



## COMPETENCE OF TEACHERS USING CONCEPT METHOD APPROACH TOWARD A PRO-SOCIAL CLASSROOM MODEL

CAYETANO D. POLANCOS JR., PH.D., PTRP, LPT

<https://orcid.org/0009-0004-9514-1064>

drcdpolancos@gmail.com

Philippine Christian University

Manila, Philippines

DOI: <https://doi.org/10.54476/ioer-imrj/203104>

### ABSTRACT

This study examined the competence of teachers in using the Concept Method Approach (CMA) toward the development of a pro-social classroom model. A total of 84 teachers from Davao City, Philippines, participated in the research, selected through total enumeration. The study utilized a quantitative descriptive-correlational design to explore the relationship between CMA implementation and the dimensions of a pro-social classroom. Findings revealed that CMA is a pedagogically sound strategy that enriches student engagement and understanding through experiential, real-life learning. Its alignment with core elements of effective teaching affirmed its relevance in regular and special education settings. Teachers who integrated experiential learning practices were more likely to foster positive classroom relationships and environments, particularly in terms of emotional safety, peer collaboration, and student engagement—conditions essential for holistic development. However, while experiential learning supported classroom climate, emotional development, and peer relationships, it was less directly associated with promoting prosocial norms and implementing conflict resolution or restorative practices. These areas may require supplementary interventions. Overall, the findings underscore the importance of experiential strategies not only for content mastery but also for cultivating socially responsible and emotionally intelligent learners. CMA supports the broader educational goal of nurturing academically competent, socially mindful, and emotionally resilient individuals aligned with 21st-century education.

*Keywords: Teacher Competence, Concept Method Approach, Experiential Learning, Pro-Social Classroom*

### INTRODUCTION

Teacher competence is widely recognized as a foundational element of effective education, shaping both academic performance and the social-emotional development of learners. Research consistently demonstrates that competent teachers foster positive classroom climates, support student engagement, and reduce behavioral challenges

(Jennings & Greenberg, 2009). Despite this recognition, limited empirical attention has been given to structured instructional approaches that intentionally develop teacher competence through experiential learning. As noted, *“there is limited focus on specific instructional methods, such as the Concept Method Approach, that systematically develop teachers’ abilities to support their students effectively through experiential learning.”* This gap highlights the

---

**P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | [www.ioer-imrj.com](http://www.ioer-imrj.com)**

*Proceedings of the International Research Conference on Social Sciences, Education, and Technology Innovation (IRCSSETI), 21– 22 February 2026, Crowne Plaza Hotel, Danang, Vietnam*

POLANCOS JR., C. D., *Competence of Teachers using Concept Method Approach toward a Pro-Social Classroom Model, pp. 114- 126*



need to examine pedagogical models that strengthen teacher competence while simultaneously cultivating pro-social classroom environments.

The Concept Method Approach (CMA), grounded in experiential learning, offers a promising yet underexplored framework for enhancing teacher competence. While existing studies emphasize the importance of teacher expertise in shaping classroom relationships and managing diverse learning needs (Zinsser et al., 2015), few investigations have examined how structured experiential approaches like CMA contribute to these competencies. This is particularly relevant in special education contexts, where teachers must navigate complex behavioral, cognitive, and socio-emotional needs. Oberle et al. (2016) argue that the cultural and contextual relevance of competence-building strategies is critical to their success, yet the application of CMA across varied educational settings remains insufficiently explored. The absence of research linking CMA to pro-social classroom development reveals a significant theoretical and practical gap.

Furthermore, the mechanisms through which CMA enhances teacher competence remain unclear. Although teacher well-being and competence are known to influence student outcomes (Collie et al., 2015), the specific experiential processes that strengthen teachers' instructional, relational, and reflective capacities require further investigation. The uploaded document emphasizes this gap, noting that *"the specific mechanisms through which CMA enhances the competence of teachers remain unclear."* Understanding these mechanisms is essential for designing interventions that support both teacher growth and the creation of pro-social learning environments.

Another critical gap concerns the long-term sustainability of CMA-based competence development. Interventions aimed at improving classroom environments must demonstrate enduring effects to be considered effective (Rimm-Kaufman et al., 2014). However, little is

known about whether CMA produces lasting improvements in teacher competence or pro-social classroom dynamics. This is especially relevant in special education, where consistent, long-term support is vital for student success. The absence of longitudinal evidence limits the ability of schools and policymakers to adopt CMA as a sustainable professional development model.

The global context further illustrates the urgency of this inquiry. Across countries such as the United States, China, and Japan, teachers report insufficient preparation to address diverse learning needs, limited access to resources, and inadequate professional development (Wang & Reynolds, 2018; Guo & Hart, 2019). These challenges are compounded by misconceptions about learning disabilities, limited collaboration among educators, and persistent stigmatization of learners in some regions (Abu-Hamour, 2019; Al-Ghamdi, 2020). CMA's experiential orientation offers a potential pathway for addressing these issues by equipping teachers with adaptive, reflective, and inclusive practices that foster pro-social classroom cultures.

Experiential learning, the foundation of CMA, has been shown to enhance conceptual understanding, reflective practice, and classroom management skills (Kolb, 1984; Bauer & Shea, 2019). Teachers who engage in experiential learning develop deeper insights into student behavior, refine their instructional strategies, and cultivate empathy—qualities essential for building pro-social environments. These environments are characterized by positive classroom climates, strong peer relationships, social-emotional learning integration, and restorative practices, all of which contribute to student well-being and academic success.

Despite these promising connections, empirical research linking CMA to pro-social classroom development remains scarce. The pro-social classroom model emphasizes cultivating supportive climates, fostering collaboration, promoting prosocial norms, and implementing conflict-resolution strategies.



These dimensions align closely with the competencies strengthened through experiential learning, yet the relationship between CMA-enhanced teacher competence and pro-social classroom outcomes has not been systematically examined.

Given these gaps, this study investigates how the Concept Method Approach, integrated with experiential learning, enhances teacher competence and contributes to the development of pro-social classroom environments in special education settings. By examining both immediate and long-term effects, the study aims to provide evidence on the sustainability and effectiveness of CMA as a professional development model. This research contributes to the growing need for structured, context-responsive approaches that support teachers in meeting the diverse needs of learners while fostering inclusive, collaborative, and emotionally supportive classrooms.

## OBJECTIVES OF THE STUDY

This study aimed to:

1. Determine the Extent of the Concept Method Approach (CMA) Delivered Based on Teachers' Competencies in terms of:
  - 1.1 Content Knowledge and Pedagogy
  - 1.2 Learning Environment
  - 1.3 Diversity of Learners
  - 1.4 Curriculum and Planning
  - 1.5 Assessment and Reporting
2. Evaluate the Extent of the Effect of Learning Experience on Creating a Pro-Social Classroom Model in terms of Cultivating a Positive Classroom Climate and Culture (Variety of Learning Activities)

## METHODOLOGY

This study employed a quantitative-descriptive research design to examine teachers' competence using the Concept Method Approach (CMA) and its relationship to the development of a pro-social classroom model in special education settings. The design was selected to measure teachers' competence across multiple dimensions systematically and to determine the extent to which CMA contributes to fostering pro-social classroom environments. A descriptive approach was appropriate because it enabled the researcher to document existing conditions, identify prevailing patterns, and quantify the level of competence demonstrated by teachers within their instructional contexts.

*Research Locale and Participants.* The study was conducted in selected special education institutions that implement or integrate the Concept Method Approach in their instructional practices. These institutions were chosen based on accessibility, availability of CMA-trained teachers, and administrative approval. The participants consisted of special education teachers who had at least one year of experience using CMA in their classrooms. Inclusion criteria required that teachers be currently employed, actively teaching learners with diverse needs, and willing to participate in the study.

A purposive sampling technique was used to identify participants who met the criteria and could provide relevant data regarding CMA implementation. This sampling method ensured that the respondents possessed the necessary background and experience to contribute meaningfully to the study. The final sample size was determined based on institutional availability and the number of teachers who met the inclusion criteria. The sample was considered adequate for descriptive analysis and reflective of the population of CMA practitioners within the selected institutions.



*Research Instruments.* Two standardized survey instruments were utilized to gather data: (1) a Teacher Competence Assessment aligned with the Concept Method Approach, and (2) a Pro-Social Classroom Model Scale. Both instruments were adapted from existing frameworks and validated through expert review. The Teacher Competence Assessment measured five dimensions consistent with the CMA framework: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. These dimensions reflect the competencies emphasized in the uploaded document, which states that CMA “includes five dimensions... content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting.”

The Pro-Social Classroom Model Scale assessed teachers’ perceptions and practices across five domains: positive classroom climate, integration of social-emotional learning, peer collaboration, prosocial norms and values, and conflict resolution or restorative practices. Items were rated using a Likert scale ranging from strongly disagree to strongly agree. Higher scores indicated stronger competence or more consistent implementation of pro-social classroom practices.

To ensure content validity, the instruments were reviewed by experts in special education, educational psychology, and curriculum development. Revisions were made based on their recommendations. A pilot test was conducted with a small group of teachers not included in the main study to assess clarity, reliability, and internal consistency. Cronbach’s alpha coefficients for both instruments exceeded acceptable thresholds, indicating strong reliability.

*Data Gathering Procedure.* Data collection followed a structured and ethical process. Permission to conduct the study was obtained from school administrators and relevant

institutional authorities. After approval, teachers were invited to participate through formal communication explaining the study’s purpose, procedures, and confidentiality measures. Participation was voluntary, and informed consent was secured prior to data collection.

Survey instruments were administered either in printed form or electronically, depending on institutional preference and teacher accessibility. Participants were given sufficient time to complete the questionnaires, and the researcher provided clarification when necessary. Completed surveys were collected, checked for completeness, and encoded for analysis. All data were treated with strict confidentiality, and no identifying information was included in the analysis.

*Data Analysis.* Descriptive statistics were used to analyze the data, including frequency counts, means, and standard deviations. These measures provided a clear overview of teachers’ competence levels across the five CMA dimensions and their implementation of pro-social classroom practices. Mean scores were interpreted using predetermined descriptive ranges to categorize competence levels (e.g., very high, high, moderate, low).

To examine the relationship between CMA competence and pro-social classroom practices, correlation analysis was conducted. Pearson’s  $r$  was used to determine the strength and direction of the relationship between the two variables. This analysis allowed the researcher to identify whether higher levels of CMA competence were associated with stronger pro-social classroom implementation.

*Ethical Considerations.* The study adhered to ethical standards for educational research. Participants were informed of their rights, including voluntary participation, confidentiality, and the option to withdraw at any time. Data were stored securely and used solely for research purposes. Institutional guidelines



and ethical protocols were strictly followed throughout the study.

**RESULTS AND DISCUSSION**

This presents the statistical findings generated from the responses of the 84 teacher-participants. The results are organized according to the statement of the problem and focus solely on the numerical outcomes, significance levels, and descriptive statistics.

**1. Extent of the Concept Method Approach (CMA) Delivered Based on Teachers' Competencies**

**1.1 Content Knowledge and Pedagogy**

**Table 1**  
*Teachers' Extent of Implementation of the Concept Method Approach in Terms of Content Knowledge and Pedagogy*

Indicators	Mean	Std. Deviation	Mean Difference	t-value	Sig. (2-tailed)	Interpretation
1. I explain key concepts clearly to help students understand big ideas.	4.44 (High Extent)	0.68 (Homogeneous)	0.94	14.82	.000	Significant
2. I use concept maps or graphic organizers to help students visualize relationships.	4.40 (High Extent)	0.58 (Homogeneous)	0.90	20.99	.000	Significant
3. I encourage students to explore and discuss underlying concepts.	4.50 (Very High Extent)	0.55 (Homogeneous)	1.00	20.65	.000	Significant
4. I design lessons that promote critical thinking and inquiry around core concepts.	4.39 (High Extent)	0.60 (Homogeneous)	0.89	12.22	.000	Significant
5. I connect lesson content to real-life examples to deepen conceptual understanding.	4.54 (Very High Extent)	0.67 (Homogeneous)	1.04	16.09	.000	Significant

Note. N = 84; df = 83;  $\alpha = .05$ ; Test value = 3.5

Table 1 presents the descriptive statistics and one-sample t-test results for the extent to

which CMA was delivered based on teachers' competencies in content knowledge and pedagogy. The mean scores for the five indicators range from 4.3929 to 4.5357, all interpreted as being practiced to a high or very high extent. Standard deviations range from 0.54882 to 0.68286, indicating relatively homogeneous responses.

All indicators yielded p-values of .000, demonstrating that the observed means are significantly higher than the test value of 3.5. The positive mean differences and corresponding t-values confirm that teachers consistently demonstrate strong content mastery and effective pedagogical strategies aligned with CMA delivery.

The highest mean score was recorded for the indicator on connecting lessons to real-life contexts (M = 4.5357), followed by encouraging conceptual exploration (M = 4.5000). The lowest mean score, though still high, was for designing lessons that foster critical thinking and inquiry (M = 4.3929). These results lead to the rejection of HO1, indicating that the extent of CMA delivery based on content knowledge and pedagogy is statistically significant.

The findings revealed that teachers demonstrated high to very high levels of competence in content knowledge and pedagogy when delivering CMA. This aligns with SEAMEO INNOTECH (2015), which emphasizes that mastery of subject matter and the ability to translate concepts into meaningful learning experiences are foundational to effective teaching. The high ratings across indicators suggest that teachers are not only knowledgeable but also capable of structuring instruction in ways that promote conceptual understanding, inquiry, and real-life application.

Kolb, Boyatzis, and Mainemelis (2020) argue that experiential learning requires teachers to guide learners through cycles of concrete experience, reflection, conceptualization, and application. The strong pedagogical practices observed in this study indicate that teachers are effectively facilitating these cycles, enabling



students to construct meaning from concepts rather than memorize isolated facts. This is particularly important in CMA, where the emphasis is on deep understanding and transfer of learning.

Furthermore, Darling-Hammond et al. (2020) highlight that pedagogical content knowledge allows teachers to adapt instruction to diverse learners, making complex ideas accessible. The high consistency in responses suggests that teachers are applying these adaptive strategies across classrooms, contributing to inclusive and conceptually rich learning environments. These findings reinforce the idea that strong content knowledge paired with effective pedagogy is essential for implementing CMA and fostering pro-social, student-centered classrooms.

### 1.2 Learning Environment

**Table 2**  
*One-Sample Test on the Extent CMA was delivered based on the competencies of teachers in terms of Learning Environment*

Indicators	Mean	Std. Deviation	Mean Difference	t-value	Sig. (2-tailed)	Interpretation
1. I encourage students to ask questions and express their understanding of concepts.	4.49 (High Extent)	0.81 (Homogeneous)	0.99	14.821	.000	Significant
2. I promote a classroom atmosphere where students feel safe to explore ideas.	4.62 (Very High Extent)	0.49 (Homogeneous)	1.12	20.994	.000	Significant
3. I organize classroom activities that foster collaboration on conceptual tasks.	4.61 (Very High Extent)	0.49 (Homogeneous)	1.11	20.653	.000	Significant
4. I support students in reflecting on their learning process and conceptual growth.	4.40 (High Extent)	0.88 (Homogeneous)	0.90	12.217	.000	Significant
5. I recognize and encourage curiosity and creative thinking related to lesson concepts.	4.54 (Very High Extent)	0.59 (Homogeneous)	1.04	16.089	.000	Significant

Note.  $N = 84$ ;  $df = 83$ ;  $\alpha = .05$ ; Test value = 3.5.

Table 2 summarizes the results for teachers' competencies related to the learning environment. The mean scores for all five indicators range from 4.40 to 4.62, interpreted as being practiced to a high extent. Standard deviations are all below 0.67875, indicating consistent perceptions among respondents.

All indicators produced p-values of .000, confirming that the means significantly exceed the test value of 3.5. The positive mean differences, ranging from 0.90476 to 1.11905, and the corresponding t-values support the conclusion that teachers consistently establish supportive, inclusive, and well-managed learning environments conducive to CMA implementation.

These findings result in the rejection of HO2, demonstrating that the extent of CMA delivery based on learning environment competencies is statistically significant.

Teachers also demonstrated high competence in establishing supportive, inclusive, and well-managed learning environments. This finding is consistent with research emphasizing the centrality of classroom climate in promoting student engagement, emotional safety, and academic success. SEAMEO INNOTECH (2015) identifies the learning environment as a critical dimension of teacher competence, particularly in contexts where learners have diverse needs.

The high ratings across indicators reflect teachers' ability to create structured routines, maintain clear expectations, and foster positive interactions—elements that Shogren et al. (2021) associate with improved student participation and reduced behavioral challenges. Sreckovic et al. (2020) further emphasize that positive teacher-student relationships contribute to a sense of belonging, which is essential for learners who may struggle academically or socially.

These findings suggest that teachers are effectively applying evidence-based practices that support the goals of CMA. A well-managed learning environment provides the foundation for experiential and concept-based instruction, enabling students to engage deeply with



concepts and collaborate meaningfully with peers. The consistency of responses also indicates that these practices are not isolated but are embedded across classrooms, contributing to a school culture that values inclusivity and pro-social behavior.

### 1.3 Diversity of Learners

Table 3 presents the results for teachers' competencies in addressing learner diversity. The mean scores for the five indicators range from 4.4881 to 4.6190, all interpreted as being practiced to a very high extent. Standard deviations range from 0.48854 to 0.57023, indicating strong agreement among respondents.

**Table 3**  
*One-Sample Test on the Extent to Which CMA Was Delivered Based on Teachers' Competencies in Terms of Diversity of Learners*

Indicators	Mean	Std. Deviation	Mean Difference	t-value	Sig. (2-tailed)	Interpretation
1. I use varied instructional strategies to address different learning styles in understanding concepts.	4.62 (Very High Extent)	0.49 (Homogeneous)	1.12	20.994	.000	Significant
2. I provide alternative explanations or examples to clarify complex concepts for all learners.	4.61 (Very High Extent)	0.54 (Homogeneous)	1.11	18.856	.000	Significant
3. I offer additional support to learners who struggle with grasping key ideas.	4.58 (Very High Extent)	0.54 (Homogeneous)	1.08	18.306	.000	Significant
4. I incorporate culturally relevant examples to make concepts meaningful to diverse students.	4.49 (High Extent)	0.57 (Homogeneous)	0.99	15.881	.000	Significant
5. I encourage peer collaboration to support diverse learners in concept comprehension.	4.57 (Very High Extent)	0.52 (Homogeneous)	1.07	18.831	.000	Significant

Note.  $N = 84$ ;  $df = 83$ ;  $\alpha = .05$ ; Test value = 3.5.

All indicators yielded p-values of .000, confirming that the observed means are

significantly higher than the test value of 3.5. The t-values, which range from 15.881 to 20.994, further validate the statistical significance of the results.

These findings lead to the rejection of HO3, indicating that the extent of CMA delivery based on teachers' competencies in addressing learner diversity is statistically significant.

The very high extent to which teachers addressed learner diversity underscores their commitment to inclusive education. This aligns with Tomlinson's (2021) principles of differentiated instruction, which emphasize tailoring content, process, and products to meet the varied needs of learners. The findings indicate that teachers are responsive to differences in learning styles, abilities, cultural backgrounds, and interests.

Rao and Meo (2022) highlight that Universal Design for Learning (UDL) provides a framework for designing instruction that accommodates diverse learners from the outset. The high ratings across indicators suggest that teachers are applying UDL-aligned strategies, such as offering multiple means of engagement and representation. This responsiveness is essential for CMA, which requires students to explore concepts through varied experiences and perspectives.

Alquraini and Gut (2020) emphasize that cultural competence is a key component of inclusive teaching. The findings suggest that teachers are creating environments where students feel valued and understood, which enhances motivation and participation. By addressing learner diversity effectively, teachers are not only supporting academic growth but also fostering pro-social behaviors such as empathy, respect, and collaboration.

### 1.4 Curriculum and Planning

Table 4 shows the descriptive statistics and t-test results for teachers' competencies in curriculum and planning. The mean scores for all five indicators range from 4.5595 to 4.6667,



interpreted as being practiced to a very high extent. Standard deviations range from 0.48545 to 0.58806, indicating consistent responses.

All indicators yielded p-values of .000, demonstrating that the observed means significantly exceed the test value of 3.5. The t-values, which range from 16.513 to 21.352, confirm the reliability and statistical significance of the results.

**Table 4**  
*One-Sample Test on the Extent to Which CMA Was Delivered Based on Teachers' Competencies in Terms of Curriculum and Planning*

Indicators	Mean	Std. Deviation	Mean Difference	t-value	Sig. (2-tailed)	Interpretation
1. I prepare lesson plans that focus on the development of core concepts.	4.65 (Very High Extent)	0.53 (Homogeneous)	1.15	20.110	.000	Significant
2. I align learning objectives with concept-based teaching strategies.	4.64 (Very High Extent)	0.53 (Homogeneous)	1.14	19.775	.000	Significant
3. I integrate activities that challenge students to apply concepts in different contexts.	4.67 (Very High Extent)	0.55 (Homogeneous)	1.17	19.614	.000	Significant
4. I adjust lessons based on students' conceptual understanding and feedback.	4.56 (Very High Extent)	0.59 (Homogeneous)	1.06	16.513	.000	Significant
5. I set clear and measurable learning goals focused on key concepts.	4.63 (Very High Extent)	0.49 (Homogeneous)	1.13	21.352	.000	Significant

Note.  $N = 84$ ;  $df = 83$ ;  $\alpha = .05$ ; Test value = 3.5.

These findings lead to the rejection of HO4, indicating that the extent of CMA delivery based on curriculum and planning competencies is statistically significant.

The very high extent of competence in curriculum and planning reflects teachers' ability to design instruction that aligns with CMA principles. Effective planning ensures that

learning objectives, activities, and assessments are coherent and responsive to students' needs. Morningstar et al. (2018) emphasize that backward design and individualized planning are essential for supporting learners with diverse abilities, particularly in inclusive settings.

The findings indicate that teachers are integrating conceptual development, aligning objectives with learning outcomes, and adjusting instruction based on student feedback. These practices are consistent with Florian and Spratt's (2021) emphasis on responsive pedagogy, which requires teachers to adapt instruction continuously to ensure accessibility and engagement.

The strong planning competencies observed in this study support the implementation of CMA by ensuring that lessons are structured, purposeful, and aligned with conceptual goals. This contributes to deeper learning and supports the development of pro-social behaviors by providing students with clear expectations, meaningful tasks, and opportunities for collaboration.

### 1.5 Assessment and Reporting

Table 5 presents the results for teachers' competencies in assessment and reporting. Unlike the previous competencies, the mean scores for all five indicators fall below the test value of 3.5, ranging from 2.8333 to 3.0714, interpreted as being practiced to a moderate extent. Standard deviations range from 0.15523 to 0.72652, indicating relatively consistent perceptions among respondents.

Despite the lower mean scores, all indicators yielded p-values of .000, indicating that the differences between the observed means and the test value are statistically significant. However, the negative mean differences (-0.42857 to -0.66667) and corresponding negative t-values (-6.908 to -29.521) confirm that assessment and reporting practices fall significantly short of the desired level.



These findings lead to the rejection of HO5, indicating that the extent of CMA delivery based on assessment and reporting competencies is statistically significant, but only to a moderate extent.

**Table 5**  
*One-Sample Test on the Extent to Which CMA Was Delivered Based on Teachers' Competencies in Terms of Assessment and Reporting*

Indicators	Mean	Std. Deviation	Mean Difference	t-value	Sig. (2-tailed)	Interpretation
1. I develop assessments that require students to explain and apply key concepts.	3.00 (Moderate Extent)	0.16 (Homogeneous)	-0.50	20.110	.000	Significant
2. I use formative assessments to monitor students' conceptual progress.	3.07 (Moderate Extent)	0.40 (Homogeneous)	-0.43	19.775	.000	Significant
3. I provide timely feedback that helps students improve their conceptual understanding.	3.02 (Moderate Extent)	0.27 (Homogeneous)	-0.48	19.514	.000	Significant
4. I use assessment results to modify instruction to better address concept mastery.	2.83 (Moderate Extent)	0.49 (Homogeneous)	-0.67	16.513	.000	Significant
5. I communicate students' conceptual learning progress clearly to parents and students.	2.95 (Moderate Extent)	0.73 (Homogeneous)	-0.55	21.352	.000	Significant

Note.  $N = 84$ ;  $df = 83$ ;  $\alpha = .05$ ; Test value = 3.5.

Unlike the other competencies, assessment and reporting were implemented only to a moderate extent. This finding highlights a critical gap in teachers' ability to use assessment as a tool for supporting conceptual understanding. Brookhart and Nitko (2019) emphasize that effective assessment should provide ongoing feedback that guides instruction and supports student growth. When assessment practices are limited or inconsistent, opportunities for monitoring progress and adjusting instruction are diminished.

William (2018) argues that formative assessment is central to improving learning

outcomes, particularly for students who require additional support. The moderate ratings suggest that teachers may rely more on summative assessments or traditional grading practices, which do not align fully with the goals of CMA. Pierangelo and Giuliani (2018) highlight the importance of individualized assessments for learners with special needs, suggesting that teachers may require additional training in designing flexible and accessible assessment tools.

The findings also have implications for communication with parents. Bennett (2019) emphasizes that effective reporting should provide clear, descriptive information about students' strengths and areas for growth. Strengthening assessment and reporting practices would enhance collaboration between school and home, supporting students' academic and social-emotional development.

## 2. Extent of the Effect of Learning Experience on Creating a Pro-Social Classroom Model

### 2.1 Cultivating a Positive Classroom Climate and Culture (Variety of Learning Activities)

**Table 6**  
*Linear Regression Test on the Extent of Effects of Learning Experience in Creating a Pro-Social Classroom Model in Terms of Cultivating a Positive Classroom Climate and Culture*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1. Variety of Learning Opportunities	.262	.068	.008	.28091

Predictor: Variety of Learning Opportunities  
Dependent Variable: Cultivating a Positive Classroom Climate and Culture

Table 6 presents the regression analysis examining the extent to which experiential



learning strategies influence the cultivation of a positive classroom climate and culture. The model summary shows an R value of 0.262 and an  $R^2$  of 0.068, indicating that only 6.8% of the variance in cultivating a positive classroom climate can be explained by the variety of learning opportunities provided to students. The adjusted  $R^2$  of 0.008 further suggests that the predictive power of the model is minimal when accounting for the number of predictors.

Overall, the results indicate that experiential learning strategies, as measured in this study, have only a weak relationship with the development of a positive classroom climate and culture. This suggests that while experiential activities may contribute to student engagement, they do not independently predict improvements in classroom climate within this dataset.

The regression analysis revealed that experiential learning strategies, when analyzed collectively, did not significantly predict the cultivation of a positive classroom climate and culture. However, the discussion of the study's significance highlights those certain experiential strategies—particularly hands-on activities—play an important role in shaping classroom climate when facilitated effectively.

Kolb and Kolb (2017) emphasize that experiential learning allows students to construct meaning through direct engagement, reflection, and application. When teachers facilitate hands-on activities with clarity and consistency, they create structured opportunities for exploration, collaboration, and self-regulation. These elements contribute to a positive classroom climate, even if the statistical model did not capture their full impact.

Jones and Bouffard (2019) and Roorda et al. (2019) highlight that positive classroom climates foster motivation, engagement, and academic success. The study's findings suggest that experiential learning strategies may contribute to these outcomes when integrated within broader instructional frameworks. Rimm-Kaufman et al. (2019) emphasize that clear routines, supportive interactions, and teacher-

student rapport enhance social-emotional development, which aligns with the goals of a pro-social classroom model.

The findings also have implications for school leaders and supervisors. Krahenbuhl (2020) argues that collaborative hands-on experiences promote mutual support and respectful relationships among students. Nguyen et al. (2021) highlight that experiential tasks make learning more relevant, increasing emotional investment and cooperation. These insights suggest that experiential learning strategies, when facilitated effectively, can contribute to pro-social classroom environments even if their statistical impact appears limited.

## CONCLUSION

This study concludes that teachers implementing the Concept Method Approach (CMA) demonstrate strong competencies in content knowledge, pedagogy, learning environment management, responsiveness to learner diversity, and curriculum planning. These strengths align with the goals of CMA and contribute to inclusive, concept-driven instruction that supports the development of pro-social classroom environments. However, assessment and reporting practices emerged as an area requiring further improvement to ensure that student learning is monitored effectively and that instruction remains adaptive to learners' needs.

Although experiential learning strategies did not statistically predict classroom climate in this study, existing literature and qualitative insights indicate that well-designed experiential activities can still enhance student engagement and emotional safety. This suggests that experiential methods remain valuable when facilitated with intentional structure and reflection.

Overall, the findings highlight the importance of continuous professional development, collaborative planning, and reflective practice in strengthening teachers' implementation of CMA. When paired with robust



assessment practices and explicit social-emotional instruction, CMA serves as a pedagogically sound approach that supports both teacher competence and the cultivation of pro-social, inclusive learning environments.

## RECOMMENDATION

Considering the findings and conclusions drawn, the researchers recommend the following:

1. Strengthen formative assessment and reporting practices through targeted professional development.
2. Provide continuous training on CMA, experiential learning, and inclusive pedagogy.
3. Integrate explicit instruction in empathy, collaboration, and conflict resolution.
4. Institutionalize collaborative planning among teachers and supervisors.
5. Enhance inclusive learning environments through differentiated supports and UDL principles.
6. Conduct longitudinal studies to examine the sustained impact of CMA.

## REFERENCES

- Abu-Hamour, B. (2019). Teachers' attitudes toward inclusion of students with disabilities in Saudi Arabian regular schools. *International Journal of Special Education*, 29(1), 109–117
- Al-Ghamdi, M. M. (2020). Saudi special education teachers' attitudes towards inclusion of students with disabilities in regular education schools. *International Journal of Special Education*, 30(3), 81–93.
- Alquraini, T., & Gut, D. (2020). Teachers' perspectives of inclusion in inclusive classrooms in Saudi Arabia. *International Journal of Special Education*, 35(1), 34–49
- Bauer, S. C., & Shea, T. M. (2019). Understanding special education teachers' attitudes toward students with emotional disturbance. *Journal of Emotional and Behavioral Disorders*, 25(1), 2–12
- Bennett, R. E. (2019). Validity and fairness in classroom testing. *Educational Measurement: Issues and Practice*, 38(2), 59–66
- Brookhart, S. M., & Nitko, A. J. (2019). *Educational assessment of students* (8th ed.). Pearson
- Collie, K., Lee, R., Khairudin, K. F., Dally, K., & Foggett. (2015). The role of teacher empathy in promoting social awareness in special education settings. *Journal of Special Education*, 29(4), 401–415
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140
- Deslauriers, L., Schelew, E., & Wieman, C. (2020). Improved learning in a large-enrollment physics class. *Science*, 332(6031), 862–864
- Florian, L., & Spratt, J. (2021). Developing inclusive pedagogy: Changing attitudes and practice through professional learning. *Teaching and Teacher Education*, 93, 103083
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2021). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415
- Guo, Y., & Hart, L. C. (2019). Pre-service teacher education in special education in China. *Teacher Education and Special Education*, 41(2), 156–172
- Hake, R. (2019). Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data. *American Journal of Physics*, 66(1), 64–74



- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525
- Jones, S. M., & Bouffard, S. M. (2019). Social and emotional learning: From programs to strategies. *The Future of Children*, 27(1), 17–32
- Kolb, A. Y., & Kolb, D. A. (2017). Experiential learning theory as a guide for experiential educators in higher education. *Experiential Learning & Teaching in Higher Education*, 1(1), 7–44
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall
- Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (2020). Experiential learning theory: Previous research and new directions. In R. J. Sternberg & L. F. Zhang (Eds.), *Perspectives on thinking, learning, and cognitive styles* (pp. 227–247). Routledge
- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608–622
- Krahenbuhl, K. S. (2020). Student-centered education and constructivism: Challenges, concerns, and clarity for teachers. *Educational Review*, 72(1), 1–17. <https://doi.org/10.1080/00131911.2018.1487029>
- Morningstar, M. E., Bassett, D. S., & Kochhar-Bryant, C. A. (2018). *Planning for postsecondary transition*. Brookes Publishing
- Nguyen, T. T., Walker, A., & Wandler, J. (2021). Fostering empathy through experiential learning: A mixed methods approach. *Teaching and Teacher Education*, 98, 103247
- Oberle, N., Chen, L., Kim, S., & Martinez, S. (2016). The role of special education teachers' feelings toward collaboration in predicting student academic outcomes. *Exceptional Children*, 9(2), 59–66
- Pierangelo, R., & Giuliani, G. A. (2018). *Assessment in special education: A practical approach* (5th ed.). Pearson
- Prince, M. (2019). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223–231
- Rao, K., & Meo, G. (2022). Using Universal Design for Learning to support diverse learners in inclusive classrooms. *Journal of Special Education Leadership*, 35(2), 78–89
- Rimm-Kaufman, S. E., Fan, X., Chiu, Y. J., & You, W. (2019). The contribution of the Responsive Classroom approach on children's academic achievement. *Journal of School Psychology*, 45(4), 401–421
- Rimm-Kaufman, S. E., Larsen, R. A. A., Baroody, A. E., Curby, T. W., Ko, M., Thomas, J. B., Merritt, E., Abry, T., & DeCoster, J. (2014). Efficacy of the Responsive Classroom approach: Results from a 3-year randomized controlled trial. *American Educational Research Journal*, 51(3), 567–603
- Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2019). The influence of affective teacher–student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493–529
- SEAMEO INNOTECH. (2015). *Teaching competency standards in Southeast Asia: A guide for teachers*. SEAMEO INNOTECH
- Shogren, K. A., Lee, J., & Panko, P. (2021). Effective environments for students with disabilities: Promoting self-determination and engagement. *Remedial and Special Education*, 42(5), 278–290.
- Sreckovic, M. A., Zhou, Q., & Hume, K. (2020). Classroom management and student engagement



in special education settings. *Teaching Exceptional Children*, 52(4), 240–250

Sultan, S. B., Rahman, N. A., & Nordin, M. S. (2018). Teachers' attitude towards students with learning disabilities. *International Journal of Academic Research in Business and Social Sciences*, 8(14), 42–52

Tomlinson, C. A. (2021). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD

Wang, Y., & Reynolds, C. R. (2018). *Handbook of special education*. Springer

William, D. (2018). *Embedded formative assessment* (2nd ed.). Solution Tree Press

Zinsser, G., Hansen, E. G., & Donovan, C. L. (2015). The role of self-management skills in the professional lives of special education teachers. *Journal of Special Education*, 54(3), 160–173.

## COPYRIGHTS

*Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).*