

## **Competence of Teachers Using Concept Method Approach Toward a Pro-Social Classroom**

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### **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 in Southeast Asia participated in the research, selected through total enumeration. The study utilized a quantitative approach employing descriptive-correlational design to explore the relationship between the implementation of CMA and the dimensions of the pro- social classroom. The findings revealed that the Concept Method Approach was a pedagogically sound strategy that enriched student engagement and understanding through experiential, real-life learning. Its strong alignment with core elements of effective teaching affirmed its relevance in regular classroom 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 promoting holistic student development. However, while experiential learning significantly supported classroom climate, emotional development, and peer relationships, it appeared to be less directly associated with the promotion of prosocial norms and the implementation of conflict resolution and restorative practices. This suggested that these areas may have required supplementary interventions or more targeted approaches. The overall findings underscored the importance of using experiential strategies not only for content mastery but also for cultivating a socially responsible and emotionally intelligent student body. Nonetheless, the study indicated that these strategies should be complemented by explicit instruction in empathy, conflict management, and values education to fully support the development of a pro-social classroom model. Ultimately, the Concept Method Approach supported the broader educational goal of nurturing not just academically competent learners, but also socially mindful and emotionally resilient individuals, in alignment with the principles of 21st-century education.

*Keywords: Concept Method Approach, descriptive-correlational design, real-life learning, experiential learning*