

Job Security in Relation to Teaching Interactiveness among Elementary School Teachers in Langilan District, Davao Del Norte

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Abstract:- Fundamentally, job security is a measure expected to improve the teaching interactiveness among public school teachers. In this study, the researcher selected the 201 elementary school teachers in Langilan District, Division of Davao del Norte 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 multiple linear regression analysis. Findings revealed that job security among elementary school teachers was described as moderately extensive, while, teaching interactiveness among elementary school teachers in Langilan District in Davao del Norte were described as extensive. Further, correlation analysis demonstrated that there is a significant relationship between job security and teaching interactiveness among elementary school teachers in Langilan District in Davao del Norte. Evidently, regression analysis proved that job security in terms of salary and benefits were significant predictors of teaching interactiveness among elementary school teachers in Langilan District in Davao del Norte. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

Keywords:- Educational Management, Job Security, Teaching Interactiveness among Teachers, Davao Del Norte, Philippines.

I. INTRODUCTION

A. The Problem and Its Scope

The current higher education system seeks to have a substantial impact on the growth of each student by providing a wide range of practical skills: personal-creative, communicative, sociable, and intellectual-information. Educational institutions should prioritize the development of these skills in future professionals to enhance the technical component of the learning process. According to the majority of dictionaries, the term "interactive" denotes the action of influencing or being closely connected to one another. This implies that contact requires all parties to actively engage in a reciprocal exchange, which is crucial for efficient learning.

Interactive learning encompasses the ability to engage in conversation, dialogue, or action. In this approach, learners are not merely passive recipients or spectators, but rather engaged participants carrying out specific behaviors. This technique empowers the student to become a catalyst for the educational process. Interactive learning prioritizes practical, immersive experiences instead of monotonous memorization of facts. It is an interactive and evolving social process in which learners actively generate and interact with up-to-date information, under the guidance of teachers, in order to attain optimal outcomes. This approach guarantees the seamless integration of knowledge, which is in great demand in contemporary society.

Nevertheless, the literature suggests that teachers are becoming less interested in offering interactive learning experiences to pupils. Besser et al. (2020) observed a decline in collaboration between job requirements and skills among teachers with inadequate teaching proficiency. This poor-quality is evident through widespread absenteeism, delayed assessments, part-time teaching across numerous schools, and even teaching during weekends and evenings. These factors lead to the occurrence of test misconduct and the low academic performance of students, which has led to growing public concern. The decrease in interactive teaching highlights the necessity for approaches to improve the quality and involvement in education.

On the other hand, teachers who adopt interactive teaching methods demonstrate a stronger dedication to their schools by aligning with their objectives and ideals. In their study, Kiral and Kacar (2016) discovered that these teachers assimilate school objectives, demonstrate a willingness to persevere for the institution, and have the intention to remain in the long run. Committed educators demonstrate a robust inclination to exert effort, enhance their proficiency, and display a heightened sense of loyalty to their institutions (Lin & Wang, 2012). According to Yildiz (2017), teachers that strive for high-quality teaching successfully employ classroom management strategies, such as tailoring lessons to suit individual student traits and making efficient use of lesson time. These techniques result in higher levels of academic achievement and desired student behaviors, emphasizing the beneficial effects of dedicated and engaging teaching.

Teaching quality is significantly influenced by job stability. According to Goretzki (2016), job security refers to an employee's perception of the likelihood of retaining their employment. Das and Baruah (2013) defined job security as a mechanism that motivates employees to stay with the business for the longest possible duration, or until the conclusion of a specific project. According to Lee (2013), job security promotes favorable social interactions and enhances working connections among members of a group. Leaders acquire status by actively engaging and showcasing their ability to successfully accomplish collaborative activities. Studies indicate a correlation between job stability and financial effectiveness with the level of teaching quality among educators. A study conducted by Ahuja and Gupta (2018) found that instructors who had been in their positions for a long time established a strong comprehension of the school's focus on achieving results, which in turn led to increased work engagement. Medgyesi and Zolyomi (2016) found a positive correlation between greater income levels and higher satisfaction. Similarly, Zaraket and Saber (2017) established a connection between work security and financial self-efficacy, demonstrating that fair compensation results in increased job satisfaction. Based on these discoveries, it is crucial to promptly tackle the lack of research on teaching interactivity in the specific context of the Philippines, namely in Davao del Norte.

This study utilizes a quantitative methodology and descriptive correlational design to investigate the relationship between job security and instructional interactiveness among teachers. Understanding the characteristics that contribute to good teaching methods is essential now that full face-to-face lessons have resumed. This research seeks to analyze the influence of job security on the level of interaction in teaching. Its objective is to offer valuable insights that can improve the quality of teaching and the outcomes of students in the region. The importance of performing this study resides in its capacity to provide insights that can enhance interactive pedagogy, thereby enhancing the educational environment in Davao del Norte.

B. Theoretical/Conceptual Framework

The study expands upon a claim made by Balakrishnan et al. (2013) that non-financial factors, such as communication, recognition, support from managers/supervisors, job engagement, teamwork, and clarity of roles, enhance teachers' inclination to remain in the profession for an extended period of time. Ahuja and Gupta (2018) affirm this, observing that instructors who have been in their positions for a significant amount of time have a comprehensive comprehension of the school's focus on achieving outcomes, harmonizing their individual and professional aspirations with the aims of the organization. The study investigates two variables: employment security, which is the independent variable, and its perceived probability. Goretzki (2016) categorizes indicators of job security as salary, benefits, professional growth opportunities, and organizational affiliation, all of which have a positive impact on teachers' work satisfaction and likelihood of staying in their positions.

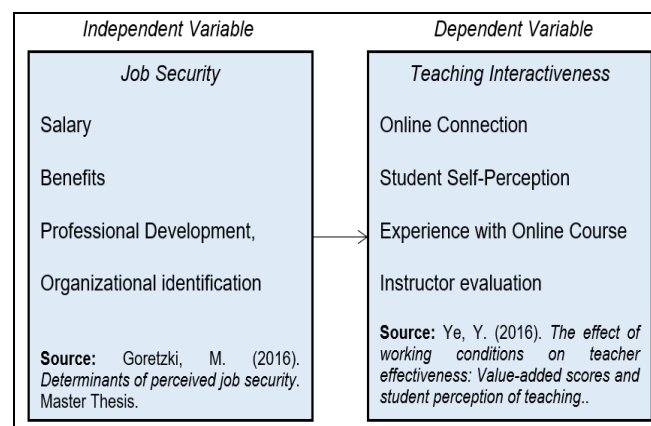


Fig 1 Conceptual Framework of the Study

The dependent variable, teaching interactiveness, measures teachers' skills, performance, and beliefs in real-world situations, requiring students to develop original responses. According to Metin (2011), its measures include online connection (interactiveness in online learning), student self-perception (encouraging student involvement), experience with online courses (students' self-monitoring of learning), and instructor evaluation (teachers' attitudes toward performance assessment tools).

C. Statement of the Problem

The primary aim of this study was to determine which domains of job security significantly influence the teaching interactiveness of the teachers in Langilan District, Davao del Norte. Specifically, this study sought to answer the following questions:

- *What is the extent of job security of the teachers in Langilan District, Davao del Norte in terms of:*
 - Salary;
 - Benefits;
 - Professional Development; and
 - Organizational Identification?
- *What is the extent of teaching interactiveness of the teachers in Langilan District, Davao del Norte in terms of:*
 - Online Connection;
 - Student Self-Perception;
 - Experience with Online Course; and
 - Instructor Evaluation?
- *Is there a significant relationship between job security and teaching interactiveness of the teachers in in Langilan District, Davao del Norte?*
- *Which domains of job security significantly influence the teaching interactiveness of the teachers in in Langilan District, Davao del Norte?*

D. Hypotheses

The following null hypotheses will be tested at 0.05 level of significance:

➤ *H₀₁:*

There is no significant relationship between job security and teaching interactiveness of the teachers in in Langilan District, Davao del Norte.

➤ *H₀₂:*

None of the domains of job security significantly influence the teaching interactiveness of the teachers in in Langilan District, Davao del Norte.

II. METHOD

A. Research Design

The study employed a non-experimental, descriptive correlation design to collect data and information. Quantitative research, which emphasizes numerical data and logical analysis, investigates the impact of the independent variable on the dependent variable and identifies causal linkages (Babbie et al., 2010; Myers & Well, 2013). The study examined the relationship between job security and teaching interactiveness among teachers in Langilan District, Davao del Norte. Its objective was to determine the specific characteristics of work security that have a substantial impact on teaching interactiveness.

B. Research Respondents

The study surveyed 201 elementary school teachers from Langilan District, Davao del Norte, selected through stratified random sampling from approximately 250 total teachers. Only permanent-regular teachers who voluntarily signed the informed consent form (ICF) were included. The survey, conducted online via Google Forms, focused on gathering data relevant to the study's purpose, without considering the gender or socio-economic status of the teachers.

C. Research Instrument

The study utilized questionnaires adapted from various sources, modified to fit the context of the respondents. The instrument was divided into two parts: job security and teaching interactiveness. The job security questionnaire, adapted from Goretzki (2016), included indicators such as salary, benefits, professional development, and organizational identification. It used a 5-point Likert scale with reliability coefficient of 0.840, indicating high internal consistency. The descriptive levels ranged from "Very Extensive" (4.20-5.00) to "Not Extensive" (1.00-1.79).

The second part focused on teaching interactiveness, adapted from Metin (2011), with indicators like online connection, student self-perception, experience with online courses, and instructor evaluation. This section also used a 5-point Likert scale, with a reliability coefficient of 0.92. Descriptive levels ranged from "Very Extensive" (4.20-5.00) to "Not Extensive" (1.00-1.79). The questionnaire was pilot tested in a nearby school, achieving a Cronbach's alpha value greater than 0.700, ensuring high internal consistency. Before

administration, the instrument was validated by three experts and revised based on their feedback.

D. Data Analysis

The researcher employed various statistical methodologies to analyze the collected data. The mean was employed to quantify job security and teaching interactiveness among instructors in Langilan District, Davao del Norte. The Pearson Product Moment Correlation evaluated the statistical association between the independent variable (teacher empowerment) and the dependent variable (teaching interactiveness), quantifying the magnitude of their linear relationship, represented by the correlation coefficient (r). The study utilized multiple regression analysis to assess the impact of different aspects of job security on teaching interactiveness.

III. RESULTS AND DISCUSSION

A. Job Security among Elementary School Teacher in Langilan District, Davao del Norte

➤ *Indicator 1: Salary*

The category mean for this dimension is 3.31, which indicates that job security in terms of income for teachers in Langilan District, Davao del Norte is fairly extensive. This means that job security is occasionally observed. The average ratings of the goods vary between 3.03 and 3.65. The statement "Having enough salary as a teacher to meet my needs" has an average rating of 3.03, indicating a moderate degree of importance. On the other hand, the phrase "Having a salary for teachers in my geographical area comparable to others with the same education level" has an average rating of 3.65, indicating a high level of importance. It can be inferred that the teachers occasionally notice and evaluate the school's monetary incentive structure. The results corroborate the findings of Oke et al. (2015), emphasizing the significance of economic contentment for classroom educators and the influence of financial compensation on the happiness and welfare of their families and themselves. Furthermore, the findings are consistent with Hanushek et al. (2010), who determined that sufficient wage is essential for retaining a position, whereas inadequate compensation can result in career transitions.

Table 1. Extent of Job Security among Elementary School Teacher in Terms of Salary

Statement	Mean	Descriptive Rating
1. Being provided with incentives in the way of leave, sabbatical, scholarships to further one's education, and payment for coursework.	3.12	Moderately Extensive
2. Having a salary for teachers in my geographical area is comparable to other people with the same level of education	3.65	Moderately Extensive
3. Having enough salary as a teacher to meet my needs.	3.03	Moderately Extensive
4. Having a fair reward system for our increased efforts.	3.43	Extensive
Mean	3.31	Moderately Extensive

➤ *Indicator 2: Benefits*

In terms of advantages the average score for this category is 3.26, which is considered moderately extensive. This suggests that teachers in Langilan District, Davao del Norte occasionally experience job stability. The average ratings of various items vary from 2.88 and 3.92. The item "My current job offers a salary where I can save money from each paycheck" has an average rating of 2.88, which indicates a moderate level of extent. On the other hand, "Being able to make minimum payments on a loan with my salary" has an average rating of 3.92, indicating a higher level of extent. Teachers occasionally demonstrate the capacity to acquire health and life insurance for future needs. The findings corroborate Xiao and Dew's (2011) proposition that benefits are associated with personal financial management, which includes activities pertaining to cash, credit, investments, insurance, and retirement planning. Furthermore, the findings are consistent with the findings of Mien and Thao (2015), who observed that inadequate workplace benefits are a contributing factor to increased turnover rates. Additionally, ineffective management of individual benefits can have significant and lasting repercussions for both individuals and companies.

Table 2. Extent of Job Security among Elementary School Teacher in Terms of Benefits

Statement	Mean	Descriptive Rating
1. Buying life insurances in my current pay grade.	3.09	Moderately Extensive
2. Being able to give minimum payments on a loan with my salary.	3.92	Extensive
3. My current job offer salary wherein I can save money in every paycheck.	2.88	Moderately Extensive
4. Purchasing an adequate health insurance in my current position.	3.16	Moderately Extensive
Mean	3.26	Moderately Extensive

➤ *Indicator 3: Professional Development*

The category mean of this dimension is 3.45, indicating a moderate level of extent. This suggests that the job security of teachers in Langilan District, Davao del Norte is frequently seen. Furthermore, when examining the average ratings of the various goods, they span from 2.56 to 3.39. The item "Going into teaching because it is such a challenging profession" has received a mean value of 2.56. This grade indicates that the item is considered less extensive and is infrequently noticed. The teaching profession's social status is encouraging, with a mean rating of 3.99, indicating that it is widely observed in Langilan District, Davao del Norte.

Table 3. Extent of Job Security among Elementary School Teacher in Terms of Professional Development

Statement	Mean	Descriptive Rating
1. Going into teaching because it is such a challenging profession.	2.56	Less Extensive
2. There is a lot of growth potential in the educational field.	3.77	Extensive
3. The social status of the teaching profession is encouraging.	3.99	Extensive
4. Feeling that I am making a difference in the lives of children.	3.48	Extensive
Mean	3.45	Extensive

The finding indicates that teachers often exhibit a significant sense of enthusiasm or excitement for their teaching profession. The findings corroborate Rogers' (2012) assertion that teachers who exhibit enthusiasm for teaching possess excellent behavioral management methods in the classroom, which are essential for facilitating effective teaching and learning. Furthermore, this aligns with Blazar's (2016) perspective that teachers, through their motivated approach, have a positive influence on both learning and the regulation of student behavior. It is essential for classrooms to maintain discipline through effective disciplinary measures, as this can enhance the educational process and enable teachers to establish order and control.

➤ *Indicator 4: Organizational Identification*

The category mean of this dimension is 3.43, indicating a moderate level of extent. This suggests that the job security of teachers in Langilan District, Davao del Norte is frequently seen. Furthermore, when examining the average ratings of the various things, they span from 3.23 to 3.56. The item "Assisting strategy to meet the goal of the organization" has a mean value of 3.23, which indicates a modest level of extent. This grade suggests that the item is sometimes observed. The item "Evaluating the current status to reach the desired aim" has an average grade of 3.56, which is considered extensive and indicates that the item is frequently noticed.

Table 4. Extent of Job Security among Elementary School Teacher in Terms of Organizational Identification

Statement	Mean	Descriptive Rating
1. The school administration support my decisions and actions.	3.23	Moderately Extensive
2. School head supportive to the teachers when new teaching methods are being implemented.	3.56	Extensive
3. School head ensures that we have the necessary materials to carry out our teaching assignment.	3.42	Extensive
4. The teaching created by a strong leadership team and support from the staff helps to create a positive environment in which to teach.	3.51	Extensive
Mean	3.43	Extensive

Organizational identification refers to the sense of employees being deeply connected to their organization. This phenomenon is frequently observed and supports Kundu and Lata's (2017) claim that a supportive work environment improves job resources and coping strategies, thereby enhancing the bond between employees and their jobs. Rossi (2018) states that a favorable working environment is a predictor of turnover. When employees feel connected and appreciated, it strengthens their commitment to the firm, making the decision to leave a significant sacrifice. According to Table 5, the average job security of teachers in Langilan District, Davao del Norte is 3.36, which is considered somewhat extensive. The mean score for professional development was the greatest at 3.45, indicating that it was described as comprehensive. On the other hand, benefits had the lowest mean score at 3.26, indicating that they were rated as somewhat substantial.

Table 5. Summary on the Extent of Job Security among Teachers in Langilan District, Davao del Norte

Indicators	Mean	Descriptive Equivalent
Salary	3.31	Moderately Extensive
Benefits	3.26	Moderately Extensive
Professional Development	3.45	Extensive
Organizational Identification	3.43	Extensive
Overall	3.36	Moderately Extensive

The outcome suggests that the perceived likelihood of a teacher retaining their employment was occasionally noted. This discovery corroborates Taylor and Taylor's (2011) claim that teachers who experience happiness and contentment in their profession exhibit more commitment and actively endeavor to enhance client satisfaction inside the business. Additionally, it is consistent with Islam and its perspective, as stated in Islam's (2014) viewpoint, that job security promotes psychological well-being and a favorable mindset among employees, influenced by both internal and external influences, motivating them to carry out their work efficiently.

B. Teaching Interactiveness among Teachers in Langilan District, Davao del Norte

➤ Indicator 1: Online Connections

The mean score for this dimension is 3.52, indicating that teaching interactiveness through internet connection is frequently observed among teachers in Langilan District, Davao del Norte. This observation is classified as widespread. The average ratings of various items vary between 3.42 and 3.67. For instance, the phrase "Utilizing the internet and online platforms for conducting research online" has an average rating of 3.42, whereas the phrase "Browsing the internet to locate books in the library" gets an average rating of 3.67. Both phrases are characterized as extensive and frequently observed. The data suggests that teachers in Langilan District commonly exhibit interactivity in online learning. This discovery corroborates the findings of Baran et al. (2011), who propose that having proficient internet usage abilities is essential for effectively navigating both advanced and basic technological settings, adapting to evolving technologies, and maximizing student learning by recognizing valuable teaching technologies.

Table 6. Extent of Teaching Interactiveness among Teachers in Terms of Online Connections

Statement	Mean	Descriptive Rating
1. Using internet and digital modality for the purpose of storage of information in relation to my study.	3.49	Extensive
2. Social media and other digital modality is useful for communication.	3.47	Extensive
3. Believing that online community is essential for online interactive learning.	3.52	Extensive
4. Using internet and online platforms for online research works.	3.42	Extensive
5. Online connectivity contributes to the improvement of my interest in learning.	3.62	Extensive
6. Navigating through the internet in order to find books in the library.	3.67	Extensive
7. Online connections are useful in finding latest information about the school.	3.45	Extensive
Mean	3.52	Extensive

➤ Indicator 2: Student Self-Perception

The category mean for this dimension is 3.55, which is regarded as comprehensive. This suggests that teachers in Langilan District, Davao del Norte commonly demonstrate instructional interactiveness in terms of student self-perception. The average ratings of various items vary between 3.42 and 3.67. For example, the statement "Instilling confidence in students regarding their academic abilities" has an average rating of 3.42, whereas the statement "Promoting critical thinking skills in students" has an average rating of 3.67. Both statements are considered comprehensive and frequently observed. This outcome suggests that educators regularly assist pupils in developing critical thinking skills. This discovery is consistent with the research conducted by Fredricks (2014), which revealed that student involvement encompasses the instruction of the significance of collaboration in order to accomplish educational objectives. Effective communication and the exchange of shared experiences contribute to increased student involvement, confidence, and the development of a student-centered classroom.

Table 7. Extent of Teaching Interactiveness among Teachers in Terms of Student Self-Perception

Statement	Mean	Descriptive Rating
1. Getting through the most difficult students.	3.52	Extensive
2. Helping students to think critically.	3.67	Extensive
3. Motivating students who show low interest in school work.	3.58	Extensive
4. Getting to students to believe that they can do well in school work.	3.42	Extensive
5. Helping students value their learning.	3.44	Extensive
6. Fostering student creativity.	3.66	Extensive
7. Improving the understanding of a student who is failing	3.65	Extensive
8. Assisting their families in helping their children do well in school.	3.47	Extensive
Mean	3.55	Extensive

➤ Indicator 3: Experience with Online Course

In terms of familiarity with online courses, the category mean for this dimension is 3.60, which is regarded as extensive. This suggests that teachers in Langilan District, Davao del Norte frequently demonstrate teaching interactiveness. The average ratings of several things vary from 3.35 to 3.88. The item "Using the internet to contribute ideas to others" has an average rating of 3.35, indicating a moderate level of extent. On the other hand, the item "Being at par with other students around the world" has an average rating of 3.88, indicating a high level of extent. This suggests that individuals frequently have the capacity to track their own progress in learning by using online connections. This discovery corroborates the findings of Abedalaziz et al. (2013) and Tasir et al. (2012), who observed that the use of multimedia technology and global networking in schools enables students to learn at their own pace, engage in self-directed learning, and follow open-ended curricula. As a result, student performance is enhanced, and the teaching and learning process becomes more effective and efficient.

Table 8. Extent of Teaching Interactiveness among Teachers in Terms of Experience with Online Course

Statement	Mean	Descriptive Rating
1. Learning on my own at any time.	3.55	Extensive
2. Knowing that the quality of my work increases.	3.85	Extensive
3. Perceiving that my reading is up to date.	3.56	Extensive
4. Believing that the quality of information increases.	3.44	Extensive
5. Obtaining references from around the world.	3.41	Extensive
6. Being at par with other students around the world.	3.88	Extensive
7. Using internet to communicate with friends and other students.	3.76	Extensive
8. Using internet to contribute ideas to others.	3.35	Moderately Extensive
Mean	3.60	Extensive

➤ *Indicator 4: Instructor Evaluation*

The mean score for this dimension is 3.62, which indicates a high level of interaction in instruction as evaluated through evaluations of the instructors. In Langilan District, Davao del Norte, the ratings of items vary from 3.42 to 3.87. The item "Performance evaluation requiring significant time" has a rating of 3.42, indicating that it is extensively and often exhibited. On the other hand, the item "Performance evaluation" has an average rating of 3.87, indicating that it is extensively and regularly observed. The findings indicate that teachers commonly demonstrate a favorable disposition towards performance assessment instruments in their courses. This corroborates Pean's (2014) perspective that possessing a positive mindset and proficiency in crafting performance assessments augment students' capacity for critical thinking and problem-solving. Furthermore, it supports the findings of Jorge (2013) that performance assessments aid in the cultivation of abilities like inquiry, problem-solving, oral presentation, organizational skills, and writing. Additionally, these evaluations also contribute to students' mathematical processes and higher-level thinking.

Table 9. Extent of Teaching Interactiveness among Teachers in Terms of Instructor Evaluation

Statement	Mean	Descriptive Rating
1. Performance assessment is affordable.	3.75	Extensive
2. Performance assessment takes enough time.	3.42	Extensive
3. Performance assessment is not a waste of time.	3.87	Extensive
4. Believing that I extremely forced with performance tasks.	3.44	Extensive
Mean	3.62	Extensive

Table 10 shows that the level of teaching interactiveness among teachers in Langilan District, Davao del Norte is substantial, with an overall mean of 3.57. Of all the aspects, instructor evaluation had the greatest mean score of 3.62, suggesting that it is regularly observed. On the other hand, internet connections had the lowest score of 3.52, likewise indicating that it is extensively and frequently observed. These findings indicate that teachers in Langilan District regularly exhibit abilities and methods that are in line with real-life scenarios, which necessitate students to produce unique and independent replies. This discovery is consistent with the research conducted by Yu (2014), which emphasizes

that effective teaching involves students in real-life assignments rather than solely relying on multiple-choice exams, and evaluates their performance based on factors that are applicable to real-world situations. Furthermore, it corroborates Shehadeh's (2012) finding that successful instruction empowers students to engage in genuine assignments, frequently employing productive abilities such as oral communication and written expression, while also integrating multiple skills.

Table 10. Summary on the Extent of Teaching Interactiveness among Teachers in Langilan District, Davao del Norte

Indicators	Mean	Descriptive Equivalent
Online Connections	3.52	Extensive
Student Self-Perception	3.55	Extensive
Experience with Online Course	3.60	Extensive
Instructor Evaluation	3.62	Extensive
Overall	3.57	Extensive

C. *Relationship Between Job Security and Teaching Interactiveness among Teachers in Langilan District, Davao del Norte*

This study presents an investigation of the correlation between job security and teaching interactiveness among teachers in Langilan District, Davao del Norte. The bivariate correlation analysis, using the Pearson product moment correlation, shows a statistically significant positive link between changes in job security and changes in teaching interactiveness ($r = 0.554$, $p < 0.05$, $p\text{-value} = .000$). This indicates that the two variables are significantly associated. Job security, as measured by income ($r = 0.411$, $p < 0.05$), benefits ($r = 0.526$, $p < 0.05$), professional growth ($r = 0.229$, $p < 0.05$), and organizational identity ($r = 0.669$, $p < 0.05$), all show substantial positive correlations with teaching interactiveness. The results of this study provide evidence that aligns with the claim made by Medgyesi and Zolyomi (2016) that there is a positive relationship between higher income levels and job satisfaction. Furthermore, this relationship has the potential to improve productivity and dedication in the workplace. Furthermore, the findings are consistent with Christian et al.'s (2011) perspective that the level of interactivity in teaching might inspire teachers to efficiently use their personal resources, hence enhancing their involvement in the profession.

Table 11. Relationship Between Job Security and Teaching Interactiveness among Teachers in Langilan District, Davao del Norte

Variables	Teaching Interactiveness			
	r-value	p-value	Interpretation	Decision
Salary	0.411*	0.000	Significant	Reject H_0
Benefits	0.526*	0.000	Significant	Reject H_0
Professional Development	0.229*	0.001	Significant	Reject H_0
Organizational Identification	0.669*	0.001	Significant	Reject H_0
Overall Teaching Interactiveness	0.554*	0.000	Significant	Reject H_0

*Significant @ $p < 0.05$

D. Significance on the Influence of Job Security on the Teaching Interactiveness among Teachers in Langilan District, Davao del Norte

The impact of job security on the level of interaction among teachers in Langilan District, Davao del Norte was evaluated by linear regression analysis, as presented in Table 12. The investigation demonstrated that job stability, encompassing income, benefits, professional growth, and organizational identification, is a strong predictor of teaching interactiveness. The statistical analysis yielded an F-value of 26.837 and a p-value below 0.05. The modified R^2 value of 0.342 suggests that job security explains 34.20% of the variation in teaching interactiveness, whereas the remaining 65.80% is influenced by other factors not examined in the study. Moreover, the findings indicate that income and benefits are important factors that can predict teaching interactiveness. Specifically, for each unit increase in job security, teaching interactiveness increases by 0.160 and 0.295, respectively. This corroborates Ahuja and Gupta's (2018) perspective that a prolonged period of service at an educational institution, which is in line with the organization's focus on achieving results, improves instructors' level of commitment and involvement in their work.

Table 12. Significance on the Influence of Job Security on the Teaching Interactiveness among Teachers in Langilan District, Davao del Norte					
Job Security	Teaching Interactiveness				
	B	Beta	S.E.	p-value	Decisions
Salary	.160*	.230	.044	.000	Reject H ₀
Benefits	.295*	.408	.047	.000	Reject H ₀
Professional Development	.085	.108	.049	.082	Accept H ₀
Organizational Identification	.085	.108	.049	.082	Accept H ₀
R ² = 0.342					
F-value = 26.837*					
p-value = 0.000					
*Significant @ p<0.05					

Lastly, this also supports the proposition of Balakrishnan et al. (2013) that addressing non-financial drivers of the teachers improved their willingness to remain in the service for a long time. Non-financial drivers include communication, recognition, manager/supervisor support (relationship), work engagement, teamwork and role clarity.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Summary of the Findings

The major aim of this study was to determine the specific areas of job security that have a substantial impact on teaching interactiveness among elementary school teachers in Langilan District, Davao del Norte. This was achieved through a non-experimental quantitative design, employing a correlation technique. A random sample of 201 teachers was chosen, and data collection was conducted using customized survey questions that had been evaluated for reliability and internal consistency. The findings indicated that the teachers' job security, as a whole, had an average score of 3.36, which was classified as moderately extensive. The specific scores for compensation, benefits, professional growth, and organizational identity were 3.31, 3.26, 3.45, and 3.43, respectively. The mean score for teaching interactiveness was

3.57, indicating an extensive level. The specific mean values were 3.52 for online connections, 3.55 for student self-perception, 3.60 for familiarity with online courses, and 3.62 for teacher assessment. A strong positive correlation was observed between job security and teaching interactiveness ($r = 0.554$, $p < 0.05$). Job security had a significant impact on teaching interactiveness, specifically in relation to salary and benefits, as indicated by an F-value of 26.837 and a p-value below 0.05. The coefficient of determination (R^2) of 0.342 suggests that employment security explains 34.20% of the variation in teaching interactiveness.

B. Conclusions

The study's findings led to the formulation of numerous conclusions. The level of job security among teachers in Langilan District, Davao del Norte, was assessed as fairly extensive overall. Professional development and organizational identity were evaluated as extensive, while salary and benefits were ranked as somewhat extensive. This suggests that the probability of instructors keeping their employment was occasionally observed. The level of interactivity among these teachers was scored as extensive, with online connections, student self-perception, experience with online courses, and instructor evaluation all obtaining extensive ratings. Teachers often exhibit skills and performance that mirror real-life scenarios, which in turn necessitates students to cultivate innovative and authentic solutions. Furthermore, the study discovered a substantial and favorable correlation between work security and teaching interactiveness, indicating that alterations in job security have a comparable impact on teaching interactiveness. Job security, particularly in terms of income and benefits, has a considerable impact on teaching interactiveness. This confirms that job security is a crucial component in improving teaching interactiveness among teachers in Langilan District.

C. Recommendations

The researcher recommends that DepEd authorities should formulate policies to improve educational practices and teaching involvement through the establishment of infrastructure, the creation of mission statements, the training of teachers for leadership roles, and the formation of advisory groups consisting of administrators and community people. School administrators should cultivate efficient communication, guaranteeing openness and aggressive involvement with instructors to involve them in significant deliberations. Teachers are urged to investigate motivational tactics to engage pupils in elementary tasks, offer emotional and intellectual assistance, and foster self-esteem and curiosity. Furthermore, it is imperative to do additional study to explore other variables that influence teaching interactiveness, given that job security only explained 34.20% of the observed variation.

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