



# **Adaptation Administration Practices and Accommodating Classroom Organization of Public Elementary School Teachers**

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## **Authors' contributions**

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

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## **ABSTRACT**

This study determined and described the adaptation administration practices and accommodating classroom organization of public elementary school teachers in the Lupon District, Division of Davao Oriental. It employed a non-experimental quantitative research design utilizing a correlational method. The respondents of the study comprised 139 public elementary school teachers selected through universal sampling. Data analysis involved the use of mean, Pearson  $r$ , and regression analysis. The findings revealed that the adaptation administration practices of public elementary school teachers, in terms of consideration, stimulation, motivation, and influence, were oftentimes demonstrated by the teachers. Similarly, accommodating classroom organization, in terms of

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normative behavior, workplace behavior, values, and decision-making, was also oftentimes observed. Furthermore, a significant relationship was found between adaptation administration practices and accommodating classroom organization among teachers. It was further revealed that the domains of adaptation administration practices significantly influenced the accommodating classroom organization of public elementary school teachers. Based on the findings, it is recommended that public school teachers participate in conferences and training programs organized by the Department of Education (DepEd) as part of a professional development program. Such initiatives could enhance teachers' knowledge and skills, thereby fostering improved educational practices and creating a more conducive learning environment for students.

*Keywords: Adaptation administration practices; accommodating classroom organization; public elementary school; teachers; Philippines.*

## 1. INTRODUCTION

The relationship between adaptive administrative practices and accommodating classrooms underscores the vital connection between effective school leadership and the creation of inclusive, supportive learning environments. Adaptive administration refers to school leaders who are flexible and proactive in addressing the evolving needs of teachers, students, and the broader educational community (DeMatthews et al., 2021).

In London, adaptability is key to tailoring policies, resources, and support systems to specific challenges, such as diverse student learning needs, technological advancements, and curriculum changes. When administrators prioritize adaptability, they empower teachers to implement strategies like differentiated instruction, inclusive teaching methods, and flexible classroom management (Radó, 2020).

In New Jersey, a culture of collaboration and shared responsibility is fostered through partnerships between administrators and teachers. This collaborative approach ensures that schools provide environments where all students can thrive, emphasizing the importance of responsive leadership in promoting effective teaching practices and achieving meaningful educational outcomes (Moore, 2019).

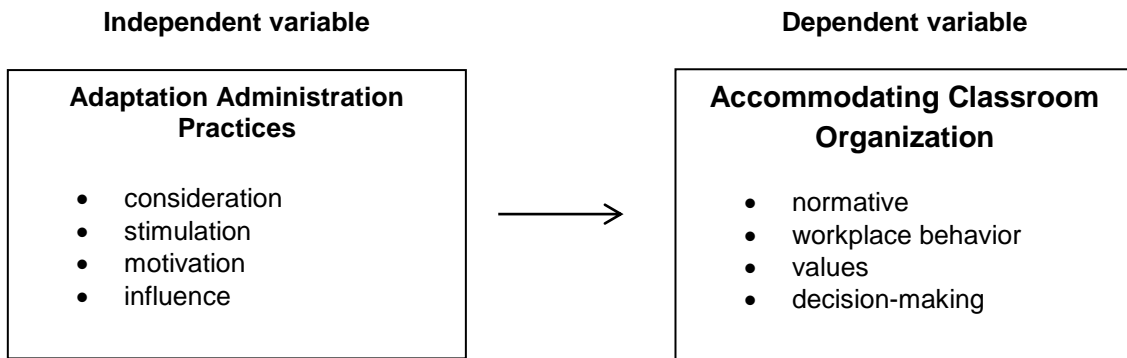
In the Philippines, the relationship between adaptive administration practices and accommodating classrooms highlights how flexible and responsive leadership can enhance teaching and learning environments. Adaptive administration involves school leaders who are attuned to the unique needs of teachers and students, ensuring that policies and resources address the specific challenges of each classroom. This alignment allows teachers to

focus on creating inclusive spaces that meet diverse student needs, supporting educational equity and excellence (Andrin et al., 2024).

Accommodating classrooms thrive when supported by adaptive administration that fosters collaboration, innovation, and professional growth. These classrooms, characterized by inclusivity and the ability to address diverse student needs, are essential for creating environments where all students feel valued and supported. The interconnectedness between school leadership and classroom dynamics emphasizes that strong administrative practices are crucial for empowering teachers to cultivate equitable and effective learning environments (Clinciu, 2023).

In Davao City, adaptive administrative practices and accommodating classrooms collectively contribute to a dynamic and inclusive educational system. Adaptive administration in this context involves addressing challenges such as diverse student populations, technological advancements, and the need for innovative teaching approaches. By providing teachers with the necessary resources and professional development, school leaders enable educators to implement strategies that promote equity and engagement in the classroom (Cagas et al., 2023).

On the other hand, accommodating classrooms are characterized by tailored instruction, inclusivity, and equitable practices, ensuring that every learner feels supported. The synergy between adaptive administration and accommodating classrooms is critical, as responsive leadership directly enhances teachers' ability to meet their students' needs. Strong leadership fosters a collaborative culture that nurtures every student's potential and drives school success (Addy et al., 2023).



**Fig. 1. Conceptual Framework of the Study**

Given the importance of this relationship, the researcher recognized the need to examine adaptive administrative practices and accommodating classroom organization among public elementary school teachers. This study aims to help assess whether accommodating classroom organization is practiced in public elementary schools and how these practices align with adaptive administrative strategies. The findings of this research could serve as a functional guide for shaping future administrative policies, ensuring educational relevance and fostering environments where both teachers and students can thrive.

### 1.1 Theoretical Framework

This study was anchored on several foundational theories that emphasize the connection between adaptive administrative practices and accommodating classroom organization. Transformational Leadership Theory by Bass (1995) highlights the role of leaders in inspiring and motivating followers through adaptive, supportive, and innovative behaviors. In the educational context, this theory suggests that school administrators who foster a culture of continuous improvement and provide guidance, feedback, and autonomy to teachers can positively influence classroom organization, creating environments that cater to diverse student needs. Similarly, Robbins' Organizational Behavior Theory (2016) underscores the impact of leadership and organizational practices on individual and group behavior. This theory affirms that adaptive and supportive administrative practices enable teachers to manage and organize their classrooms effectively, promoting positive student engagement and learning outcomes.

Furthermore, Bertalanffy's Systems Theory (1972) underscores the interdependence of

components within an educational system, suggesting that improvements in administrative practices can lead to systemic changes that enhance classroom dynamics and student behavior. Constructivist theories by Piaget (1973) and Vygotsky (1978) further support the importance of adaptive practices by emphasizing the need for learning environments that encourage active, collaborative, and student-centered learning. Adaptive administration practices that promote flexibility and responsiveness contribute to accommodating classroom organizations that support deeper learning experiences, fostering cognitive and social development.

## 2. METHODOLOGY

### 2.1 Research Design

This study employed a non-experimental research design, specifically the descriptive correlation method, which is designed to describe the status of a situation as it exists at a specific point in time while exploring potential relationships between variables (Pregoner & Baguio, 2016). A non-experimental research design refers to a methodological approach where the researcher does not manipulate independent variables but rather observes and analyzes naturally occurring phenomena to identify patterns, associations, or relationships between variables (Pandey & Pandey, 2021). This approach was particularly useful for examining the causes of certain phenomena and involves collecting data to determine whether a relationship exists between two or more quantifiable variables.

The focus of this study was to determine the extent of the relationship between adaptive administrative practices and accommodating classroom organization among public elementary

school teachers. This methodological approach allowed for an in-depth exploration of how these variables interact, providing insights that may contribute to improved educational practices and policies.

## 2.2 Research Respondents

The respondents of this study consisted of 139 public elementary school teachers. All respondents had at least three years of teaching experience in public elementary schools. The study was conducted during the school year 2021–2022. To select the respondents, the researcher employed universal sampling, ensuring that all teachers within the target group were included as participants. The desired sample size for each public school was determined, allowing for comprehensive representation across the participating schools. This approach ensured the reliability and inclusiveness of the data gathered for the study.

## 2.3 Research Instrument

The research instrument utilized for data collection was a researcher-designed questionnaire. The refinement process was guided by the thesis adviser and three expert validators who thoroughly evaluated the content of the instrument to ensure its validity. To test its reliability, the questionnaire underwent pilot testing with 30 respondents from a separate school, yielding a Cronbach's alpha score of 0.753, which indicates an acceptable level of internal consistency.

The questionnaire was divided into two main parts. The first part focused on adaptive administration practices, assessing the extent to which school leaders implemented flexible and responsive management strategies. The second part concentrated on accommodating classroom organization evaluating the effectiveness of strategies employed by teachers to create inclusive and supportive learning environments. The instrument consisted of 40 items, evenly distributed across eight indicators, with each indicator comprising five questions. A Likert scale was used to measure the degree to which public elementary school teachers implemented adaptive administration practices and accommodating classroom organization.

## 2.4 Data Gathering Procedure

The data for this study were gathered through a systematic process. Initially, a letter of

permission was prepared and submitted to obtain approval to conduct the study on the relationship between adaptive administration practices and accommodating classroom organization among public elementary school teachers. This letter was signed and approved by the Dean of Graduate Studies of Rizal Memorial Colleges, the thesis adviser, school principals, moderators, or teachers in charge of the participating public elementary schools.

Sufficient and clearly printed copies of the questionnaire were prepared to prevent any issues during administration. The researchers personally distributed the questionnaires to the respondents, ensuring they were provided with clear instructions and requested to answer honestly to elicit valid and reliable data. A 100% retrieval rate was achieved, ensuring complete data collection. The collected data were then systematically collated, tabulated, subjected to statistical treatment, and analyzed based on the objectives of the study.

## 2.5 Data Analysis

The gathered data were systematically classified, analyzed, and interpreted using three statistical tools. First, the mean was employed to determine the extent of adaptive administration practices and accommodating classroom organization among public elementary school teachers. Second, the Pearson Product Moment Correlation (Pearson  $r$ ) was utilized to identify the significant relationship between adaptive administration practices and accommodating classroom organization. Lastly, regression analysis was conducted to measure the significant influence of adaptive administration practices on accommodating classroom organization. These statistical tools were integral to addressing the study's objectives and ensuring robust and reliable findings.

## 3. RESULTS AND DISCUSSION

### 3.1 Extent of Adaptation Administration Practices among Teachers

Table 1 shows the extent of adaptation administration practices among teachers. The highest mean score was for "consideration" (3.47), followed closely by "stimulation" and "influence" (3.46) and "motivation" (3.45). Overall, the adaptation administration practices were rated as extensive, with a mean score of 3.46. It means that the teachers oftentimes

manifest the extent of adaptation administration practices.

This finding supports the study of Manca and Delfino (2021), who explored the significance of adaptive leadership in educational settings. They emphasized that effective adaptation practices by school administrators, such as considering the needs of teachers and students, are critical in fostering an environment where learning can thrive. Their research found that when school leaders are flexible and responsive to the changing dynamics in the classroom, teachers are more likely to implement successful teaching practices.

Similarly, the finding aligns with the study of DeMatthews et al. (2021), which examined the relationship between administrative practices and classroom organization. They argued that teachers who experience positive and supportive adaptation from school administration are more likely to create organized, efficient, and inclusive classrooms. The research highlighted that administrators who are proactive in adjusting practices to meet the needs of both teachers and students help build a culture of collaboration and openness, which directly affects classroom management and organization.

### 3.2 Extent of Accommodating Classroom Organization among Teachers

Table 2 shows the extent of accommodating classroom organization among teachers. The highest mean score was for "normative" (3.44), followed by "workplace behavior" and "values" both with a mean of 3.34 and "decision-making" with a mean of 3.22. Overall, the

accommodating classroom organization was rated as extensive, with a mean score of 3.34. This indicates that the teachers oftentimes exhibit accommodating practices in their classroom organization.

This finding supports the study of Dewsbury and Brame (2019), which examined how effective classroom organization, particularly the accommodation of diverse student needs, contributes to a positive learning environment. They emphasized that teachers who practice accommodating behaviors, such as providing clear expectations and adapting classroom structures to meet student needs, foster an inclusive environment that promotes student engagement and success.

Similarly, the study of Burden (2020) aligns with this finding, where it was found that teachers who prioritize accommodating classroom organization, including being flexible with classroom routines and adjusting strategies to meet students' needs, create a more effective and supportive classroom atmosphere. He highlighted that such practices lead to improved student outcomes, including better classroom behavior and more effective learning.

### 3.3 Significant Relationship Between Adaptation Administration Practices and Accommodating Classroom Organization of Teachers

Table 3 shows the significant relationship between adaptation administration practices and accommodating classroom organization among teachers. The R-value of 0.763 indicates a high correlation between the two variables.

**Table 1. Extent of adaptation administration practices among teachers**

| No. | Indicators     | Mean        | Descriptive Equivalent |
|-----|----------------|-------------|------------------------|
| 1   | Consideration  | 3.47        | Extensive              |
| 2   | Stimulation    | 3.46        | Extensive              |
| 3   | Motivation     | 3.45        | Extensive              |
| 4   | Influence      | 3.46        | Extensive              |
|     | <b>Overall</b> | <b>3.46</b> | <b>Extensive</b>       |

**Table 2. Extent of accommodating classroom organization among teachers**

| No. | Indicators         | Mean        | Descriptive Equivalent |
|-----|--------------------|-------------|------------------------|
| 1   | normative,         | 3.44        | Extensive              |
| 2   | workplace behavior | 3.34        | Extensive              |
| 3   | values             | 3.34        | Extensive              |
| 4   | decision-making    | 3.22        | Extensive              |
|     | <b>Overall</b>     | <b>3.34</b> | <b>Extensive</b>       |

**Table 3. Significant Relationship Between adaptation administration Practices and accommodating classroom organization of Teachers**

| Independent variable                    | Dependent variable                       | R-value | Degree of correlation | Computed p-value | Decision |
|---|--|---------|-----------------------|------------------|----------|
| adaptation administration Practices (X) | accommodating classroom organization (Y) | .763    | High Correlation      | 0.00             | Reject   |

The computed p-value of 0.00 is less than the significance level of 0.05, leading to the rejection of the null hypothesis. This suggests that there is a significant positive relationship between adaptation administration practices and accommodating classroom organization, meaning that the more extensive the adaptation administration practices, the more accommodating the classroom organization tends to be.

This finding corroborates with the study of Farmer et al. (2019), who found that effective adaptation administration practices, such as fostering a supportive and responsive teaching environment, lead to more accommodating classroom organizations. Their research indicated that when teachers are proactive in adapting to students' diverse needs, the overall classroom organization becomes more inclusive and flexible, promoting a better learning environment.

Moreover, the finding is consistent with the study of Bonna (2023), which explored the relationship between administrative practices and classroom management. They emphasized that when teachers are provided with adequate support and training in adaptation administration, they are more likely to implement accommodating classroom practices, resulting in a well-organized and supportive classroom atmosphere.

Furthermore, the finding coincides with the study of Yesil and Aras (2024), who examined how administrators' guidance on adaptation practices influences teachers' classroom management. They found that teachers who engage in more adaptive administrative practices tend to create

more organized classrooms that cater to the diverse needs of students, thereby enhancing both classroom dynamics and learning outcomes.

### 3.4 Significant Influence of the Domains of Adaptation Administration Practices on Accommodating Classroom Organization of Teachers

Table 4 shows the significant influence of the domains of adaptation administration practices on accommodating classroom organization among teachers. The Beta coefficient of 0.696 indicates a strong positive influence of the adaptation administration practices on classroom organization. The R-squared value of 0.647 means that approximately 64.7% of the variation in accommodating classroom organization can be explained by the domains of adaptation administration practices. The computed p-value of 0.00 is less than the significance level of 0.05, leading to the rejection of the null hypothesis. This indicates that the domains of adaptation administration practices significantly influence accommodating classroom organization. It implies that enhancing the practices related to adaptation administration can substantially improve the organization of classrooms, highlighting the importance of effective administrative strategies in fostering a conducive learning environment.

This finding validates the theory of transformational leadership by Bass (1995), which argues that leaders who engage in adaptive, supportive, and motivational behaviors can inspire followers to achieve higher levels of

**Table 4. Significant influence of the domains of adaptation administration practices on accommodating classroom organization of teachers**

| Model      | Beta coefficient | Degrees of freedom | r- Square | p-value | Decision on Ho |
|------------|------------------|--------------------|-----------|---------|----------------|
| Regression | .696             | 3                  | .647      | 0.00    | Reject         |
| Residual   |                  | 136                |           |         |                |
| Total      |                  | 139                |           |         |                |

performance and innovation. In the context of education, transformational leadership encourages school administrators to foster a culture of continuous improvement and support, which positively influences how teachers organize their classrooms. Administrators who provide guidance and feedback, while also promoting autonomy and creativity among teachers, can lead to more accommodating classroom environments that cater to diverse student needs.

Similarly, the finding reinforces the organizational behavior theory by Robbins (2016), which emphasizes the impact of leadership and organizational practices on individual and group behavior within organizations. In educational settings, this theory suggests that administrative practices, including adaptation and support, directly influence how teachers manage and organize their classrooms. As teachers receive support in adapting their teaching strategies and classroom setups, they are more likely to develop an accommodating environment that fosters positive student engagement, collaboration, and learning outcomes.

Additionally, the finding affirms systems theory proposed by Bertalanffy (1972), which underscores the interdependence of various components within a system. In educational systems, the relationship between adaptation administration practices and classroom organization can be viewed as part of a larger interconnected system where improvements in one area (e.g., administration practices) can lead to positive changes in other areas (e.g., classroom dynamics and student behavior). The study suggests that by implementing effective administrative strategies that encourage adaptability, administrators can influence broader systemic changes that result in better classroom organization and a more supportive learning environment.

Moreover, the finding aligns with constructivist theory by Piaget (1973) and Vygotsky (1978), which emphasizes the importance of creating environments that allow for active, collaborative, and student-centered learning. Adaptation administration practices that promote flexibility and responsiveness can lead to a classroom organization that supports students' active participation in their own learning processes. A more accommodating classroom environment enables students to engage in deeper learning experiences, enhancing their cognitive and social development.

#### **4. CONCLUSION**

Based on the findings of this study, the following conclusions are drawn: The extent of adaptive administration practices among public elementary school teachers, specifically in terms of consideration, stimulation, motivation, and influence, is highly extensive. This indicates that these practices are oftentimes demonstrated by teachers in their professional roles. Additionally, the accommodating classroom organization of public elementary school teachers, evaluated through normative workplace behavior, values, and decision-making, is also high, suggesting that teachers oftentimes create inclusive and supportive classroom environments. Moreover, a significant relationship between adaptive administration practices and accommodating classroom organization was found, leading to the rejection of the null hypothesis and confirming that these two variables are interrelated. Finally, the domains of adaptive administration practices were shown to significantly influence the accommodating classroom organization of public elementary school teachers. The computed value was significantly higher than the tabular value, further supporting the rejection of the null hypothesis and emphasizing the importance of adaptive administration in promoting effective classroom organization.

#### **5. RECOMMENDATIONS**

Based on the foregoing conclusions, the researcher proposes the following recommendations: It is recommended that the extent of adaptive administration practices among public elementary school teachers, particularly in terms of consideration, stimulation, motivation, and influence, be further enhanced. To achieve this, CHED officials should continue to adapt recent styles of administration practices to foster better work relationships and create an environment that encourages continuous improvement through reflection on their modified models. Additionally, the accommodating classroom organization of public elementary school teachers, in terms of normative behavior, workplace values, and decision-making, should be upgraded. School administrators are encouraged to provide insights and strategies to enhance classroom organization, which will foster a positive and pleasant connection within the school environment. Furthermore, it is recommended that adaptive administration practices and accommodating classroom organization be used to inform school

administrators, particularly in addressing areas such as mentoring or coaching students, soliciting ideas from students, motivating them with high standards, and being firm in decisions regarding sanctions. This can deepen administrators' understanding of the diverse cultures and family backgrounds of both teachers and students. Moreover, the study's findings can offer insights to teachers, encouraging them to continue participating actively in their daily tasks and work with dignity, thereby fostering a positive and effective school environment. The findings may also assist teachers in adapting to changes in the school atmosphere. Finally, this study could serve as a starting point for future researchers, providing a foundation to expand the research coverage and explore additional variables related to adaptation administration practices and classroom organization.

#### DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript.

#### The details of the AI usage are as follows:

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

#### CONSENT

This quantitative study followed strict ethical standards to ensure the confidentiality and protection of all participants. Prior to data collection, informed consent was obtained from each respondent, and they were fully briefed on the study's objectives and the steps taken to protect their privacy. To maintain anonymity, no personal identifying information was gathered, and each participant was assigned a unique code for data analysis purposes. All data were securely stored on encrypted servers, with access restricted to the research team. The results were presented in aggregate form to prevent any individual responses from being traced back to participants. Additionally, statistical analyses were conducted in a way that further ensured the respondents' anonymity and protected their privacy throughout the study.

#### ETHICAL APPROVAL

The data for this study were gathered through a systematic process. Initially, a letter of permission was prepared and submitted to obtain approval to conduct the study on the relationship between adaptive administration practices and accommodating classroom organization among public elementary school teachers. This letter was signed and approved by the Dean of Graduate Studies of Rizal Memorial Colleges, the thesis adviser, school principals, moderators, or teachers in charge of the participating public elementary schools.

#### COMPETING INTERESTS

Authors have declared that no competing interests exist.

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