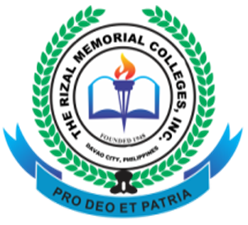
**MODELLING ASSERTIVENESS IN TEACHING AND ACADEMIC ATTITUDE OF LEARNERS IN BANGOY DISTRICT, DAVAO CITY**

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*A THESIS*

Presented to

the Faculty of Graduate School

**RIZAL MEMORIAL COLLEGES**

**Davao City**

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In Partial Fulfillment

of the Requirements for the degree

**MASTER OF ARTS IN EDUCATIONAL MANAGEMENT**

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Abstract

*The study aimed to explore the influence of assertiveness in teaching on the academic attitude of learners. In this study, the researcher selected the 168 elementary school teachers in Bangoy District, Davao City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and regression analysis. Findings revealed that assertiveness in teaching and academic attitude of learners in Bangoy District in Davao City were described as moderately extensive. Further, correlation analysis demonstrated that there is a significant relationship between assertiveness in teaching and academic attitude of learners in Bangoy District in Davao City. Evidently, regression analysis proved that assertiveness in teaching in terms of classroom management and student engagement were significant predictors of academic attitude of learners in Bangoy District in Davao City. It is therefore recommended that DepEd should provide schools with the necessary resources to create a positive learning environment, including materials and technologies that support assertive teaching methods. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.*

***Keywords:*** *Educational management, assertiveness in teaching, academic attitude of learners, regression analysis, Davao City, Philippines*

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**CHAPTER 1**

**The Problem and its Scope**

Conducting an analysis on the influence of assertiveness in teaching on the academic attitude of learners is important for improving education at various levels, from the classroom to policy development, and for enhancing the overall learning experience and student outcomes. Regression analysis allows researchers to quantify the strength and direction of the relationship between assertiveness in teaching and academic attitude. This provides a clear understanding of how much assertiveness influences academic attitude. The analysis can help identify which specific assertive teaching behaviors or strategies have the most significant impact on academic attitude. This information is valuable for educators and policymakers.

Several studies indicated a link between assertiveness in teaching and academic attitude of learners. For instance, Ghodrati et al. (2016) found that assertive teachers communicate clear expectations and academic goals, helping students understand what is required of them. This clarity reduces uncertainty and anxiety, fostering a positive academic attitude. Assertiveness in teaching often involves structuring lessons and activities effectively. This structure provides a sense of order, making it easier for students to engage and learn, leading to a more positive attitude toward learning. Also, Olapido et al. (2012) indicated that assertive teachers enforce rules and consequences consistently, which helps students understand the importance of accountability and responsibility in their academic pursuits. Likewise, Elma (2017) showed that an assertive teaching approach often involves active student engagement. When students are actively involved in their learning, they are more likely to develop a positive attitude toward their studies.

As proposed by Moon (2019), teacher with moderate assertiveness is generally successful in managing the classroom. While not overly forceful, moderately assertive teachers are able to engage students effectively. They encourage participation and discussion without overwhelming or intimidating students. Similarly, Nnodum (2021) noted that teachers with moderate assertiveness handle conflicts within the classroom professionally. They address issues promptly and fairly, seeking constructive solutions while preserving students' self-esteem. Moderate assertiveness allows teachers to communicate with students in a respectful and considerate manner. More so, Harries and Orth (2019) viewed that teachers with moderate assertiveness strike a balance in their use of verbal and non-verbal communication. They convey authority and attention while maintaining a warm and open demeanor. They use positive reinforcement to acknowledge and motivate students, promoting good behavior, effort, and achievements.

As defined by June and Eamoraphan (2019), academic attitude is the general disposition, mindset, and approach toward their academic pursuits, including their studies, learning, and educational experiences. Larsen (2013), pointed out that students with a moderate academic attitude display balanced motivation. They are motivated to succeed but not overly stressed, allowing for a healthy level of drive to excel in their studies. They engage in learning activities with a level of enthusiasm that is conducive to their academic goals. More so, Tahar et al. (2014) proposed that students show a genuine interest in learning and understanding the subject matter. They are inquisitive and seek to explore topics further without overwhelming themselves. They demonstrate resilience in the face of challenges or setbacks.

However, learners’ poor behavior and negative academic attitude in the academe have been the pressing problems and issues worldwide. In fact, the study conducted by Mallilin (2020) showed that most of the learners are lazy when it comes to their study habits and learning styles. Also, the report of Dehghan, et al. (2019) revealed that 50% of the 980 students’ participants had negative attitudes toward learning and had difficulty understanding the subject. On one hand, research suggested repeatedly that academic attitude is a critical construct (Bhowmik & Banerjee, 2016). Further, Yasar (2014) reported that poor academic attitude of students has been noted to increase the difficulty level, anxiety level, and poor performance of the learners in all levels. Likewise, the study carried out by Senthamarai et al. (2015) showed that Indian students who failed in the secondary level examination is higher compared to their previous year examination due to their increasing negative attitude towards learning.

While there is a growing body of research on the impact of assertiveness in teaching on various student outcomes, including academic achievement and classroom behavior, there is a notable research gap regarding the specific relationship between teacher assertiveness and the academic attitudes of learners. While existing studies have examined the influence of assertive teaching on academic performance, there is limited research that explores how assertiveness, as a teaching behavior, directly relates to students' attitudes toward their academic pursuits. Thus, it is on this context that the researcher felt the need to fill in the research gap of conducting a study in the Philippine setting, particularly in Bangoy District in Davao City using a quantitative approach. Specifically, the researcher used a descriptive correlational design to understand the students’ academic attitude as determined by the assertiveness in learning, which is found to be scarce. The present study intends to contribute to the limited body of knowledge regarding academic attitude in relation to assertiveness in learning among learners in Bangoy District, Davao City.

*Review of Significant Literature*

This section provides the discussions of variable and its indicators. The discussions of the concepts, ideas and viewpoints from various authors were taken from different books, journal and electronic.

*Assertiveness in Teaching*

Assertiveness in teaching refers to the teacher's ability to communicate effectively, set clear expectations, manage the classroom, and maintain a positive learning environment while demonstrating self-confidence and respect for students. A teacher with moderate levels of assertiveness strikes a balance between being too passive and too aggressive in their approach to classroom management and communication (Elma, 2017). Sitota (2018) asserted that they can maintain order and discipline without resorting to overly authoritarian measures, creating a conducive learning environment. Also, Moon (2019) proposed that a teacher with moderate assertiveness is generally successful in managing the classroom. While not overly forceful, moderately assertive teachers are able to engage students effectively. They encourage participation and discussion without overwhelming or intimidating students.

As pointed out by Nnodum (2021), teachers with moderate assertiveness handle conflicts within the classroom professionally. They address issues promptly and fairly, seeking constructive solutions while preserving students' self-esteem. Moderate assertiveness allows teachers to communicate with students in a respectful and considerate manner. They balance expressing their expectations with listening to students' viewpoints. More so, Harries and Orth (2019) viewed that teachers with moderate assertiveness strike a balance in their use of verbal and non-verbal communication. They convey authority and attention while maintaining a warm and open demeanor. They use positive reinforcement to acknowledge and motivate students, promoting good behavior, effort, and achievements.

As noted by Bameister (2022), assertive teachers empower students to take responsibility for their learning and behavior. They encourage independence and self-regulation, fostering a sense of ownership in students. They recognize and respect cultural differences and create an inclusive and culturally sensitive classroom environment. The study of Dehnavi and Ebrahimi (2016) have shown that assertive teachers adapt their communication style to suit the needs of individual students and situations. They can be firm when necessary and more flexible when appropriate. They exhibit professionalism in their interactions with students, colleagues, and parents, serving as positive role models for their students. According to Mohamed and Abdelaziz (2019), assertive teachers maintain consistency in their expectations and consequences, ensuring students understand what is acceptable behavior.

Meanwhile, Anyamene et al. (2018) found that assertive teachers are skilled at setting and maintaining discipline, order, and structure within the classroom. They establish clear expectations and rules, which are essential for creating a conducive learning environment. Assertiveness enhances communication between teachers and students. It ensures that instructional content, expectations, and feedback are conveyed clearly, allowing students to understand what is required of them. In addition, Tannous (2015) noted that assertive teachers engage students effectively. They encourage active participation, discussions, and questions, fostering a dynamic learning experience. More so, Elizabeth (2019) affirmed that assertive teachers use positive reinforcement to acknowledge and reward good behavior, effort, and achievements. This helps motivate students to meet expectations and excel. Assertiveness enables teachers to address disruptive or challenging behavior promptly and fairly. Instead of punitive measures, assertive teachers employ constructive approaches to encourage positive behavior.

On the study conducted by Mahmoud and Hamid (2013), result revealed that assertive teachers are adept at resolving conflicts, whether between students or with individual students. They address issues in a way that preserves the dignity and self-esteem of those involved. Assertive teaching empowers students to take responsibility for their learning and behavior. It encourages independence, self-regulation, and a sense of ownership in students. According to Ghodrati et al. (2016), it involves recognizing and respecting cultural differences. Assertive teachers create an inclusive and culturally sensitive classroom environment that respects and celebrates diversity. Likewise, Margarin (2015) proposed that assertive teachers adapt their communication style to suit the needs of individual students and situations. They can be firm when necessary and flexible when appropriate.

Mushtaq and Rani (2016) found that assertive teachers ensure the consistent application of expectations and consequences, allowing students to understand what is acceptable and what is not. They maintain professionalism in their interactions with students, colleagues, and parents, serving as positive role models for their students. Also, Eslami et al. (2016) reported that assertive teachers provide constructive feedback that guides students toward improvement, highlighting their strengths and areas for growth. Further, the study conducted by Tanck and Robbins (2018) indicated that assertive teachers advocate for their needs and those of their students, ensuring they receive the necessary resources and support for effective teaching. They have conflict management skills and can address issues without escalating them. This involves empathy, active listening, and problem-solving.

Moreover, Wint (2014) mentioned that assertiveness encompasses different aspects of human expression such as behavior, cognition, and affection. Behaviorally, assertive people are able to express their feelings and emotions, defend their goals, and make favorable interpersonal relationships (Akbari, Mohamadi, & Sadeghi, 2017). In the aspects of both cognitive and affective, assertive individuals can appropriately deal with both positive and negative emotions (Tannous, 2015). In addition, Niaraki and Rahimi (2018) stated that assertive behavior is positive, adaptive, healthy and they feel good about themselves, as they can create meaningful and fulfilling relationships and also enjoy effective interpersonal relationships unlike those individuals with non-assertive behavior. Consequently, assertiveness makes every individual maintain self-respect and respect for others which enables them to directly express one’s true, basic feelings, needs, desires, opinions and personal rights in a positive, productive way without denying the rights of others (Yadav & Iqbal, 2019).

Assertiveness in teaching can significantly improve the academic attitude of learners by creating a supportive and conducive learning environment. Ghodrati et al. (2016) found that assertive teachers communicate clear expectations and academic goals, helping students understand what is required of them. This clarity reduces uncertainty and anxiety, fostering a positive academic attitude. Assertiveness in teaching often involves structuring lessons and activities effectively. This structure provides a sense of order, making it easier for students to engage and learn, leading to a more positive attitude toward learning. Also, Olapido et al. (2012) indicated that assertive teachers enforce rules and consequences consistently, which helps students understand the importance of accountability and responsibility in their academic pursuits. Teachers who are assertive but respectful serve as positive role models for students. This can inspire students to adopt a similar attitude of determination and commitment to their studies.

Moreover, Binige (2015) concluded that assertive teachers maintain respectful interactions with students, creating an environment where students feel valued and respected. This, in turn, encourages a positive attitude toward learning. Assertive teaching includes providing constructive feedback and encouragement. Students appreciate support and guidance, which can boost their confidence and motivation. The findings of Elma (2017) showed that an assertive teaching approach often involves active student engagement. When students are actively involved in their learning, they are more likely to develop a positive attitude toward their studies. Likewise, Bhat et al. (2017) indicated that assertiveness in teaching fosters problem-solving skills in students. When they face academic challenges, they learn to address them proactively, leading to a more positive attitude toward overcoming obstacles.

*Classroom Management*. The first indicator of assertiveness in teaching in this study which refers to the teacher's ability to establish and maintain a balanced and structured learning environment. In this approach, teachers set clear expectations, boundaries, and rules while maintaining respectful and considerate interactions with students (Waqar & Sanjay, 2022). According to Veresova and Mala (2016), high levels of classroom management within a moderately assertive teaching approach result in effective discipline. Teachers set and consistently enforce clear rules, and students are aware of the consequences for their actions. This approach helps in minimizing disruptions and promoting a focused learning environment. Also, Bahar (2016) described teachers with high levels of classroom management in a moderately assertive style maintain respectful interactions with students. They address behavioral issues and conflicts in a manner that preserves students' self-esteem and dignity, emphasizing positive behavior reinforcement.

Likewise, Bataineh (2014) viewed that a classroom managed with high levels of assertiveness in a moderately assertive manner encourages active student engagement. Teachers balance structure with a supportive learning atmosphere, making students more eager to participate and contribute to class discussions and activities. They use positive reinforcement techniques effectively. Acknowledging and rewarding good behavior and academic achievements encourage students to meet expectations and strive for excellence in their learning. According to Das et al. (2014), classroom management in this approach empowers students to take responsibility for their own behavior and learning. It encourages students to become more independent and self-regulated in their academic pursuits. Adding more, Blazar and Kraft (2017) believed that high levels of classroom management in a moderately assertive style include recognizing and respecting cultural differences. The classroom is inclusive and culturally sensitive, creating an environment where diversity is celebrated and embraced.

*Student Engagement*. The second indicator of assertiveness in teaching in this study which refers to the level of involvement, participation, and active learning that students exhibit in the classroom when taught by teachers who strike a balance between being too passive and too aggressive in their teaching style. Teachers in this approach use a moderately assertive approach to foster student interest, motivation, and interaction with the learning material and class activities (Waqar & Sanjay, 2022) . Sabel (2016) noted that students are encouraged to ask questions, think critically, and engage in meaningful dialogue with their peers and the teacher. They feel safe to express their opinions and seek clarification when needed. Likewise, Hatano (2014) described a moderately assertive teaching style fosters inquisitiveness and a desire to explore topics further. Students are curious and motivated to delve deeper into the subject matter.

As viewed by Moon (2019), students are more likely to complete their homework and assignments when they are moderately engaged in the learning process. They understand the value of practice and review. In this environment, students are more likely to engage in collaborative learning activities. They work together, share ideas, and learn from one another. Also, Oladipo (2017) affirmed that moderate engagement encourages students to persist in their tasks, even when they encounter challenges. They are more likely to overcome obstacles and seek help when needed. Adding more, Ghodrati et al. (2016) proposed that teachers who maintain a moderate level of assertiveness while promoting student engagement build positive relationships with their students. This helps students feel valued and respected. While not overly aggressive, teachers who foster moderate engagement inspire motivation in their students. Students are motivated to excel in their studies and explore new opportunities.

*Respectful Interaction*. The third indicator of assertiveness in teaching in this study which refers to the teacher's ability to communicate with students in a manner that balances authority and respect. In this approach, teachers set clear expectations and boundaries while maintaining courteous, considerate, and empathetic communication with students. It fosters an environment where students' voices are valued, and conflicts are managed constructively (Waqar & Sanjay, 2022) . Dexter (2022) affirmed that teachers and students show mutual respect for each other. Students understand that their opinions and perspectives are valued, and teachers treat students with courtesy and dignity. Also, Ghodrati et al. (2016) noted that a moderate level of respectful interaction contributes to a positive and inclusive classroom atmosphere. Students feel safe to express their thoughts and ideas without fear of ridicule or judgment. Teachers communicate effectively with students, ensuring that expectations, instructions, and feedback are conveyed clearly. Students are more likely to comprehend and respond positively to teacher communication.

Meanwhile, Eskin (2015) asserted that assertive teachers demonstrate empathy toward students' needs and concerns. They understand that students may face challenges and provide support and understanding. Both teachers and students engage in active listening. Teachers listen attentively to students' questions and feedback, and students listen to their peers and the teacher, enhancing mutual understanding. Belay and Galata (2016) revealed that conflicts are resolved constructively. Teachers address issues promptly, involving students in the resolution process, and working toward solutions that preserve the self-esteem and dignity of all involved. Also, Rathus (2018) asserted that students are more receptive to feedback in a moderately respectful interaction environment. They view feedback as constructive rather than critical, using it as a tool for improvement. Moreover, Kifle (2014) reported that respectful interaction helps build trust between teachers and students.

*Academic Attitude*

Students’ academic attitude as defined by June and Eamoraphan (2019) is the general disposition, mindset, and approach toward their academic pursuits, including their studies, learning, and educational experiences. It encompasses their motivation, engagement, work ethic, and overall outlook on learning. According to McLeod (2018), . According to Larsen (2013), students with a moderate academic attitude display balanced motivation. They are motivated to succeed but not overly stressed, allowing for a healthy level of drive to excel in their studies. They engage in learning activities with a level of enthusiasm that is conducive to their academic goals. They actively participate in class, complete assignments, and seek additional resources for understanding. They mmaintain a consistent work ethic. They approach their studies with dedication and meet deadlines, but they do not engage in excessive or unsustainable academic behaviors.

In addition, Maio and Haddock (2016) mentioned that students with positive academic attitude set realistic academic goals and work steadily toward achieving them. Their goals are attainable and aligned with their capabilities. They handle academic stressors in a healthy and constructive manner. They recognize the importance of stress reduction techniques, time management, and seeking support when needed. According to Yilmaz et al. (2015), students with moderate academic attitudes practice effective time management. They allocate sufficient time for studying, attending classes, and participating in extracurricular activities, allowing for a balanced lifestyle. Adding more, Tahar et al. (2014) proposed that students show a genuine interest in learning and understanding the subject matter. They are inquisitive and seek to explore topics further without overwhelming themselves. They demonstrate resilience in the face of challenges or setbacks. A moderate academic attitude allows them to bounce back from academic difficulties and setbacks effectively.

The study conducted by Anyamene et al. (2018) found that a moderate academic attitude contributes to a positive and fulfilling educational experience. Students find a balance between their academic responsibilities and personal well-being, ensuring that their overall development is well-rounded. Similarly, Tannous (2015) pointed out that they are willing to seek help and support when facing academic challenges. They understand that seeking assistance is a proactive step toward improvement. Also, Elizabeth (2019) noted that students make informed decisions about their academic path, course selection, and educational pursuits. They consider their interests and abilities when making choices. They maintain positive relationships with teachers, peers, and mentors. They recognize the importance of seeking guidance and support when needed. Eslami et al. (2016) reported that students balance their involvement in extracurricular activities with their academic responsibilities. They participate in sports, clubs, and other interests without overloading themselves.

Moreover, Yilmaz et al. (2015) viewed that a positive academic attitude motivates students to engage actively in their learning. It fuels their desire to acquire knowledge and develop essential skills. Students with a positive attitude tend to perform better academically. Their motivation and commitment translate into better grades and a deeper understanding of the subject matter. As pointed out by Wilson (2014), a positive attitude encourages students to manage their time effectively. They are more likely to prioritize their studies and allocate sufficient time for learning and assignments. Likewise, Ghodrati et al. (2016) indicated that students with a positive academic attitude are more resilient in the face of challenges and setbacks. They bounce back from failures, persevere through difficulties, and remain committed to their goals.

*Passive Attitude*. The first indicator of academic attitude in this study which refers to a lack of active engagement, motivation, or proactive involvement in their educational pursuits. Students with a moderate level of passive academic attitude may exhibit a tendency to be disinterested, unmotivated, or minimally engaged in their studies. They may not actively seek opportunities for learning, self-improvement, or academic success. According to Bhowmik and Banerjee (2016), students with a moderate level of passive academic attitude may lack strong motivation for learning. They may not be enthusiastic about their studies or may not have clear academic goals. Kung and Lee (2016) reported that these students might show minimal engagement in class discussions, assignments, and activities. They may participate only when required and may not take the initiative to go beyond the minimum requirements.

Moreover, Fast et al. (2017) proposed that students with a passive attitude may set limited or vague academic goals, which can hinder their progress. Their goals may not align with their capabilities or aspirations. They may struggle with time management, often leaving tasks to the last minute and feeling overwhelmed by coursework. Adding more, Laskowski-Jones (2018) noted that a passive attitude can lead to an inconsistent work ethic. Students may procrastinate, struggle with time management, and fail to consistently meet deadlines. Likewise, Peel (2018) noted that students with a passive attitude may lack resilience in the face of challenges. They may easily become discouraged and give up when faced with difficulties.

Passive attitudes can lead to stress and anxiety when students find themselves unprepared or overwhelmed by academic demands. Passive students may have strained relationships with teachers and peers due to their lack of active engagement and participation in class (Kundu & Ghose, 2016). They may struggle with problem-solving and creative thinking, as they may not actively seek solutions to academic challenges (Mubeen, Saeed, & Arif, 2013). According to Riley et al. (2014) pointed out that pPassive students may not seek support or guidance when facing academic difficulties, leading to unaddressed issues. They may limit their involvement in extracurricular activities or other opportunities for personal and academic growth, missing out on holistic development.

*Aggressive Attitude.* The second indicator of academic attitude in this study which refers to a tendency to be overly forceful, intense, or domineering in their approach to academics. Students with a moderate level of aggressive academic attitude may exhibit a strong desire to excel and may be highly competitive in their academic pursuits. They might seek academic success with intensity but without reaching extreme levels of aggression. According to Afari (2012), students with a moderate level of aggressive academic attitude are highly motivated and driven to succeed in their studies. They set ambitious goals and work diligently to achieve them. They are intensely engaged in class discussions, assignments, and activities. They actively participate and strive for excellence in all aspects of their academic work. Riley et al. (2014) proposed that aggressive students maintain a strong work ethic. They are highly organized, disciplined, and consistently meet deadlines, often exceeding requirements.

A study reported by Vinales (2015), revealed that these students set clear, challenging academic goals. They have a vision of what they want to achieve and are determined to reach those goals. They excel in time management. Aggressive students allocate their time efficiently and prioritize their studies, allowing for a well-structured and balanced schedule. They exhibit resilience when faced with academic challenges. They do not give up easily and view setbacks as opportunities for growth and improvement. Tingley et al. (2014) reported that aggressive students manage stress positively, using it as a motivator for achieving their goals. They recognize the importance of maintaining their mental and emotional well-being.

*Perceived Value*. The third indicator of academic attitude in this study which refers to the students' assessment of the worth, significance, and importance of their academic pursuits and educational experiences. It involves their belief in the benefits of education, the relevance of what they are learning, and their motivation to engage in their studies. In the context of moderate levels, students hold a balanced and reasonable perception of the value of their academic journey. According to Luttrell et al. (2016), students with moderate levels of perceived value are motivated by a balanced perspective. They find intrinsic motivation in their studies without becoming overly stressed or overwhelmed by academic demands. They actively engage in their learning experiences, recognizing the value of education as a means to personal and professional growth. They actively participate in class and seek additional learning opportunities.

The study conducted by Myers (2019) showed that students hold a positive outlook on their educational journey. They understand the significance of their studies and how it contributes to their future success and well-being. They manage their time effectively, understanding the value of allocating sufficient time to their studies and balancing it with other aspects of life. More so, Kaufman (2016) viewed that students make informed decisions about their academic path, course selection, and educational pursuits. They consider their interests, abilities, and long-term goals. Cook (2017) noted that students are effective in seeking support and guidance when facing academic challenges, leading to timely problem resolution and a supportive learning environment. They balance their involvement in extracurricular activities, recognizing the value of a well-rounded education that includes personal interests and academic growth.

*Synthesis*

Studies on assertiveness in teaching and academic attitude highlights the complexity of this relationship. While there is evidence of a positive impact, the nuances of age, gender, cultural context, and the quality of the teacher-student relationship must be considered. Several studies have identified a positive correlation between teacher assertiveness and students' academic attitudes. Assertive teaching behaviors, such as setting clear expectations, providing constructive feedback, and maintaining respectful interactions, have been associated with increased student motivation, engagement, and a more positive attitude toward learning. These findings underscore the importance of further research in this area to develop a more comprehensive understanding of how assertiveness in teaching can be effectively harnessed to promote positive academic attitudes among learners.

*Theoretical/Conceptual Framework*

The study is anchored on the proposition of Ghodrati et al. (2016) that assertive teachers communicate clear expectations and academic goals, helping students understand what is required of them. This clarity reduces uncertainty and anxiety, fostering a positive academic attitude. Assertiveness in teaching often involves structuring lessons and activities effectively. This structure provides a sense of order, making it easier for students to engage and learn, leading to a more positive attitude toward learning. Olapido et al. (2012) indicated that assertive teachers enforce rules and consequences consistently, which helps students understand the importance of accountability and responsibility in their academic pursuits.

In support, Binige (2015) postulated that assertive teachers maintain respectful interactions with students, creating an environment where students feel valued and respected. This, in turn, encourages a positive attitude toward learning. Assertive teaching includes providing constructive feedback and encouragement. Students appreciate support and guidance, which can boost their confidence and motivation. According to Elma (2017), an assertive teaching approach often involves active student engagement. When students are actively involved in their learning, they are more likely to develop a positive attitude toward their studies.

The independent variable is assertiveness in teaching or teacher's ability to communicate effectively, set clear expectations, manage the classroom, and maintain a positive learning environment while demonstrating self-confidence and respect for students. The measures of assertiveness in teaching are classroom management or the teacher's ability to establish and maintain a balanced and structured learning environment; student engagement or the level of involvement, participation, and active learning that students exhibit in the classroom when taught by teachers who strike a balance between being too passive and too aggressive in their teaching style; and respectful interaction or the teacher's ability to communicate with students in a manner that balances authority and respect.

The dependent variable is academic attitude or the general disposition, mindset, and approach toward their academic pursuits, including their studies, learning, and educational experiences. The measures of academic attitude are passive attitude or the lack of active engagement, motivation, or proactive involvement in their educational pursuits; aggressive attitude or the tendency to be overly forceful, intense, or domineering in their approach to academics; and perceived value or the students' assessment of the worth, significance, and importance of their academic pursuits and educational experiences.

Independent Variable Dependent Variable

*Academic Attitude*

* Passive Attitude
* Aggressive Attitude
* Perceived Value

**Source:** June, Z., & Eamoraphan, S. (2019). The Relationship of Attitudes toward Mathematics and Mathematics Self-Efficacy with Mathematics Achievement of Grade 10 Students at A Len Bum Idps High School in Kachin State, Myanmar. Assumption Journal, 1(2), pp. 18-195.

*Assertiveness in Teaching*

* Classroom Management
* Student Engagement
* Respectful Interaction

**Source:** Waqar, M.P., & Sanjay, K. (2022). The Effect of Assertiveness Training on Behavior, Self-esteem, Stress, Academic Achievement and Psychological Well-Being of Students: A Quasi-Experimental Study. Research & Development. Vol. 3, No. 2, 2022, pp. 83-90.

*Figure 1*. The Conceptual Framework of the Study

*Statement of the Problem*

The primary aim of this study was to determine which among the domain of assertiveness in teaching significantly influence academic attitude of learners in Bangoy District, Davao City. Specifically, this study seeks to answer the following questions:

1. What is the extent of assertiveness in teaching of teachers in terms of:

1.1 classroom management;

1.2 sstudent engagement; and

1.3 respectful interaction?

1. What is the extent of academic attitude of learners in terms of:

2.1 assive attitude;

2.2 aggressive attitude; and

2.3 perceived value?

1. Is there a significant relationship between assertiveness in teaching and academic attitude of learners in Bangoy District, Davao City?
2. Which among the domains of assertiveness in teaching significantly influence academic attitude of learners in Bangoy District, Davao City?

*Hypothesis*

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

H01 There is no significant relationship between assertiveness in teaching and academic attitude of learners in Bangoy District, Davao City.

H02 None of the domains of assertiveness in teaching significantly influence academic attitude of learners in Bangoy District, Davao City.

It is assumed that the study would be also beneficial to certain individuals and groups in academe.

*Department of Education.* The Department of Education (DepEd) can use the study's findings to inform education policies that promote assertive teaching as a strategy to enhance students' academic attitudes. This can lead to more effective and evidence-based educational policies.

*School Heads*. School heads can implement the study's insights to create a more positive and conducive learning environment by encouraging assertive teaching behaviors among their teaching staff. They can provide targeted professional development opportunities for teachers to enhance their assertiveness skills, leading to more engaged and motivated students.

*Teachers*. Teachers can learn effective assertive teaching strategies that not only promote academic achievement but also foster a positive and motivating classroom atmosphere. By understanding how assertiveness impacts student attitudes, teachers can build more positive teacher-student relationships, which can further support students' academic attitudes.

*Students*. Students can benefit from a more positive and engaging learning experience, which can lead to increased motivation and a more favorable attitude toward their studies. With assertive teaching strategies, students are more likely to achieve academic success, leading to improved future prospects and opportunities.

*Future Researchers*. The study can pave the way for further research on assertiveness in teaching and its impact on various aspects of education. Future researchers can explore additional factors and contexts that influence this relationship.

For more comprehensive understanding, the following terms were defined operationally:

*Assertiveness in Teaching.*It is defined conceptually as the teacher's ability to communicate effectively, set clear expectations, manage the classroom, and maintain a positive learning environment while demonstrating self-confidence and respect for students. In this study refers to the independent variable being described in terms of classroom management; student engagement; and respectful interaction.

*Academic Attitude.*It is defined conceptually as the general disposition, mindset, and approach toward their academic pursuits, including their studies, learning, and educational experiences. In this study refers to the dependent variable being describe in terms of the following indicators: passive attitude; aggressive attitude; and perceived value.

**CHAPTER 2**

**Method**

This section contains the research design, research respondents, research instrument, data gathering procedure, and data analysis.

*Research Design*

In this study, the researcher utilized quantitative descriptive-correlational technique of research to gather data ideas, facts and information related to the study. [Bhandari](https://www.scribbr.com/author/pritha/" \o "All articles by Pritha Bhandari) (2020) described quantitative research is a research strategy that focuses on quantifying the collection and analysis of data. It is formed from a deductive approach where emphasis is placed on the testing of theory, shaped by empiricist and positivist philosophies, while, non-experimental research is a research that lacks the manipulation of an independent variable. Rather than manipulating an independent variable, researchers conducting non-experimental research simply measure variables as they naturally occur in real world.

Meanwhile, descriptive correlational research according to Creswell (2013) is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection. In this study the researcher was able to look into the assertiveness in teaching and academic attitude of learners. Specifically, the study focused on the relationships among variables for the purpose of determining significance on the relationship between the two variables. In this study, the used of descriptive-correlational was appropriate because the researcher only focused on the behavioral aspect of the respondents and the researcher did not perform an experiment in controlled set-up.

### *Research Respondents*

The respondents of the study were the elementary school teachers in Bangoy District, Davao City. In this study, the 168 respondents were selected through stratified random sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. In this study, certain inclusion criteria were implemented in determining the respondents of the study. The primary consideration of this study was to select respondents who can provide information to achieve the purpose of this study. Hence, only those permanent teachers in Bangoy District in Davao City, and those who voluntarily signed the ICF were given the survey questionnaires. Moreover, the study was delimited only to the nature of the problem based on the research questions and thus it did not consider the gender and socio-economic status of the teachers.

*Research Instrument*

The study employed the questionnaires adapted from different studies and was modified to fit the context of the respondents of this study. The instrument was divided into two parts. The first part of the instrument concerned about the assertiveness in learning which was adapted from the study of Waqar and Sanjay (2022) used as an instrument to measure the assertiveness in teaching which consists of three domains namely: classroom management; student engagement; and respectful interaction. The researcher modified the questionnaire by grouping all the items each dimension under each domain. In the manner of answering the questionnaire, the items the respondents made use the 5-Likert scale which are as follows: 5–Always 4–Oftentimes 3–Sometimes Agree 2–Seldom 1–Never Disagree. As a guide in determining the level of Assertiveness in Teaching, the researcher made use of the range of means, description and interpretation as presented below:

|  |  |  |
| --- | --- | --- |
| *Range of Mean* | *Descriptive Level* | *Interpretation* |
| 4.20 - 5.00 | Very Extensive | The assertiveness in teaching is always observed. |
| 3.40 – 4.19 | Extensive | The assertiveness in teaching is oftentimes observed. |
| 2.60 – 3.39 | Moderately Extensive | The assertiveness in teaching is sometimes observed. |
| 1.80 – 2.59 | Less Extensive | The assertiveness in teaching is seldom observed. |
| 1.00 – 1.79 | Not Extensive | The assertiveness in teaching is never observed. |

The second partof the instrument was the Academic Attitude of learners adapted from June and Eamoraphan (2019) which is divided among three domains namely: passive attitude; aggressive attitude; and perceived value. The researcher modified the questionnaire by grouping all the items each dimension under each domain. In the manner of answering the questionnaire, the items the respondents made use the 5-Likert scale which are as follows: 5–Always 4–Oftentimes 3–Sometimes Agree 2–Seldom 1–Never Disagree. As a guide in determining the level of Academic Attitude of learners the researcher made use of the range of means, description and interpretation as presented below:

|  |  |  |
| --- | --- | --- |
| *Range of Mean* | *Descriptive Level* | *Interpretation* |
| 4.20 - 5.00 | Very Extensive | The academic attitude of learners is always manifested. |
| 3.40 – 4.19 | Extensive | The academic attitude of learners is oftentimes manifested. |
| 2.60 – 3.39 | Moderately Extensive | The academic attitude of learners is sometimes manifested. |
| 1.80 – 2.59 | Less Extensive | The academic attitude of learners is seldom manifested. |
| 1.00 – 1.79 | Not Extensive | The academic attitude of learners is never manifested. |

The questionnaire was pilot tested in a nearby school and obtained a Cronbach’s alpha value greater than 0.700 which ensured that the questionnaires have high level of internal consistency. The scaling was done by having one-half of the value of 5 as average cut-off point or the fair level, with a uniform interval of 0.80. Before the administration of the instrument, it was subject for validation of three experts, and was revised according to their expert comments.

*Data Gathering Procedure*

Steps were undergone by the researcher in conducting the study after the validation of the research questionnaire.

*Permission to Conduct the Study*. The researcher secured the permission to conduct the study*.* The researcher secured the endorsement from the Dean of the Graduate School in Rizal Memorial Colleges, Inc., Davao City. The endorsement letter from the Dean of the Graduate School in Rizal Memorial Colleges, Inc., Davao City was attached to the permission letters to be endorsed to the schools division superintendent, and then to the school principals of the selected public schools in Bangoy District, Davao City.

*Distribution and Retrieval of the Questionnaire.* The researcher proceeded to the distribution of the research instrument to the respondents after the approval to conduct the study. This was done in May 22-24, 2023. Upon the distribution of the questionnaires, the benefits of the survey were briefly discussed and explained to the identified respondents of the study. For the administration of the questionnaire, the researcher distributed the questionnaires following health protocols. The participants of the study were given enough testing time for the questionnaires to be finished. After which, the data collected were subjected to quantitative analysis.

*Collation and Statistical Treatment of Data*. After the data retrieval of the questionnaire, the scores of each respondent were tallied to organized the data per indicator. After which, each score was subjected to descriptive and inferential analysis using SPSS.

*Ethical Considerations*

The researcher observed promptly the protocols deemed necessary as the standard guidelines in carrying out the research study following the study protocol assessments criteria, particularly in managing the population and data. The survey questionnaires with supporting authors were submitted for further evaluation. After the approval from the Ethics Committee the researcher proceeded to the next phase of the study.

*Informed Consent*. The researcher asked for the permission of respondents through a written informed consent. They were properly informed about the purpose of the study and ample explanations were given to them for better understanding of the reason for their participation so that they can choose whether to participate or not.

It was made clear that involvement of respondents in the study is voluntary. If ever they would refuse to participate, they were not forced by the researcher. Besides, the researcher was cautious to assure the respondents’ psychological well-being. A written permission from the respondents were secured from them. The researcher informed the respondents that the study aimed to conduct a study on the factors that hinder/promote the learners’ academic attitude in relation to assertiveness in teaching, and may contribute to the enhancement.

*Vulnerability of Research Participants*. The respondents of the study are the pupils and considered to be vulnerable since all of them are not in legal age, and, they are considered highly vulnerable in the psychological aspect. The researcher emphasized that the survey was set at the respondents’ convenience. Also, the researcher protected the confidentiality of the information disclosed.

*Privacy and Confidentiality*. This study observed the data Privacy Act of 2012 wherein the researcher assured that the data cannot be traced back to the participants which will be the real source of information, to protect the identities of the respondents. Moreover, the researcher assured that no personal data would be shared without the consent of the participants. Thus, to ensure that no personal data would be exposed, the access was limited to the researcher alone. To protect the privacy of the respondents, it was assured that the researcher is the only person that could access the survey results. After the necessary data was collected, the researcher permanently deleted all the survey result to assure that data cannot be traced back to the respondents who were the real source of information.

*Risk, Benefits and Safety* - In administering the survey questionnaires, the researcher fully disclosed to the respondents the nature of their participation and explained thoroughly and properly the purpose and benefits of the study as well as the confidentiality of their responses as stated in the online survey questionnaire. The respondents, without restrictions were able to ask questions related to the study. Further, the researcher ensured that the respondents were not be subjected to harm in any ways whatsoever. Moreover, the questionnaire and interview guide that were used in this study did not contain any degrading or unacceptable statements offensive to the respondents of the study.

Likewise, this study is designed purely to collect academic information related to the study and they were not asked with personal information. To minimize inconvenience, the researcher made sure that the respondents were given ample time to answer the survey questionnaire online. The respondents were given freedom not to answer questions which made them feel any psychological and emotional distress and they would be free to withdraw as a respondent of the study if they would feel that they cannot discuss the information that being asked from them. The researcher valued their participation and placed their welfare as the highest priority during the course of the study.

*Justice*. To avoid impartiality in choosing the respondents, the researcher regarded all respondents equal regardless if they would be respondent in the survey. The researcher did not prejudice in choosing the respondents of the study. Anybody who fitted the qualifications of being permanent-regular in the purposively selected schools. During the conduct of the study, the researcher made certain to respect the respondents by interrupting as little time as possible to the routine of the respondents. To compensate for the time spent during data gathering, the researcher gave tokens of appreciation to the respondents. This token was an assortment of souvenir. The tokens were sent via courier, and these was sealed carefully in a package. Also, each token were sanitized before having it sent to your doorstep.

*Transparency*. To provide transparency in this study, any type of communication in relation to the research was done with honesty and transparency. To safeguard the welfare of the participants, the researcher properly implemented the methods that are discussed to use in this study. All the necessary documents that supported the data analysis was included. Importantly, the researcher described the extent of the involvement of the respondents in this study and shared how the researcher-maintained objectivity in analyzing data and presentation of the results of the study.

*Qualification of the Researcher.*The researcher ensured that the responses of the respondents were not influence by any other factor like the conflict of interest. The findings of the study could be accessed by the respondents and parents, and school administrators of the participating schools because the information would be made available as long as they followed proper protocol to protect the anonymity of the respondents. The researcher also acknowledged the effort of every person who contributed to the success of the study, the Division of Davao City was given a furnished copy of the results of the research so it can be accessed by the respondents and be used for learning and further study.

*Adequacy of Facilities.* The researcher engaged the respondents in a conducive environment and learning materials which were ample and available in the conduct of the study and was done within the time set by the researcher. The accuracy of gathering data from the respondents was ensured by encoding properly the ratings of the respondents during the day when the researcher was not too tired to do them to avoid errors in encoding. Also, the analysis and results gathered were proficient and aligned that serves as a primary basis for adequacy.

*Community Involvement.*It was a good practice to have community involvement during every phase of research from planning to reporting. Hence, the researcher planned to share the findings generated with the community, and community involvement will be accorded with primacy in making decisions about the research agenda, appropriate method to apply in their context, and use of the results or findings. The findings of this study will then be shared back with the community through gatherings, fora, and conferences.

*Data Analysis*

The following were the statistical tools utilized by the researcher in processing the gathered data:

*Mean.* This was useful in characterizing the assertiveness in teaching and academic attitude of learners in Bangoy District, Davao City. This was use to supply the answer for objectives 1 and 2.

*Pearson Product Moment Correlation.* It was used in this study to asses the significant relationship between independent (assertiveness in teaching) and dependent (academic attitude) variables. It is a statistical measure of the strength of a linear relationship between paired data. In a sample it is usually denoted by r.

*Multiple Linear Regression.* It was applied to evaluate the significance on the influence of independent (assertiveness in teaching) variable on the dependent (academic attitude) variable.

**CHAPTER 3**

**Results and Discussions**

This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study as presented in the first chapter. Thus, it presents the extents of assertiveness in teaching and academic of learners in Bangoy District, Davao City; the significant relationship between assertiveness in teaching and academic of learners in Bangoy District, Davao City; and the influence of assertiveness in teaching on the academic of learners in Bangoy District, Davao City.

*Assertiveness in Teaching*

*Classroom Management.* Table 1 shows that the assertiveness in teaching in terms of classroom management was assessed by the respondents as extensive with a category mean of 3.41, interpreted as oftentimes observed by the teachers in Bangoy District, Davao City. The mean rating of the different items ranges from 3.13 to 3.65. On one hand, the item *Thinking that clear rules and expectations set by teachers positively impact student behavior* has a mean rating of 3.13, described as moderately extensive and interpreted as sometimes observed by the respondents. On the other hand, the item *Teachers who successfully balance assertiveness and flexibility in their classroom management* reflects a mean of 3.65 described as extensive and interpreted as oftentimes observed by the teachers.

The result suggest that the teacher's ability to establish and maintain a balanced and structured learning environment is oftentimes observed. The result corroborates with Veresova and Mala’s (2016) findings that extenisve classroom management within a moderately assertive teaching approach result in effective discipline. Teachers set and consistently enforce clear rules, and students are aware of the consequences for their actions. This approach helps in minimizing disruptions and promoting a focused learning environment. Also, Bahar (2016) described teachers with high levels of classroom management in a moderately assertive style maintain respectful interactions with students.

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| Table 1. *Assertiveness in Teaching in Terms of Classroom Management* | | |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. Believing that effective classroom management is essential for creating a conducive learning environment. | 3.45 | Extensive |
| 1. Teachers who successfully balance assertiveness and flexibility in their classroom management. | 3.65 | Extensive |
| 1. Thinking that clear rules and expectations set by teachers positively impact student behavior. | 3.13 | Moderately Extensive |
| 1. It is important for teachers to maintain a balance between being too strict and too lenient in managing the classroom. | 3.36 | Moderately Extensive |
| 1. Students benefit when teachers consistently enforce rules and consequences. | 3.46 | Extensive |
| ***Mean*** | ***3.41*** | ***Extensive*** |

*Student Engagement.* Table 2 reflects that the assertiveness in teaching in terms of student engagement was rated as moderately extensive with a category mean of 3.38, interpreted as sometimes observed by the teachers in Bangoy District, Davao City. The mean rating of the different items ranges from 2.99 to 3.77. On one hand, the item *Thinking that setting clear expectations and boundaries positively influences student engagement* has a mean rating of 2.99, described as moderately extensive and interpreted as sometimes observed by the respondents. On the other hand, the item *Assertive teaching approaches can reduce student distractions in the classroom* reflects a mean of 3.77 described as extensive and interpreted as oftentimes observed by the teachers.

The result suggest that the level of involvement, participation, and active learning that students exhibit in the classroom when taught by teachers who strike a balance between being too passive and too aggressive in their teaching style is sometimes observed. The result is in agreement with Sabel’s (2016) idea that students are encouraged to ask questions, think critically, and engage in meaningful dialogue with their peers and the teacher. They feel safe to express their opinions and seek clarification when needed. Likewise, Hatano (2014) described a moderately assertive teaching style fosters inquisitiveness and a desire to explore topics further. Students are curious and motivated to delve deeper into the subject matter.

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| Table 2. *Assertiveness in Teaching in Terms of Student Engagement* | | |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. Assertive teaching methods can enhance student engagement in the classroom. | 3.12 | Moderately Extensive |
| 1. Adopting assertive teaching strategies increase in student participation. | 3.33 | Moderately Extensive |
| 1. Thinking that setting clear expectations and boundaries positively influences student engagement. | 2.99 | Moderately Extensive |
| 1. Believing that assertive teaching methods lead to more focused and attentive students. | 3.67 | Extensive |
| 1. Assertive teaching approaches can reduce student distractions in the classroom | 3.77 | Extensive |
| ***Mean*** | ***3.38*** | ***Moderately Extensive*** |

*Respectful Interaction.* Table 3 reflects that the assertiveness in teaching in terms of respectful interaction was rated as moderately extensive with a category mean of 3.32, interpreted as sometimes observed by the teachers in Bangoy District, Davao City. The mean rating of the different items ranges from 2.99 to 3.92. Meanwhile, the item *Students are more receptive to assertive teaching strategies when they feel their voices are respected and heard* has a mean rating of 2.99, described as moderately extensive and interpreted as sometimes observed by the respondents. Whereas, the item *Respectful interactions foster a positive and inclusive classroom atmosphere when assertive teaching methods are used* reflects a mean of 3.92 described as extensive and interpreted as oftentimes observed by the teachers in Bangoy District, Davao City.

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| Table 3. *Assertiveness in Teaching in Terms of Respectful Interaction* | | |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. Believing that teachers should maintain respectful interactions with students while being assertive in classroom management | 3.34 | Moderately Extensive |
| 1. Respectful approach from teachers enhances the effectiveness of assertive teaching techniques. | 3.21 | Moderately Extensive |
| 1. Respectful interactions foster a positive and inclusive classroom atmosphere when assertive teaching methods are used. | 3.92 | Extensive |
| 1. Students are more receptive to assertive teaching strategies when they feel their voices are respected and heard. | 2.99 | Moderately Extensive |
| 1. Respectful interactions between teachers and students contribute to a positive learning environment even when assertive actions are needed | 3.13 | Moderately Extensive |
| ***Mean*** | ***3.32*** | ***Moderately Extensive*** |

The result suggest that teacher's ability to communicate with students in a manner that balances authority and respect is soemtimes observed in Bangoy District, Davao City. This supports the idea of Dexter (2022) that teachers and students show mutual respect for each other. Students understand that their opinions and perspectives are valued, and teachers treat students with courtesy and dignity. Also, Ghodrati et al. (2016) noted that a moderate level of respectful interaction contributes to a positive and inclusive classroom atmosphere. Students feel safe to express their thoughts and ideas without fear of ridicule or judgment. Teachers communicate effectively with students, ensuring that expectations, instructions, and feedback are conveyed clearly. Students are more likely to comprehend and respond positively to teacher communication.

Lastly, Table 4 shows the summary on assertiveness in teaching of teachers in Bangoy District, Davao City. It shows that the overall mean of assertiveness in teaching of teachers is 3.37 which is described as moderately extensive. It means that the assertiveness in teaching of teachers is sometimes observed. More so, assertiveness in teaching of teachers in terms fo classroom managamentacquired the highest mean score of 3.66 described as extensive and interpreted as oftentimes observed, while,assertiveness in teaching of teachers in terms of respectful interaction gotthe lowest mean score of 3.32 described as moderately extensive and interpreted as sometimes observed by the teachers.

This implies the teacher's ability to communicate effectively, set clear expectations, manage the classroom, and maintain a positive learning environment while demonstrating self-confidence and respect for students is sometimes observed. This supports the idea of Moon (2019) that a teacher with moderate assertiveness is generally successful in managing the classroom. While not overly forceful, moderately assertive teachers are able to engage students effectively. They encourage participation and discussion without overwhelming or intimidating students. According to Sitota (2018), they can maintain order and discipline without resorting to overly authoritarian measures, creating a conducive learning environment.

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| Table 4. *Summary on Assertiveness in Teaching of Teachers in Bangoy District, Davao City* | | |
| **Indicators** | **Mean** | **Descriptive Equivalent** |
| Classroom Management | 3.41 | Extensive |
| Student Engagement | 3.38 | Moderately Extensive |
| Respectful Interaction | 3.32 | Moderately Extensive |
| ***Overall*** | ***3.37*** | ***Moderately Extensive*** |

*Academic Attitude of Learners*

*Passive Attitude*. Table 5 shows that academic attitude of learners in terms of passive behavior was described by the teachers in Bangoy District, Davao City as moderately extensive with a category mean of 3.28. This means that the academic attitude of learners is sometimes manifested. The mean rating of the different items ranges from 3.14 to 3.46. The item *Believing that passive attitudes can lead to inconsistent work ethic and procrastination among students* shows a mean rating of 3.14, described as moderately extensive and interpreted as this item sometimes observed by the students. Further, the item *Passive students showing limited engagement in class activities and discussions* has a mean rating of 3.46, described as extensive and interpreted as this item oftentimes manifested.

This implies that learners are somehow lack of active engagement, motivation, or proactive involvement in their educational pursuits. Students with a moderate level of passive academic attitude may exhibit a tendency to be disinterested, unmotivated, or minimally engaged in their studies. This is similar to Bhowmik and Banerjee’s (2016) idea that students with a moderate level of passive academic attitude may lack strong motivation for learning. They may not be enthusiastic about their studies or may not have clear academic goals. Kung and Lee (2016) reported that these students might show minimal engagement in class discussions, assignments, and activities. They may participate only when required and may not take the initiative to go beyond the minimum requirements.

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| Table 5. *Academic Attitude of Learners in Terms of Passive Attitude* | | |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. Passive students showing limited engagement in class activities and discussions. | 3.46 | Extensive |
| 1. Believing that passive attitudes can lead to inconsistent work ethic and procrastination among students. | 3.14 | Moderately Extensive |
| 1. Passive students may struggle with time management and completing assignments. | 3.18 | Moderately Extensive |
| 1. Passive attitudes can sometimes result in a lack of resilience when students face academic challenges | 3.35 | Moderately Extensive |
| 1. Passive students often miss opportunities for personal and academic growth by limiting their extracurricular involvement. | 3.25 | Moderately Extensive |
| ***Mean*** | ***3.28*** | ***Moderately Extensive*** |

*Aggressive Attitude*. Table 6 shows that academic attitude of learners in terms of aggressive attitude was described by the teachers in Bangoy District, Davao City as moderately extensive with a category mean of 3.38. This means that the academic behavior of learners is sometimes manifested. The mean rating of the different items ranges from 3.02 to 3.71. The item *Aggressive students are more likely to actively seek support and guidance when facing academic challenges* shows a mean rating of 3.02, described as moderately extensive and interpreted as this item sometimes observed by the students. Further, the item *Aggressive attitudes often result in a strong and consistent work ethic among students* has a mean rating of 3.71, described as extensive and interpreted as this item oftentimes manifested.

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| Table 6. *Academic Attitude of Learners in Terms of Aggressive Attitude* | | |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. Believing that aggressive attitudes in students can significantly boost their academic motivation. | 3.22 | Moderately Extensive |
| 1. Aggressive students displaying high levels of engagement in class activities and discussions | 3.39 | Moderately Extensive |
| 1. Aggressive students are more likely to actively seek support and guidance when facing academic challenges. | 3.02 | Moderately Extensive |
| 1. Aggressive attitudes often result in a strong and consistent work ethic among students. | 3.71 | Extensive |
| 1. Aggressive students are more likely to set challenging and clear academic goals for themselves. | 3.54 | Extensive |
| ***Mean*** | ***3.38*** | ***Moderately Extensive*** |

This implies that learners somehow showed the tendency to be overly forceful, intense, or domineering in their approach to academics. This is congruent to Afari’s (2012) findings that students with a moderate level of aggressive academic attitude are highly motivated and driven to succeed in their studies. They set ambitious goals and work diligently to achieve them. They are intensely engaged in class discussions, assignments, and activities. They actively participate and strive for excellence in all aspects of their academic work. Riley et al. (2014) proposed that aggressive students maintain a strong work ethic. They are highly organized, disciplined, and consistently meet deadlines, often exceeding requirements.

*Perceived Value*. Table 7 shows that academic attitude of learners in terms of perceived value was described by the teachers in Bangoy District, Davao City as moderately extensive with a category mean of 3.32. This means that the academic behavior of learners is sometimes manifested. The mean rating of the different items ranges from 3.01 to 3.91. The item *Students who value their education have more fulfilling educational experiences* shows a mean rating of 3.01, described as moderately extensive and interpreted as this item sometimes observed by the students. Further, the item *Students who value their education tend to manage their time effectively and prioritize their studies* has a mean rating of 3.91, described as extensive and interpreted as this item oftentimes manifested.

This implies that students' assessment of the worth, significance, and importance of their academic pursuits and educational experiences is sometimes manifested. This is congruen to Luttrell’s et al. (2016) idea that students with moderate levels of perceived value are motivated by a balanced perspective. They find intrinsic motivation in their studies without becoming overly stressed or overwhelmed by academic demands. They actively engage in their learning experiences, recognizing the value of education as a means to personal and professional growth. They actively participate in class and seek additional learning opportunities.

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| Table 7. *Academic Attitude of Learners in Terms of Perceived Value* | | |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. Students' perceived value of education significantly influences their academic motivation. | 3.36 | Moderately Extensive |
| 1. It is important for students to see the relevance of what they're learning to maintain their motivation in academics. | 3.22 | Moderately Extensive |
| 1. Students who value their education tend to manage their time effectively and prioritize their studies. | 3.91 | Extensive |
| 1. Students who value their education have more fulfilling educational experiences. | 3.01 | Moderately Extensive |
| 1. Students who understand the value of education are more likely to embrace a lifelong learning mindset. | 3.09 | Moderately Extensive |
| ***Mean*** | ***3.32*** | ***Moderately Extensive*** |

Lastly as shown in the Table 8 is the academic attitude of learners in Bangoy District in Davao City. As shown in the table, academic attitude of learners obtained an overall mean score of 3.42 with a descriptive rating of extensive and interpreted as oftentimes manifested by the teachers. Adding more, results on Table 8 show that academic attitude of learners in terms of aggressive attitude acquired the highest mean score of 3.38 described as moderately extensive and interpreted as sometimes manifested, while, academic attitude of learners in terms of passive attitude got the lowest mean score of 3.28 described as moderately extensive and interpreted as sometimes manifested by the teachers.

The result indicates that the general disposition, mindset, and approach toward their academic pursuits, including their studies, learning, and educational experiences is sometimes manifested. This supports the idea of Larsen (2013), students with a moderate academic attitude display balanced motivation. They are motivated to succeed but not overly stressed, allowing for a healthy level of drive to excel in their studies. They engage in learning activities with a level of enthusiasm that is conducive to their academic goals. They actively participate in class, complete assignments, and seek additional resources for understanding. They mmaintain a consistent work ethic. They approach their studies with dedication and meet deadlines, but they do not engage in excessive or unsustainable academic behaviors. This also supports the view of Maio and Haddock (2016) that students with positive academic attitude set realistic academic goals and work steadily toward achieving them

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| Table 8. *Summary on Academic Attitude of Learners in Bangoy District, Davao City* | | |
| **Indicators** | **Mean** | **Descriptive Equivalent** |
| Passive Attitude | 3.28 | Moderately Extensive |
| Aggressive Attitude | 3.38 | Moderately Extensive |
| Perceived Value | 3.32 | Moderately Extensive |
| ***Overall*** | ***3.33*** | ***Moderately Extensive*** |

*Relationship Between Assertiveness in Teaching and Academic Attitude of Learners in Bangoy District, Davao City*

The results on the analysis on the relationship between assertiveness in teaching and academic attitude of learners in Bangoy District, Davao City are presented. Bivariate correlation analysis using Pearson product moment correlation was utilized to determine the relationship between the variables mentioned. Table 9 shows that assertiveness in teaching has a significant positive relationship with the academic attitude of learners in Bangoy District in Davao City with a p-value of .000 that is less than .05 level of significance (two-tailed) (r = 0.828, p < 0.05). It means that as the extent of assertiveness in teaching changes, academic attitude of learners also changes significantly. Adding more, results on the table shows that assertiveness in teaching in terms of classroom management; student engagement; and respectful interaction have significant positive relationship with the academic attitude of learners in Bangoy District in Davao City with a p-value of .000 that is less than .05 level of significance (two-tailed) (r = 0.505, p < 0.05), (r = 0.686, p < 0.05), and (r = 0.234, p < 0.05), respectively.

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| Table 9. *Relationship Between Assertiveness in Teaching and Academic Attitude of Learners in Bangoy District, Davao City* | | | |
| **Variables** | **Academic Attitude of Learners** | | |
| **r-value** | **p-value** | **Decision** |
| Classroom Management | 0.505\* | 0.000 | Reject H0 |
| Student Engagement | 0.686\* | 0.000 | Reject H0 |
| Respectful Interaction | 0.234\* | 0.001 | Reject H0 |
| ***Overall Assertiveness in Teaching*** | ***0.828\**** | ***0.000*** | ***Reject H0*** |
| ***\*Significant @ p<0.05*** | | | |

The result implies that assertiveness in teaching provides structure, support, and a clear sense of expectations that can enhance students' academic attitude. It creates an environment where students are motivated, engaged, and better equipped to face academic challenges, ultimately leading to a more positive and productive attitude toward learning. This is congruent to Binige’s (2015) conclusion that assertive teachers maintain respectful interactions with students, creating an environment where students feel valued and respected. This, in turn, encourages a positive attitude toward learning. Assertive teaching includes providing constructive feedback and encouragement. Students appreciate support and guidance, which can boost their confidence and motivation. This is also similar to Bhat’s et al. (2017) view that assertiveness in teaching fosters problem-solving skills in students.

*Influence of Assertiveness in Teaching on the Academic Attitude of Learners in Bangoy District, Davao City*

The significance on the influence of assertiveness in teaching on the academic attitude of learners in Bangoy District in Davao City was analyzed using linear regression analysis. The Table 10 shows that when assertiveness in teaching in terms of classroom management; student engagement; and respectful interaction are considered as predictors of academic attitude of learners, the model is significant as evident on F-value of 133.181 with p<0.05. It is therefore stated that assertiveness in teaching predicts the academic attitude of learners in Bangoy District, Davao City. Meanwhile, the computed adjusted R2 value of 0.464 indicates that assertiveness in teaching of teachers has contributed significantly in the variability of academic attitude of learners by 46.40% from the total variability. Therefore, the difference of 53.60% was credited to other factors not covered in this study.

In addition, table shows that there are domains of assertiveness in teaching of teachers that significantly influence the academic attitude of learners in Bangoy District in Davao City. This table also indicates that assertiveness in teaching of teachers in terms of classroom management and student engagement are significant when considered as predictors of academic attitude of learners in Bangoy District in Davao City. This means that the extent of academic attitude of learners increases by 0.162 and 0.293 for each unit increase in assertiveness in teaching of teachers. Thus, this leads to the rejection of null hypothesis that none of the domains of assertiveness in teaching of teachers that significantly influence the academic attitude of learners in Bangoy District in Davao City.

This affirmed that academic attitude of learners is a function of assertiveness in teaching of teachers. This corroborate with Ghodrati’s et al. (2016) proposition that assertive teachers communicate clear expectations and academic goals, helping students understand what is required of them. This clarity reduces uncertainty and anxiety, fostering a positive academic attitude. Assertiveness in teaching often involves structuring lessons and activities effectively. This structure provides a sense of order, making it easier for students to engage and learn, leading to a more positive attitude toward learning.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Table 10. *Influence of Assertiveness in Teaching on the Academic Attitude of Learners in Bangoy District, Davao City* | | | | | | |
| **Assertiveness in Teaching** | | **Academic Attitude of Learners** | | | | |
| **B** | **Beta** | **S.E** | **p-value** | **Decisions** |
| Classroom Management | | .166\* | .241 | .052 | .000 | Reject H0 |
| Student Engagement | | .189\* | .405 | .056 | .000 | Reject H0 |
| Respectful Interaction | | -.004 | .112 | .005 | .134 | Accept H0 |
| R2 | = 0.464 |  |  |  |  |  |
| F-value | = 133.181\* |  |  |  |  |  |
| p-value | = 0.000 |  |  |  |  |  |
| ***\*Significant @ p<0.05*** | | | | | | |

**CHAPTER 4**

**Conclusions and Recommendations**

This part of the paper presents the conclusion and recommendation of the researcher. The discussion is supported by the literature presented in the first chapters and the conclusion is in accordance with statements of the problem presented in this study.

*Summary of the Findings*

The primary objective of this study was to evaluate which domains of assertiveness in teaching significantly influenced the academic attitude of learners utilizing non-experimental quantitative design using descriptive-correlation technique. The researcher selected the 168 elementary school teachers in Bangoy District in Davao City as the respondents through stratified random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument.

Assertiveness in teaching of teachers in Bangoy District in Davao City got an overall mean of 3.37 with moderately extensive descriptive rating. Also, assertiveness in teaching in terms of classroom management; student engagement; and respectful interaction obtained the mean scores of 3.41, 3.38, and 3.32, respectively.

Academic attitude of learners in Bangoy District in Davao City has an overall mean of 3.33 with a moderately extensive descriptive rating. Also, academic attitude of learners in terms of passive attitude; aggressive attitude; and perceived value obtained the mean scores 3.28, 3.38, and 3.32, respectively.

The result showed that assertiveness in teaching of teachers has a significant positive relationship with the academic attitude of learners in Bangoy District in Davao City with a p-value of .000 that is less than .05 level of significance (two-tailed) (r = .828, p<0.05).

Assertiveness in teaching in terms of classroom management and student engagement significantly influenced the academic attitude of learners in Bangoy District in Davao City as evident on the F-value of 131.181 and p<0.05. The r2 value of 0.464 indicated that assertiveness in teaching have contributed significantly to the variability of academic attitude of learners in Bangoy District in Davao City by 46.40% from the total variability.

*Conclusions*

Based on the findings of this study several conclusions were generated:

Assertiveness in teaching of teachers in Bangoy District in Davao City was moderately extensive. Meanwhile, assertiveness in teaching of teachers in terms of classroom management obtained an extensive descriptive rating, while, assertiveness in teaching of teachers in terms of student engagement and respectful interaction were rated as moderately extensive. This implies the teacher's ability to communicate effectively, set clear expectations, manage the classroom, and maintain a positive learning environment while demonstrating self-confidence and respect for students is sometimes observed.

Academic attitude of learners in Bangoy District in Davao City was rated as moderately extensive. Academic attitude of learners in terms of passive attitude; aggressive attitude; and perceived value got moderately extensive ratings. The result indicates that the general disposition, mindset, and approach toward their academic pursuits, including their studies, learning, and educational experiences is sometimes manifested.

The result showed that assertiveness in teaching has a significant positive relationship with academic attitude of learners in Bangoy District in Davao City. This means that as the extent of assertiveness in teaching changes, academic attitude of learners also significantly changes. The result implies that assertiveness in teaching provides structure, support, and a clear sense of expectations that can enhance students' academic attitude. It creates an environment where students are motivated, engaged, and better equipped to face academic challenges, ultimately leading to a more positive and productive attitude toward learning.

Assertiveness in teaching in terms of classroom management and student engagement are the domains that significantly influenced the academic attitude of learners in Bangoy District in Davao City. This affirmed that academic attitude of learners is a function of assertiveness in teaching of teachers in Bangoy District in Davao City.

*Recommendations*

The researcher recommends that DepEd should develop and support teacher training programs that incorporate assertiveness as a key teaching skill. Ensure that educators are equipped with the knowledge and skills to employ assertive teaching techniques effectively. Also, DepEd should provide schools with the necessary resources to create a positive learning environment, including materials and technologies that support assertive teaching methods.

School heads should encourage teachers to engage in ongoing professional development focused on assertive teaching. Recognize and reward educators who excel in implementing assertive teaching strategies. They should also promote collaboration among teachers to share best practices related to assertiveness in teaching. Create opportunities for them to learn from one another.

Teachers should seek training and professional development opportunities to improve assertiveness skills. Learn how to set clear expectations, provide constructive feedback, and maintain respectful interactions with students. They should continuously reflect on your teaching practices and assess how they impact student academic attitudes. Make adjustments as needed to enhance the learning experience.

Students should take an active role in their own education. Participate in class, ask questions, and seek help when needed. Recognize the value of thei academic journey and the opportunities it offers. They should understand that assertive teaching is aimed at your success. Respect their teachers and their efforts to create a positive and productive learning environment.

Future researchers should disseminate research findings to inform policy and practice. Make research accessible to educators, administrators, and policy makers to support evidence-based decision-making..

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**APPENDICES**

**Appendix A**

Research Instrument

**MODELLING ASSERTIVENESS IN TEACHING AND ACADEMIC ATTITUDE OF LEARNERS IN BANGOY DISTRICT, DAVAO CITY**

Name (*optional*) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:**

This survey questionnaire is intended to determine the extents of assertiveness in teaching and academic attitude of learners. Rest assured that the answers and responses contributed in this study must be handled with right data management in allegiance to the Data Privacy Act of 2012 and shall be dealt with utmost confidential confidence. Please answer the questions on the next sheet by putting check mark (/) on the box that correspond your answer. The following chart provides a 5-point Likert Scale scoring guide.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Part I: Survey on the Assertiveness in Teaching** | | | | | |
| **Classroom Management** | **5** | **4** | **3** | **2** | **1** |
| 1. I believe that effective classroom management is essential for creating a conducive learning environment. |  |  |  |  |  |
| 1. Teachers who successfully balance assertiveness and flexibility in their classroom management. |  |  |  |  |  |
| 1. I think that clear rules and expectations set by teachers positively impact student behavior. |  |  |  |  |  |
| 1. It is important for teachers to maintain a balance between being too strict and too lenient in managing the classroom. |  |  |  |  |  |
| 1. Students benefit when teachers consistently enforce rules and consequences. |  |  |  |  |  |
| **Student Engagement** | **5** | **4** | **3** | **2** | **1** |
| 1. Assertive teaching methods can enhance student engagement in the classroom. |  |  |  |  |  |
| 1. Adopting assertive teaching strategies increase in student participation. |  |  |  |  |  |
| 1. I think that setting clear expectations and boundaries positively influences student engagement. |  |  |  |  |  |
| 1. I believe that assertive teaching methods lead to more focused and attentive students. |  |  |  |  |  |
| 1. Assertive teaching approaches can reduce student distractions in the classroom |  |  |  |  |  |
| **Respectful Interaction** | **5** | **4** | **3** | **2** | **1** |
| 1. I believe that teachers should maintain respectful interactions with students while being assertive in classroom management |  |  |  |  |  |
| 1. Respectful approach from teachers enhances the effectiveness of assertive teaching techniques. |  |  |  |  |  |
| 1. Respectful interactions foster a positive and inclusive classroom atmosphere when assertive teaching methods are used. |  |  |  |  |  |
| 1. Students are more receptive to assertive teaching strategies when they feel their voices are respected and heard. |  |  |  |  |  |
| 1. Respectful interactions between teachers and students contribute to a positive learning environment even when assertive actions are needed |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Part II: Survey on the Academic Attitude of Learners** | | | | | |
| **Passive Attitude** | **5** | **4** | **3** | **2** | **1** |
| 1. Passive students showing limited engagement in class activities and discussions. |  |  |  |  |  |
| 1. I believe that passive attitudes can lead to inconsistent work ethic and procrastination among students. |  |  |  |  |  |
| 1. Passive students may struggle with time management and completing assignments. |  |  |  |  |  |
| 1. Passive attitudes can sometimes result in a lack of resilience when students face academic challenges |  |  |  |  |  |
| 1. Passive students often miss opportunities for personal and academic growth by limiting their extracurricular involvement. |  |  |  |  |  |
| **Aggressive Attitude** | **5** | **4** | **3** | **2** | **1** |
| 1. I believe that aggressive attitudes in students can significantly boost their academic motivation. |  |  |  |  |  |
| 1. Aggressive students displaying high levels of engagement in class activities and discussions |  |  |  |  |  |
| 1. Aggressive students are more likely to actively seek support and guidance when facing academic challenges. |  |  |  |  |  |
| 1. Aggressive attitudes often result in a strong and consistent work ethic among students. |  |  |  |  |  |
| 1. Aggressive students are more likely to set challenging and clear academic goals for themselves. |  |  |  |  |  |
| **Perceived Value** | **5** | **4** | **3** | **2** | **1** |
| 1. Students' perceived value of education significantly influences their academic motivation. |  |  |  |  |  |
| 1. It is important for students to see the relevance of what they're learning to maintain their motivation in academics. |  |  |  |  |  |
| 1. Students who value their education tend to manage their time effectively and prioritize their studies. |  |  |  |  |  |
| 1. Students who value their education have more fulfilling educational experiences. |  |  |  |  |  |
| 1. Students who understand the value of education are more likely to embrace a lifelong learning mindset. |  |  |  |  |  |

**Appendix B**

Pilot Test Result

ASSERTIVENESS IN TEACHING

| **Case Processing Summary** | | | |
| --- | --- | --- | --- |
|  |  | N | % |
| Cases | Valid | 30 | 100.0 |
| Excludeda | 0 | .0 |
| Total | 30 | 100.0 |
| a. Listwise deletion based on all variables in the procedure. | | | |

| **Reliability Statistics** | | |
| --- | --- | --- |
| Cronbach's Alpha | | N of Items |
| .916 | | 15 |
| **Item-Total Statistics** | | | | | | |
|  | Scale Mean if Item Deleted | | | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| VAR00001 | 107.1000 | | | 178.300 | .231 | .913 |
| VAR00002 | 107.5000 | | | 176.328 | .237 | .914 |
| VAR00003 | 107.3667 | | | 179.964 | .181 | .913 |
| VAR00004 | 107.4667 | | | 170.051 | .480 | .909 |
| VAR00005 | 107.0333 | | | 185.482 | -.126 | .917 |
| VAR00006 | 106.9667 | | | 179.620 | .269 | .912 |
| VAR00007 | 107.2667 | | | 182.271 | .042 | .915 |
| VAR00008 | 106.9667 | | | 178.516 | .253 | .912 |
| VAR00009 | 107.2333 | | | 176.806 | .207 | .915 |
| VAR00010 | 107.4667 | | | 173.154 | .432 | .910 |
| VAR00011 | 107.3333 | | | 168.023 | .545 | .908 |
| VAR00012 | 107.5000 | | | 166.879 | .658 | .906 |
| VAR00013 | 107.1333 | | | 164.878 | .804 | .904 |
| VAR00014 | 107.5000 | | | 167.362 | .637 | .907 |
| VAR00015 | 107.1667 | | | 163.385 | .823 | .903 |

ACADEMIC ATTITUDE OF LEARNERS

| **Case Processing Summary** | | | |
| --- | --- | --- | --- |
|  |  | N | % |
| Cases | Valid | 30 | 100.0 |
| Excludeda | 0 | .0 |
| Total | 30 | 100.0 |
| a. Listwise deletion based on all variables in the procedure. | | | |

| **Reliability Statistics** | |
| --- | --- |
| Cronbach's Alpha | N of Items |
| .920 | 15 |

| **Item-Total Statistics** | | | | |
| --- | --- | --- | --- | --- |
|  | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
| VAR00001 | 68.9333 | 108.271 | .760 | .912 |
| VAR00002 | 68.8000 | 113.683 | .601 | .916 |
| VAR00003 | 69.2667 | 109.444 | .815 | .911 |
| VAR00004 | 68.8000 | 108.303 | .771 | .912 |
| VAR00005 | 69.0000 | 115.310 | .463 | .919 |
| VAR00006 | 69.0000 | 119.034 | .242 | .924 |
| VAR00007 | 68.4000 | 122.455 | .163 | .923 |
| VAR00008 | 68.6667 | 111.678 | .682 | .914 |
| VAR00009 | 68.7333 | 119.513 | .281 | .922 |
| VAR00010 | 68.8333 | 113.109 | .539 | .917 |
| VAR00011 | 68.8000 | 110.372 | .661 | .914 |
| VAR00012 | 68.9000 | 124.852 | -.049 | .928 |
| VAR00013 | 69.0000 | 110.828 | .558 | .917 |
| VAR00014 | 68.8667 | 114.809 | .469 | .919 |
| VAR00015 | 68.6667 | 111.402 | .698 | .914 |