
University of Mindanao

Dear Dr. Daclan:

Greetings in the name of academic excellence!

The undersigned would like to request your approval to be one of the evaluators in the research study entitled "**Caring Behavior of Teachers and Their School Connectedness in Public Elementary School of New Corella, Davao del Norte**" Undoubtedly, your expertise would make the instrument rich and substantive in content.

Attached in this request is the actual print-out of the downloaded questionnaires taken from the internet, the research objectives, and the conceptual framework of the study. Your comments and suggestions will be a great help in the realization of this study.

I am praying that this request may be given a favorable response.

Thank you very much.

Sincerely,

NANCY E. HANDUMON
Researcher

Noted:

EUGENIO S. GUHAO JR., D.M.
Research Adviser

PROFESSIONAL SCHOOLS

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator : DR. GLORIA P. GEMPES
Degree : EdD, DM
Position : Research Coordinator
Number of Years of Teaching :
To the Evaluator :
Points of Equivalent :

Please check the appropriate box for your ratings

5	-	Excellent	2	-	Fair
4	-	Very Good	1	-	Poor
3	-	Good			

	ITEMS	1	2	3	4	5
1.	**Clarity of Directions and Items** The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.			✓		
2.	**Presentation and Organization of Items** The items are presented and organized in logical manner.			✓		
3.	**Suitability of Items** The Item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.			✓		
4.	**Adequateness of Items per Category or Indicator** The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.			✓		
5.	**Attainment of Purpose** The instrument fulfills the objectives for which it was constructed.			✓		
6.	**Objectivity** Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.			✓		
7.	**Scale and Evaluation Rating Scale** The scale adapted is appropriate for the items.			✓		

Title of the Research Questionnaire : Caring Behavior of Teachers & Their School Connectedness in Public Elem School of New Corella Davao del Norte

Name of Researcher: Nancy E. Handumon

Date of Evaluation of the Questionnaire:

Remarks of the evaluator: Look for an external validator preferably a doctor. Ask for the CV

Signature Above Printed Name

Name of Evaluator : RINANTE L. GENUBA, EdD
Degree : Doctor of Education
Position : Prof II
Number of Years of Teaching : 16 years
To the Evaluator : Please check the appropriate box for your ratings
Points of Equivalent :

5 - Excellent   2 - Fair
4 - Very Good   1 - Poor
3 - Good

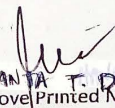| ITEMS	1	2	3	4	5
1. **Clarity of Directions and Items** The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.				✓	
2. **Presentation and Organization of Items** The items are presented and organized in logical manner.				✓	
3. **Suitability of Items** The Item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.				✓	
4. **Adequateness of Items per Category or Indicator** The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.				✓	
5. **Attainment of Purpose** The instrument fulfills the objectives for which it was constructed.				✓	
6. **Objectivity** Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.				✓	
7. **Scale and Evaluation Rating Scale** The scale adapted is appropriate for the items.					✓

Title of the Research Questionnaire : _____

_____

Name of Researcher: _____

Date of Evaluation of the Questionnaire: _____

Remarks of the evaluator: _____ OK for administration _____

_____

RINANTE L. GENUBA, EdD
Signature Above Printed Name

F-13550-011/ Rev. # 1/ Effectivity: January 4, 2016

PROFESSIONAL SCHOOLS

[ ] Main [ ] Branch _____

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator : DR. GRACE SANTA T. DACLAN
Degree : _____
Position : 25 years - _____
Number of Years of Teaching : _____
To the Evaluator : Please check the appropriate box for your ratings
Points of Equivalent :

5	-	Excellent	2	-	Fair
4	-	Very Good	1	-	Poor
3	-	Good			

ITEMS	1	2	3	4	5
1. **Clarity of Directions and Items** The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.				✓	
2. **Presentation and Organization of Items** The items are presented and organized in logical manner.				✓	
3. **Suitability of Items** The Item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.				✓	
4. **Adequateness of Items per Category or Indicator** The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.				✓	
5. **Attainment of Purpose** The instrument fulfills the objectives for which it was constructed.				✓	
6. **Objectivity** Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.				✓	
7. **Scale and Evaluation Rating Scale** The scale adapted is appropriate for the items.				✓	

Title of the Research Questionnaire : CARING BEHAVIOR OF TEACHERS AND THEIR SCHOOL CONNECTEDNESS IN PUBLIC ELEMENTARY SCHOOL OF NEW CORELLA

Name of Researcher: _____

Date of Evaluation of the Questionnaire: _____

Remarks of the evaluator: _____
_____

GRACE SANTA T. DACLAN
Signature Above Printed Name

The University of Mindanao — UM

Name of Evaluator   : REMEGIAS G. TIMANIO Ed. D.
Degree   : Ed. D
Position   : Director la, rank
Number of Years of Teaching :
To the Evaluator   : Please check the appropriate box for your ratings
Points of Equivalent   :

5 - **Excellent**   2 - **Fair**
4 - **Very Good**   1 - **Poor**
3 - **Good**

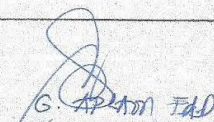| ITEMS	1	2	3	4	5
1. **Clarity of Directions and Items** The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.			✓		
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7. **Scale and Evaluation Rating Scale** The scale adapted is appropriate for the items.			✓		

Title of the Research Questionnaire : Caring Behavior of Teachers and their School Connectedness in Public Elementary School of New Corella

Name of Researcher: _____

Date of Evaluation of the Questionnaire: 1/9/17

Remarks of the evaluator: Items should be consistent. Rating anapoly for (1) clear while others have only 4. Interpretation / description of the scale should be indicated. No mean & total. Piration indicates space. It should be column / boy.

REMEGIAS G. TIMANIO Ed. D.
Signature Above Printed Name

The University of Mindanao

Name of Evaluator   : _____
Degree   : _____
Position   : _____
Number of Years of Teaching : _____
To the Evaluator   :   Please check the appropriate box for your ratings
Points of Equivalent   :   5 - **Excellent**   2 - **Fair**
                               4 - **Very Good**   1 - **Poor**
                               3 - **Good**

ITEMS	1	2	3	4	5
1. **Clarity of Directions and Items** The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.				✓	
2. **Presentation and Organization of Items** The items are presented and organized in logical manner.				✓	
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6. **Objectivity** Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.				✓	
7. **Scale and Evaluation Rating Scale** The scale adapted is appropriate for the items.				✓	

Title of the Research Questionnaire : _____

_____

Name of Researcher: _____

Date of Evaluation of the Questionnaire: _____

Remarks of the evaluator: _____

_____

DIVINA G. APLON EdD
Signature Above Printed Name

F-13550-011/ Rev. # 2/ Effectivity: August 18, 2016

The University of Mindanao

EXTERNAL VALIDATOR
CURRICULUM VITAE

PERSONAL DATA

Name	:	**DR. DIVINA GENOVIA- APLAON**
Date of Birth	:	NOVEMBER 3, 1978
Place of Birth	:	NABUNTURAN, COMVAL PROVINCE
Father	:	URISANO S. GENOVIA, SR.
Mother	:	INDELICIA R.DAGUPLO
Civil Status	:	MARRIED
Spouse	:	VICTORIANO C. APLAON, JR.
Religion	:	ROMAN CATHOLIC
Address	:	NEW CORELLA, DAVAO DEL NORTE

EDUCATIONAL BACKGROUND

Elementary	:	NABUNTURAN CENTRAL ELEM. SCHOOL
Secondary	:	NABUNTURAN NATIONAL COMPREHENSIVE HIGH SCHOOL
Tertiary	:	UNIVERSITY OF SOUTHEASTERN PHILS. TAGUM CAMPUS
Graduate Studies	:	UNIVERSITY OF MINDANAO – Tagum City
Post Graduate	:	UNIVERSITY OF MINDANAO – Davao City
Eligibilities	:	LET PASSER

WORK EXPERIENCE

1999 – 2001   :   PRESCHOOL TEACHER
NEW CORELLA CHRISTIAN SCHOOL

2001 – 2007   :   TEACHER - ST. MARY'S ACADEMY
MATI, DAVAO ORIENTAL

2008 – PRESENT   :   HEAD TEACHER - DEP.ED NEW
CORELLA, DAVAO DEL NORTE
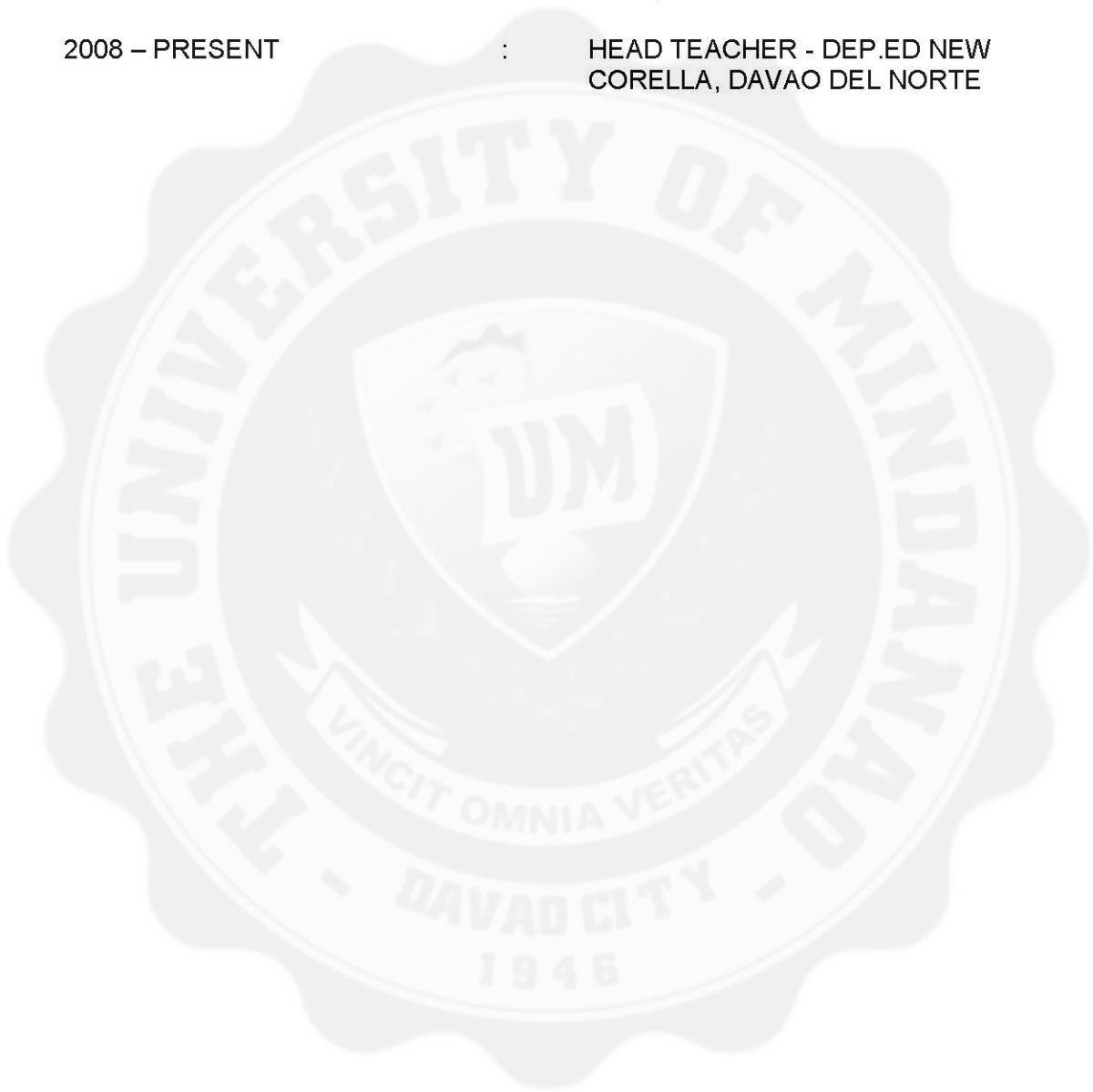
Summary on the ratings of Experts as to Validity of Questionnaires on Caring Behavior of Teachers and School Connectedness

Name of Evaluator	Rating	Equivalent
1. Dr.Divina G. Aplaon	4	Very Good
2. Dr.Remegias G. Timonio	3	Good
3. Dr. Gloria P. Gempes	3	Good
4. Dr. Grace Santa T. Daclan	4	Very Good
5. Dr. Rinante Genuba	4	Very Good
OVERALL	**4**	**Very Good**

Legend of Points of Equivalent:

5 - Excellent

4 - Very Good

3 - Good

2 - Fair

1 - Poor

January 13, 2017

DR. JOSEPHINE L. FADUL
Schools Division Superintendent
Department of Education
Division of Davao del Norte
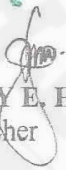
Dear **Dr. Fadul:**

The undersigned is currently working on her thesis entitled "**Caring Behavior of Teachers and Their School Connectedness in Public Elementary School in New Corella**" as a requirement for the degree of **Master of Arts in Education major in Educational Management.**

In this regard, the researcher would like to request your approval to conduct the study in your division. Also, the confidentiality of the data will be an utmost priority. Please find attached sample of questionnaire/interview guide to be distributed to the respondents.

Looking forward for your favorable response on the said request.

Respectfully yours,

NANCY E. HANDUMON
Researcher

Noted by:

EUGENIO S. GUHAO, JR., DM
Dean/Research Adviser

GLORIA P. GEMPES, EdD, DM
Research Consultant

January 23, 2017

DR. RAYNARD B. OCAY
Public Schools District Supervisor
New Corella District
New Corella, Davao del Norte

Sir:

Greetings in the Name of our Almighty God!

The undersigned would like to ask permission from your good office to allow her to administer a set of questionnaires to the teachers. This is in connection with her graduate thesis entitled **"CARING BEHAVIOR OF TEACHERS AND THEIR SCHOOL CONNECTEDNESS IN PUBLIC ELEMENTARY SCHOOLS OF NEW CORELLA, DAVAO DEL NORTE"** in partial fulfilment of the requirements for the degree of Master of Arts in Education (MAED – Educational Management) in UM Matina, Davao City.

Anent to this, may I humbly request permission to conduct my study in your prestigious district in which the teachers are the respondents in this particular undertaking.

Thank you very much for your positive response and God bless.

Respectfully yours,

NANCY E. HANDUMON
Researcher

Noted:

EUGENIO S. GUHAO JR., DM
Dean/Research Adviser

GLORIA P. GEMPES, EdD, DM
Research Consultant

January 23, 2017

THE PRINCIPAL
New Corella District
Division of Davao del Norte

Sir/Madam:

Greetings in the Name of our Almighty God!

The undersigned would like to ask permission from your good office to allow her to administer a set of questionnaires to the teachers. This is in connection with her graduate thesis entitled **"CARING BEHAVIOR OF TEACHERS AND THEIR SCHOOL CONNECTEDNESS IN PUBLIC ELEMENTARY SCHOOLS OF NEW CORELLA, DAVAO DEL NORTE"** in partial fulfilment of the requirements for the degree of Master of Arts in Education (MAED – Educational Management) in UM Matina, Davao City.

Anent to this, may I humbly request permission to conduct my study in your prestigious district in which the teachers are the respondents in this particular undertaking.

Thank you very much for your positive response and God bless.

Respectfully yours,

NANCY E. HANDUMON
Researcher

Noted:

EUGENIO S. GUHAO JR., DM
Dean/Research Adviser

GLORIA P. GEMPES, EdD, DM
Research Consultant

1st Endorsement
January 13, 2017

Respectfully endorsed to **DR. JOSEPHINE L. FADUL**, Schools Division Superintendent, Department of Education, Division of Davao del Norte, the attached letter of **MS. NANCY E. HANDUMON**, a student of the Professional Schools in this university requesting permission to conduct her study in your division.

For your approval.

EUGENIO S. GUHAO, JR., DM
Dean, Professional Schools

Not valid
w/out dry seal

Survey Questionnaire on Caring Behavior of Teachers

Name: (Optional) _____ School: _____

Direction: Please put a check mark (/) on the space provided for, for your answers base your answers on the legend below.

Descriptive Level	**Interpretation**
5 - Always	This means that the caring behavior is always manifested.
4 - Often	This means that the caring behavior is oftentimes manifested.
3 - Sometimes	This means that the caring behavior is sometimes manifested.
2 - Rarely	This means that the caring behavior is seldom manifested.
1 - Never	This means that the caring behavior is never manifested.

I. Reduce anxiety **As a teacher I. . .**	always	often	sometimes	rarely	never
1. maintain eye contact with students when I talk with them					
2. teach students at their ability level					
3. create an environment where students feel safe					
4. enforce the same rules for all students					
II. Demonstrate a Willingness to Listen **As a teacher I. . .**	always	often	sometimes	rarely	never
1. get students to make decisions that affect them					
2. take a personal interest in students outside the classroom					
3. ask students for their opinions					
4. make time for students before and after school					

III. Reward Students for Appropriate Behavior As a teacher I. . .	always	often	sometimes	rarely	never
1. display students work					
2. provide treats and goodies on special occasions					
3. ask students to help with classroom tasks					
4. inform parents about student progress					
IV. Show Friendship As a teacher I. . .	always	often	sometimes	rarely	never
1. eat lunch with students					
2. return work promptly with comments					
3. let students have fun at the teacher's expense					
4. intervene when students are being picked on					
V. Recognize Student Behavior As a teacher I. . .	always	often	sometimes	rarely	never
1. praise students for their good behavior					
2. use positive criticism with students					
3. recognize students for extra-curricular achievement					
4. recognize students for academic achieve					

Survey Questionnaire on School Connectedness of Teachers

Name: (Optional) _____ School: _____

Direction: Please put a check mark (/) on the space provided for, for your answers base your answers on the legend below.

Descriptive Level	Interpretation
5 - Always	This means that the school connectedness is always manifested.
4 - Often	This means that the school connectedness is oftentimes manifested.
3 - Sometimes	This means that the school connectedness is sometimes manifested.
2 - Rarely	This means that the school connectedness is seldom manifested.
1 - Never	This means that the school connectedness is never manifested.
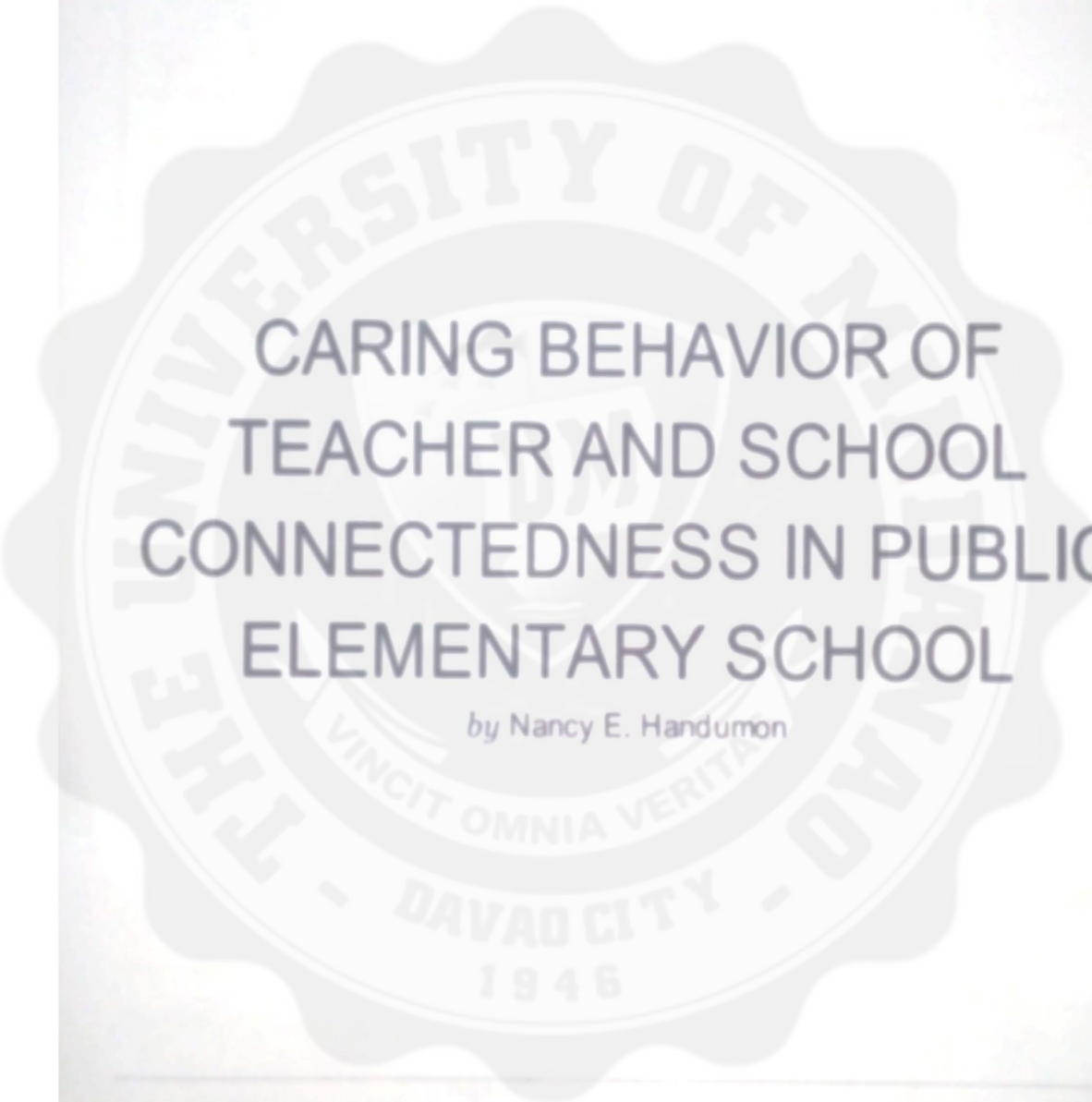
I. Perceived being liked by students As a teacher I…	always	often	sometimes	rarely	never
1. feel that students in this school care about each other					
2. feel students in this school take my opinions seriously					
3. feel students here like me the way I am					
4. feel students here are friendly					
5. feel that I can rely on others here					
6. feel that students here respect me					

II. Self-confidence, feeling accepted As a teacher I. . .	always	often	sometimes	rarely	never
1. feel that it is not hard for people like me to be accepted					
2. am included in lots of activities at this school					
3. am treated with as much respect as other teachers					
4. don't feel different from other people here					
5. can be myself at this school					
6. feel connected to others					

III. Communication clear and responsive As a teacher I. . .	always	often	sometimes	rarely	never
1. feel that the other teachers help me					
3. feel people here notice when I'm good at something and support					
3. feel that there is at least one person in this school I can talk to if I have a problem					
4. know who to ask for help when I need it at this school					
5. feel that it is not hard to get help when I have a question					
6. feel not reluctant to speak openly					

IV. Perceived being liked by adults As a teacher I. . .	always	often	sometimes	rarely	never
1. get along with some of my colleagues					
2. am liked by most of my co-teachers at this school					
3. feel that my co-teachers here are interested in people					
4. feel that my colleagues respect me					
5. feel that my colleagues understand me					
6. feel that administrators here want me to succeed					

V. Professional / academic experience satisfaction As a teacher I. . .	always	often	sometimes	rarely	never
1. am satisfied with most of the organizational at this school					
2. am doing a good job here is important to me					
3. feel that professionally I learn a lot at this school					
4. feel that I learn better in online Professional Development courses than in classes on campus					
5. feel that I am given many opportunities to learn something					
6. feel that my professional needs are being met					

VI. School climate, safety As a teacher I. . .	always	often	sometimes	rarely	never
1. enjoy being at this school					
2. feel safe at this school					
3. feel I belong at this school					
4. wish I were not in a different school					
5. feel that there is a positive climate at this school					
6. feel accepted in this school					

VII. Sense of pride and belonging As a teacher I. . .	always	often	sometimes	rarely	never
1. like our school traditions and the way we do things					
2. feel proud of belonging to this school					
3. feel a spirit of school community at this school					
4. feel a spirit of community					
5. feel proud when I tell other people that I work at this school					
6. enjoy celebrations and events here					

CARING BEHAVIOR OF TEACHER AND SCHOOL CONNECTEDNESS IN PUBLIC ELEMENTARY SCHOOL

by Nancy E. Handumon

turnitin

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author:	Nancy E. Handumon
Assignment title:	AY 2017-2018
Submission title:	CARING BEHAVIOR OF TEACHER …
File name:	HANDUMON.docx
File size:	788.73K
Page count:	81
Word count:	18,717
Character count:	106,045
Submission date:	27-Feb-2018 05:57PM (UTC+0800)
Submission ID:	922213409

CARING BEHAVIOR OF TEACHER AND SCHOOL CONNECTEDNESS IN
PUBLIC ELEMENTARY SCHOOL

By Nancy E. Handumon

ABSTRACT

The main purpose of the study was to describe which domain in caring behavior of teacher significantly influences teacher school connectecness. The respondents of the study were 277 Public Elementary School Teachers of New Corella District, Division of Davao del Norte for School Year 2016-2017. The study was quantitative non-experimental using a correlational technique. An adapted-modified questionnaire was used in gathering the data. Mean, Pearson-R, and Linear regression were used as statistical tools. Results showed that the level of caring behavior of teachers was Very High, while the level of school connectedness of teachers was also Very high. There is a significant relationship between caring behavior of teachers and their school connectedness. Among the domain of Caring behavior of teachers, Reduce Anxiety, Demonstrate a Willingness to Listen and Recognize Student Behavior have significant influence on the school connectedness of teachers. The domain of caring behavior of teachers that best influence teacher connectedness is Demonstrate a Willingness to Listen.

Keywords: educational management, caring behavior of teachers, school connectedness of teachers, Philippines

CARING BEHAVIOR OF TEACHER AND SCHOOL CONNECTEDNESS IN PUBLIC ELEMENTARY SCHOOL

Certificate of Recognition

The University of Mindanao

is presented to

NANCY E. HANDUMON

for having orally presented her research entitled
"Caring Behavior of Teachers and Their School Connectedness"
during the

PUBLIC RESEARCH FORUM

held at the University of Mindanao Tagum College.

Given this 9th day of April 2017
at University of Mindanao Tagum College, Tagum City.

GLORIA P. GEMPES, EdD, DM
Research Consultant

EUGENIO S. GUHAO, JR., DM
Dean, Professional Schools

UM
The University of Mindanao

CERTIFICATION

To Whom It May Concern:

This is to certify that the manuscript of **Ms. Nancy E. Handumon**, entitled, **"Caring Behavior of Teachers and School Connectedness in Public Elementary School"** has been checked and edited by the undersigned.

This certification is issued on April 3, 2018

EDWIN NEBRIA, EdD
Reader

Nancy E. Handumon
Purok 1-A, Limbaan, New Corella, Davao del Norte
nancyhandumon29@gmail.com
ORCID No. 0000-00027607-5600

PERSONAL DATA

Name	:	Nancy E. Handumon
Date of Birth	:	June 08, 1984
Place of Birth	:	Limbaan, New Corella, Davao del Norte
Address	:	Purok 1-A, Limbaan, New Corella, Davao del Norte
Civil Status	:	Married
Religion	:	UCCP
Spouse Name	:	Edwin A. Handumon
Mother's Name	:	Anita S. Esparcia
Father's Name	:	Gualberto B. Esparcia
Sismblings' Name	:	Lean Dwight E. Handumon
		Lendy Nicole E. Handumon
		Llany Mae E. Handumon

EDUCATIONAL ATTAINMENT

Graduate Studies

Master's Degree	:	Master of Arts in Education major in Educational Management
School	:	University of Mindanao, Matina Campus, Davao City
Year Graduated	:	2018

Bachelor's Degree

Course	:	Bachelor in Elementary Education
School	:	UM Tagum College
Year Graduated	:	2007

Secondary Education

School	:	Limbaan National High School
Year Graduated	:	2001

Elementary Education

School	:	Limbaan Elementary School
Year Graduated	:	1997

WORK EXPERIENCE

Company	:	Silangan Elementary School
Sector	:	Government – Department of Education
Year Started	:	2013 - Present
Position	:	Teacher I

TRAININGS AND SEMINARS ATTENDED

ROLL OUT ON FINANCIAL MANAGEMENT OPERATIONS MANUAL (FMOM)
Grand Regal Hotel, Lanang, Davao City
January 11-13, 2018

SEVEN-DAY DIVISION MASS TRAINING ON K-12 ENHANCED BASIC EDUCATION CURRICULUM FOR GRADE 5 TEACHERS
Molave Hotel, Tagum City
May 24-30, 2016

THE THREE DAY SKILLS ENHANCEMENT TRAINING FOR MAPEH TEACHERS
New Corella Central Elementary School Mini-gymnassium

September 18-20, 2015

THE MUNICIPAL TRAINING FOR CAMPUS JOURNALISM
New Corella , Municipal Gymnassium New Corella, Davao del Norte
August 29-31, 2014

THE THREE -DAY LIVE-IN DIVISION-BASED TRAINING FOR UNTRAINED
MULTIGRADE TEACHERS AND SCHOOL HEADS
Molave Hotel, Tagum City
September 18-20, 2013

THE MUNICIPAL TRAINING FOR CAMPUS JOURNALISM
Mesaoy Elementary School Mini-gym
August 8-10, 2013

BASIC TRAINING COURSE FOR KAWAN LEADERS
Alejal Elementary School, Carmen, Davao del Norte
July 19-21, 2013