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School Climate and School Performance: Basis for Capability Building

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Abstract

The main purpose of this study is to determine the school climate of public elementary and secondary schools in the 4th congressional district of Negros Occidental and its relation to school performance. A descriptive-correlational design was employed by adapting the varied methods of data collection, which are the survey for the quantitative data and focus group discussion for the qualitative data. There were 327 and 284 teachers in the public elementary and secondary schools respectively. Based on the findings of the study, the persistent record of teachers' perceptions about school climate in the different dimensions of safety, teaching and learning, interpersonal relationships, institutional environment, and staff affects the performances of public elementary and secondary schools in terms of average NAT result, dropout rate, completion rate, and graduation rate. The significant difference in the school climate between the public elementary and secondary schools, the dimensions of safety, and staff have a greater impact on achieving a high perception of school climate in the said schools. The dimensions of the school climate that received the highest score must maintain their positive sustainability to maintain a productive and satisfying life. The areas of average NAT result and dropout rate are the determining factors that affect the performance of both schools. The highlight of this result paved a greater influence on the academic performance of the schools. Regarding the significant relationship between school climate and performance, teaching and learning, and dropout rate, there is a greater correlation with the academic performance of the school.

Introduction

All educational organizations have a climate that differentiates them from one school to the other. Climate symbolizes a composite of the anticipating variables that affect and form an important relationship between organizational engagements. It includes the workforce's responsiveness to the events, practices, and processes as well as their insights into the behaviors that are compensated, maintained, and anticipated within the organization they serve. It is the observed personal belongings of the accepted system, the contented style of administrators concerning their characteristics, and other important environmental factors that influence the approaches, opinions, standards, and inspiration of people who work in a specific organization. For the teacher, it also carries good performance and fulfillment. It is in this method that the prescribed features of the school have a significant encouragement on how teachers perceive climate. It is about that spirit of a school that hints to its members of the institution to stay inspired and look onward enthusiastically each school day. It is about the value of a school that helps each feel personal worth, self-respect, and reputation while concurrently serving to create a sense of belonging to something beyond one's self. It is based on the arrangements of people's involvement in school life and reveals rules, objectives, morals, personal dealings, schooling and learning practices, and organizational structures (National School Climate Council, 2007).

A positive school climate is nurtured through a common visualization of admiration and commitment throughout the educational system. The importance is also placed on the combined sense of security and carefulness in the school's physical atmosphere (Gruenert, 2008) [16]. These constructive perceptions teach progress and knowledge essential for a fruitful, contributive, and suitable life in a self-sufficient school principle. School climate is often a goal of school development resourcefulness and programs, directing to promote encouraging conclusions for students' educational accomplishment and school performances.

The researcher perceived and faced so many matters regarding the school climate that seems to occur in public elementary and secondary schools; as a result, it creates problems and a discouraging teaching atmosphere for her and others, and similar impacts on the school functions which she performs. Furthermore, she has the confidence that educators can achieve

outstanding performances if these difficulties will be eluded, thus giving guidance on students' knowledge and progress, including the main features of their social, emotional, and ethical development.

The researcher, as an educator, finds herself as a student confidante, with whom they express their sentiments about the profound need they have in school, someone who attunes herself to their learning needs and help them cope with stress, and someone who models compassion; a teacher who could help them become change-makers. With these lingering thoughts of students, as a mentor, she would like to motivate them and require their helping hand to make a difference in the school, through authentic involvement in planning and program development. The researcher aimed to explore the strongest relationship between school climate with the school performance of teachers mainly in the public elementary and secondary schools of Negros Occidental.

Suffice it to say, it was on this premise that this study was conducted to determine how teachers cope with their school climate as they perform their duties and responsibilities. In the end, the researcher proposed an appropriate program for capacity building for students to address educational needs and challenges that delve into very tricky school environmental apprehensions. Moreover, the researcher feels the need, too, for teachers to create an appropriate and effective learning environment by enhancing the program related to improving school climate and applying evidence-based practices in dealing with issues and concerns related to this aspect to create a sustainable positive school climate that supports suitable behaviors among the members of the organization. It is this reason that brings a great challenge and interest for the researcher to value deeply the essence and beneficial bearing of this study.

Statement of the Problem
1. What is the profile of the public elementary and secondary school teachers when they are grouped as to age, sex, length of service, and educational attainment?
2. What is the school climate in the dimensions of safety, teaching and learning, interpersonal relationships, institutional environment, and staff in the 4th congressional district of Negros Occidental as perceived by public elementary and secondary teachers when they are taken as a whole and when they are grouped according to age, sex, length of service, and educational attainment?
3. What is the school performance of public elementary and secondary schools in the following dimensions NAT result, dropout rate, completion rate, and graduation rate?
4. Is there a significant difference in the school climate of public elementary and secondary schools in the 4th congressional district of Negros Occidental in the dimensions of safety, teaching and learning, interpersonal relationships, institutional environment, and staff?
5. Is there a significant difference in the school performances of public elementary and secondary schools in the dimensions of NAT result, dropout rate, completion rate, and graduation rate?
6. Is there a significant relationship between school climate and school performance of public elementary and secondary schools when they are taken as a whole?
7. What appropriate program for capability-building will

be designed based on the findings of the study?

Hypotheses
1. There is no significant difference between the school climate of public elementary and secondary schools when grouped according to age, sex, length of service, and educational attainment of the teachers.
2. There is no significant difference between the school performances of public elementary and secondary schools in the areas of NAT result, drop-out rate, completion rate, and graduation rate.
3. There is no significant relationship between school climate and school performances of public elementary and secondary schools.

Theoretical Framework
The existing study is anchored upon two theories, the Hierarchical Linear Modelling Theory of Douglas D. Perkins (1996) [17] and the Hierarchy of Needs Theory of Abraham H. Maslow (1943) [17]. According to the theory of Perkins, school climate is described as the learning environment created through the interaction of human relationships, physical settings, and psychological atmospheres. In addition, the hierarchical linear modeling theory examined the relationships between individual demographics, climate perceptions, and sense of community in the school including the school characteristics and governance (Smith, 2005). Moreover, the construct of the school climate is generally characterized as multidimensional and representative of shared perceptions of behavior (Houtte, 2005 [19]; retrieved Dojaldo, 2013).

School climate, according to Ekvall (2007 [13]; retrieved August 2014), is the recurring patterns of behavior, attitudes, and feelings that characterize life in the organization. With this statement Houtte (2005 [19]; retrieved August 2014) sustained by stating that a favorable school climate provides the structure within which students, teachers, administrators, and parents function cooperatively and constructively. This perception is also grounded in the premise of hierarchical motivational needs Maslow states that the optimum outcome of school performances is depicted and understood as a positive school climate, having an impact on the evaluation of learners' education before the setting of goals in achieving excellent academic performances of the pupils or students.

Organizational school climate greatly affects the success of a school. A school that exhibits an open climate through both teacher and principal behaviors increases the school's effectiveness through enhanced staff performance, morale, and student achievement levels (Dorathi, 2011) [12]. Job satisfaction and commitment have also been positively linked to an open, supportive organizational climate (Liu, 2010) [23].

The building blocks of research about organizational school climate were developed by Maslow. His study of organizations and the needs of the organization's members must be met to be motivated and to succeed (Rafferey, 2008) [32].

The basic tenets of Maslow's Hierarchy of Needs have great importance in understanding the relevance of learning and achievement of learners, as well as teacher performance, which is empirical in setting the goals of acquiring a positive school climate and excellent school performance. In the same manner, a specific dimension of the school climate

is equated with Maslow's Hierarchy of needs as precedence in determining the organized atmosphere of the school.

In addition, Maslow's theory was applied to an educational context and more specifically to children. All children have a set of needs that if met with the help of parents, friends, and teachers, can help mold a child and build a good foundation for adulthood. If there is a deficiency in the needs or any is neglected, it can result in hindering a child's performance and behavior in school (Nesbitt, 2013) [30]. Similarly, these organizational needs have been translated into the educational setting. However, students, teachers, and administrators must also have these five needs to meet to reach their optimum performance levels and ultimately create a successful school (Teddlie, 2008) [39].

In the light of the Perkins and Maslow theories and concepts, the current researcher strongly agrees and believes that these theories serve as a guiding principle to determine the school climate and school performance of the entire schools in the 4th congressional district of Negros Occidental.

Conceptual Framework
The present study focuses on school climate dimensions and school performances. The study investigated the relationships between the various dimensions of the school climate to the different indicators of school performances in elementary and secondary public schools.

The demographic profiles of the teachers such as sex, age, length of employment, and teachers' formal education provide information regarding the acquired perceptions on the basic features of school climate that can influence their perspective towards school performances and have been used as the context of this study that needed further analysis. Furthermore, this study developed a varied school climate observation, depending on how the participants perceived it as a product of their experiences and attachments to every situation that arises in their environment.

The National School Climate Council (2013) established that the salient features of school performances greatly rely on the different aspects of school climate such as safety, teaching and learning, interpersonal relationships, institutional environment, and staff. Each of the dimensions was described in such a way that safety deals with the rules and norms, physical security, and social-emotional security. Teaching and learning determine the support for learning, social, and civic learning. Interpersonal relationships bring respect for diversity, social support from adults, and social support from peers. The institutional environment supports school connectedness, engagement, and physical surroundings. The staff relationships provide leadership and professional relationships. This study provides these dimensions and indicators in which the assessment of the school climate is enthusiastically reflected in the assessment of positive school performances.

Conversely, research indicates that schools that demonstrate a positive school climate had better attendance, high morale, and more academic effectiveness (Shindler, *et al*., 2009) [35]. These schools are also a place where self-worth, pride, respect, and trust are fostered and a place that reiterates the importance of the learning climate and the various populations it is comprised of (Cohen, Pickeral, and McCloskey, 2009). Specifically, not only do children thrive academically in a positive school climate, but, so too, do teachers. Teachers tend to stay longer in schools with a positive climate, and teacher continuity and consistency benefit student academic achievement (Wynn, 2008). In addition, school climate can significantly affect teacher behaviors that create significant school performances (Eric J., 2008). Cohen and Geier (2010) [7] also supported that school climate is associated with engagement in learning and teaching to promote learner achievement in the aspiring highest level of school academic performance.

School climate literature should be expanded as it allows educators access to valuable information on what factors affect student achievement (Vasquez, 2011). It is also emphasized that all the information taken from the literature review uses it in planning to make schools more effective and to create a positive climate conducive to learning and engagement activities.   Figure1 shows the framework as a basis for conceptualizing the statement of the problem and a deeper understanding of the outcome of the study which addresses a school where if there were safety precautions, appropriate teaching-learning process, compassionate interpersonal relationships, comfortable institutional environment, sufficient resources, and dedicated staff to service, a school climate would be created. If the climate is conducive, both teachers and learners would be motivated and their morale would be higher, thus encouraging them to work more and harder. The academic performance would, therefore, be improved and this would finally lead to very high school performance. On the other hand, if the school climate is not conducive, teachers' morale and learners' motivation would be low and they would do very little academic work, which would result in very low school performance.

After conducting the study and collating the findings, the researcher designed a capability-building program through constructed investigation to address whatever findings have been drawn from this study or investigation.

Review of the Related Literature
Literature in this field provides empirical evidence being documented on various aspects of school climate in several languages.

Furthermore, with the recent federal attention and support for school climate reform, there has been increased theoretical and practical attention to this construct (Cohen, 2014). However, it continues to be a great diversity in the way in which school climate is understood (Thapa, 2013) [40]. The different aspects of school climate were enumerated in this section to give an overview of the whole picture of the different components and further elaborate their significance in molding the minds and aspirations of each individual. In addition, the positive impact of school climate is likewise of importance to determine its necessary effects on the entire performance of the school and its members. Noteworthy, the impact of school climate on various dimensions brings its essence to the majority of beneficiaries, particularly learners and educators.

Understanding the Aspect of School Climate
A widely used definition of school climate is encapsulated by different studies by various authors to confirm the importance of the learning climate for all the members of the organization.

One widely cited definition is that school climate encompasses the quality and character of school life and is based on patterns of people's experiences of school life and

reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (Michelli, 2009) [25]. This definition narrows the scope of social behavior and relationships, but it is still quite broad and poses challenges for measurement and investigation (Wang, 2015) [42].

The National School Climate Council (2007) defines school climate as "norms, values, and expectations that support people making them feel socially, emotionally, and physically safe.

However, school climate is broadly defined as "the quality and character of school life" (Michelli, 2009) [25]. It includes a school's levels of physical and social-emotional safety such as communicated and enforced rules, appropriate responses to violence or bullying, the quality of teaching and learning such as instructional quality, focus on professional development for faculty, presence of clear and effective systems of leadership, relationships and collaboration such as interconnectedness among and between students and teachers, and aspects of the structural environment such as cleanliness, availability of materials, curricular offerings (Cohen, 2009) [8]. Moreover, they also view climate as based on patterns of people's experiences of school life and reflect norms, values, and expectations that support people feeling socially, emotionally, and physically safe.

On the other hand, Wang (2015) [42] posited that school climate includes academic, community, safety, and institutional environment dimensions that "encompass just about every feature of the school environment that impacts cognitive, behavioral, and psychological development". This approach equates school climate with all aspects of the school environment. The academic climate goes beyond the overall quality of the academic atmosphere to include curricula, instruction, teacher training, and professional development.

Another correlation between school climate was the impact of climate on students' mental health and psychosocial well-being (Cross, 2011) [11]. This study extended past studies by examining factors within the school climate and their impact on student well-being, resilience, and moral identity.

On the contrary, the knowledge of the effects of school climate on learning has not yet been translated into the current educational systems. Although "no child left behind" is full of rhetoric about the importance of character education and supportive learning environments, education policymakers have remained too narrowly focused on that accountability (Cohen, 2009) [8]. For that reason, states and school districts have become interested in using school climate data as a complementary form of assessment, one that not only measures learning but also supports it. Schools can use climate data to promote meaningful staff, family, and student engagement to enhance the social, emotional, ethical, civic, and intellectual skills and dispositions that contribute to success in school and life (Cohen, 2009) [8].

School climate is best evaluated with surveys that have been developed in a scientifically sound manner and are comprehensive in two ways such as the first, recognizing student, parent, and school personnel voices; and the second, assessing all the dimensions that color and shape the process of teaching and learning and educators' and students' experiences in the school building. Although there are hundreds of school climate surveys today, there are few that meet these two criteria (Cohen, 2009) [8].

Knowing the Different Perspectives of a Positive School Climate

A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributed, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people making the feel socially, emotionally, and physically safe. People are engaged and respected. Students, families, and educators work together to develop, live, and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits of and satisfaction from learning. Each person contributes to the operations of the school as well as to the care of the physical environment (The National School Climate Council, 2007).

Cohen (2009) [8] supported this when he claimed that a sustainable, positive school climate fosters youth development and learning necessary for a productive and satisfying life. He added that it also promotes students' academic achievement and healthy development.

In addition, a positive climate advances feelings of safety that then facilitates learning, a sense of connectedness among people within the school, and teaching and learning that supports collaboration, mutual trust, and respect (Johnson et al, 2014).

Moreover, in the teachers' view, the benefits of a positive school climate include the rise of satisfaction at work, keeping job stability, and better relationships between school and families (Brown et al. 2007) [5].

Safe, caring, participatory, and responsive school climates tend to foster a greater attachment to school and provide the optimal foundation for social, emotional, and academic learning for middle school and high school students (U.S. Department of Health and Human Services, 2009) [41].

The school climate is positively connected to student achievement as proven in the research literature (Lehr, 2010) [22]. A more positive school climate is connected to higher achievements. In more detail, Stewart (2008) [38] pointed out that at the school level the sense of school cohesion is the strongest predictor of student achievement. When students have a sense of commitment and feel a sense attachment, their achievements are higher (Stewart, 2008) [38]. Students who attend schools with a more positive climate tend to have more positive attitudes toward school and school subjects which leads to higher achievements (Lehr et al., 2010) [22].

Specifically, schools with positive climates tend to have fewer student discipline problems (Thapa et al., 2013) [40] and aggressive and violent behavior (Gregory et al., 2010) [15], and fewer high school suspensions (Lee et al., 2011) [21]. In addition to reducing students' exposure to risk factors, school climate can promote positive youth development. A favorable school climate has been linked with higher student academic motivation and engagement, as well as elevated psychological well-being (Ruus et al., 2007) [34].

Deepening the Impact of School Climate in Various Dimensions

The National School Climate Center (2013) [28] identifies five elements of school climate. Safety deals with rules and norms, physical security, and social-emotional security. Teaching and learning determine the support for learning, social, and civic learning. Interpersonal relationships bring respect for diversity, social support from adults, and social support from peers. The institutional environment supports

school connectedness, engagement, and physical surroundings. The staff relationships provide leadership and professional relationships. It provides these dimensions and indicators in which the assessment of school climate is enthusiastically reflected properly. The researchers agree that the five major factors that shape school climate are safety, teaching and learning, interpersonal relationships, the institutional environment, and the staff.

The first major dimension in the school climate is the area of safety. It comprises rules and norms and a sense of physical and social-emotional security. It indicates communicated rules about physical violence; communicated rules about verbal abuse, harassment, and teasing; and clear and consistent enforcement and norms for adult intervention. It also describes the sense that students and adults feel safe from physical harm in the school. It labels a sense that students feel safe from verbal abuse, teasing, and exclusion. It refers to the extent to which student safety and student health are supported by school settings and may include aspects such as the physical plant, the scholastic environment, availability of supports and services for promoting the well-being of students, and the provision of fair and adequate disciplinary rules and regulations (Zais, 2011) [45].

Perceptions of school safety can be affected by a myriad of factors. One promising area that schools could invest in to raise their academic scores would be school safety. Schools that have lower academic scores tend to have a student population that does not feel safe within their schools. Conversely, schools that have higher academic scores tend to have a student population that feels safe within their schools (Milam *et al*., 2010) [26].

Improving students' perceptions of safety throughout the school building can improve academic and behavioral performance (Koth *et al*., 2008). Additionally, positive perceptions of emotional safety can help to fulfill students' basic psychological needs for a sense of belonging, autonomy, and influence (Osher *et al*., 2008) [31].

Safety needs are generally concerned with the environment and can be seen at home, at school, and elsewhere. If a child has a bad home life like fighting parents, addicted parents, absent parents, or lives in an unsafe neighborhood, the child will have trouble focusing on learning when he or she does not feel secure. Likewise, if a student does not feel safe at school, due to bullies or a feeling of dislike from the teacher, the student will also have trouble completing work and learning material, because the primary concern is safety. Learners also view safety through a predictable and orderly world; they have an undisrupted routine or rhythm. If learners do not have a routine, or if the routine is in jeopardy, learners can feel anxious and unsafe. This will lead to underperformance by the learner learning (McLeod, 2014). In general, differences such as race, gender, sexual identity, disability, socioeconomic, or cultural differences are a common focus for bullying. Russell *et al* (2010) [33] found that school harassment due to transgender identity was pervasive and negatively associated with feelings of safety.

On the other hand, the students' regard for school property is one of the aspects of violent behavior in school. Schools with discipline policies that are clear, fair, and effective tend to engage students in school and have more positive outcomes (Lehr, 2010) [22]. Where the school is located also has profound implications on perceptions of school safety.

Bosworth *et al* (2009) [3], for instance, found in their study that neighborhood surroundings have a very influential effect on students' perceptions of safety.

In schools, without supportive norms, structures, and relationships, students are more likely to experience violence, peer victimization, and punitive disciplinary actions, often accompanied by high levels of absenteeism and reduced academic achievement (Astor, Guerra, & Van Acker, 2010) [1].

The extent to which they are consistently and fairly enforced is another factor that shapes how safe people feel in school. Consistent enforcement of school rules and availability of caring adults has been referred to as "structure and support" (Gregory *et al*., 2010) [15]. Studies have shown that structure and support are linked to lower suspension rates and more student willingness to seek help in bullying situations (Gregory *et al*, 2011) [14].

A school will only achieve a positive climate if it successfully creates an environment where all members are welcomed, supported, and feel safe in school socially, emotionally, intellectually, and physically (Buchanan 2013) [6].

The second major dimension in the school climate is the area of teaching and learning. It involves the use of supportive teaching practices, such as encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; an atmosphere conducive to dialog and questioning; academic challenge; and individual attention. It also defines support for the development of social and civic knowledge, skills, and dispositions, including effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision-making.

The specific nature and goals of K–12 instruction impact academic achievement in a variety of ways. Educators like parents are always teaching social, emotional, civic, and ethical as well as intellectual lessons, intentionally or not (Higgins-D'Alessandro, 2012). Research shows that evidence-based character education programs lead to higher achievement scores for elementary school students (Smith *et al*, 2008) [37]. Also, evidence-based socio-moral, emotional learning programs have resulted in impressive gains in test scores and in increasing the academic emphasis of elementary and middle school students (Leaf *et al*, 2009) [20]. Implementing learning activities beyond the classroom is an effective way to incorporate civic education into a school, and these activities in turn promote student learning. Encouraging active and collaborative learning through authentic projects is most effective in an environment with a civic mission that encourages trusting relationships between all members of the school community (Carnegie Corporation of New York & Center for Information and Research on Civic Learning and Education, 2003) [6].

In addition, schools can provide children with many extra-curricular activities such as sports, creative activities, and homework clubs that encourage a child's sense of belonging to a community. Extracurricular activities, whether in or outside of school, help children to form friendships beyond their family members and in turn provides children with more avenues of support. Belonging to these types of clubs can help children develop many new social skills and other abilities that can aid them in the classroom and the future (Nesbitt 2013) [30]. The same is true with learners; they want

to feel loved and cared about. They often seek this fulfillment from teachers or other personnel. As teachers, one must ensure that learners are valued as individuals. Teachers must take advantage of every opportunity to reinforce positive learner behavior (McLeod, 2014).

The third major dimension in the school climate is the area of interpersonal relationships. It encompasses respect for diversity, social support for adults, and social support for students. It provides mutual respect for individual differences like for instance, gender, race, and culture; and all levels of the school like student-student; adult-student; adult-adult, and overall norms for tolerance. It involves the pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems. It comprises the pattern of supportive peer relationships for students, including friendships for socializing, problems, academic help, and new students (Nesbitt 2013) [30].

This area of their needs can work in tangent with the previous stage as children seek to gain the respect of others in aspects of their life. At this point in their development, the idea of achievement is one of the most forward of a child's thought; they take pride in their accomplishments. Teachers must provide children with the opportunity not only to accomplish goals but also to receive praise and recognition for meeting those goals. The thought of working at something difficult or very time-consuming and completing the task is one that children thrive under. Moreover, knowing that someone will take notice and recognize what they have achieved is even more inspiring for a child (Nesbitt 2013) [30]. Furthermore, if the learners know that one appreciates the effort, they are making during the time of togetherness in the learning environment, this reinforcement will aid in a learner's development of a favorable self-image (McLeod, 2014).

The fourth major dimension in the school climate is the area of the institutional environment. It correlates with school connectedness or engagement and physical surroundings. It is defined as identification with the school and norms for broad participation in school life for students, staff, and families. It also involves cleanliness, order, and appeal of facilities and adequate resources and materials (Wang *et al*, 2015) [42].

The institutional environment broadly includes physical characteristics, such as the heating and lighting in the school, as well as the adequacy of school supplies. Such an inclusive definition of school climate makes it difficult to distinguish school climate from other school characteristics (Wang *et al*, 2015) [42].

The school environment can play an active role in promoting the all-round development of activities that influence his performance in academics, and adjustment in life and society. The child spends most of his time in school, and this environment exerts a different influence on his performance through children. A healthy environment in the school helps the child in making the social adjustment. Satisfaction of the child with the behavior of class follows teachers, the head of the institution, methods of teaching, timetable, co-curricular curricula, teaching techniques, and the relationship between teacher and student. School climate has a significant influence on the academic performance of students (Yegoh *et al*, 2011) [44].

The fifth major dimension of school climate is the staff. It

mainly includes leadership and professional relationships. In leadership, an administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development are all considered. In addition, positive attitudes and relationships among school staff that support effective working and learning together are highlighted in this dimension. Factors affecting the performance of school heads and teachers were contributed much by the socio-demographic characteristics and the school climate. The relationships of principals, as the school leader, strongly and directly affect teachers' attitudes, which define the school climate. The key relationships in the ways school leaders strengthen teacher recruitment, development, and retention were shown to include factors such as teacher satisfaction, school effectiveness, improvement, capacity, teacher leadership, distributive leadership, organizational learning, and development. School leaders can be a major influence on these school-level factors as well as help to buffer against the excesses of the mounting and sometimes contradictory external pressures. A skilled and well-supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job. Conferring professional autonomy to teachers will enhance the attractiveness of the profession as a career choice and will improve the quality of the classroom teaching practice.

Teachers who work together in a meaningful and purposeful way are more likely to remain in the profession because they feel valued and supported in their work (Mulford, 2009) [27]. A positive school climate also has benefits for teachers and education support professionals (Bradshaw, Waasdorp, *et al*., 2010). Research shows that when educators feel supported by their administration, they report higher levels of commitment and more collegiality (Singh & Billingsley, 1998) [36]. Likewise, schools where educators openly communicate with one another, feel supported by their peers and administration, and establish strong student-educator relationships tend to have better student-academic and behavioral outcomes (Brown & Medway, 2007) [4]. School climate efforts also have the potential of increasing job satisfaction and teacher retention, which is a major concern given the high rate of turnover in the field of education (Boe *et al*., 2008 [2]; Kaiser, 2011).

Scope and Limitation
The study was conducted in the 4th congressional district of Negros Occidental between 327 and 284 teachers in public elementary and secondary schools as participants in the localities of Bago City, La Carlota City, Pulupandan, Valladolid, San Enrique, and Pontevedra.

Among the teachers from the different localities, the researchers randomly selected fifteen participants for them to interview about the climate they are experiencing in their respective schools.

All the data acquired from the survey questionnaire and interviews were confidentially kept and recorded. However, data and information about school performances were limited to the availability of official school records.

This study was conducted to determine the status of school performances about the perceived school climate of teachers in public schools. The aspects of school climate looked into five dimensions: Safety, Teaching and Learning Process, Interpersonal Relationship, Institutional Environment, and Staff as predictors in shaping school performances and

needed reforms to address the proposed solutions to any problems in NAT result, drop-out rate, completion rate, and graduation rate in which schools may encounter those difficulties. The preferences of teachers as to age, sex, length of service and educational attainment provides various predisposing factors to delineate the problems encountered by the school both in the environment and academic performance.

Methodology

This chapter presents the research design, participants of the study, sampling size, research instrument, the validity and reliability of the research instrument, the data gathering procedure and processing, and statistical treatment.

Research Design

In this study, a descriptive-correlational design was employed by adapting the varied methods of data collection, which are the survey for the quantitative data and focus group discussion for the qualitative data.

According to Tupou (2013), this type of research design is suited to this study because it allows the researcher to use both quantitative and qualitative data to find information and characteristics about the population or phenomenon that is being studied. In this study, the use of descriptive-correlational research design was suitable in gathering data about the relationship between school climate and school performance for it provides a multifaceted explanation of the components of school climate as well as its purported relationships with school performances.

In connection with its relationships, the implications of school climate as perceived by the elementary and secondary public teachers were emphasized in designing a capability-building program in aspiring an improvement in the performance indicators of the school such as the NAT result, dropout rate, completion rate, and graduation rate.

Participants of the Study

The participants in this study were the 327 and 284 teachers in the public elementary and secondary schools respectively in the 4th congressional district of Negros Occidental. The number of participants was randomly acquired from the entire population of 1,786 and 974 teachers in elementary and secondary schools in Bago City, La Carlota City, Pulupandan, Pontevedra, San Enrique, and Valladolid. Using Slovin's formula, the sample size was determined.

Sampling Design

In this study, the sample size was appropriately determined as a true representation of the population needed for the survey by using Slovin's formula. Stratified sampling was used as the manner of selecting samples from the different classes or strata of the population involved in this research. Using stratified sampling, the proportion of participants from each group was exactly calculated.

Research Instrument

The researcher's self-made survey questionnaire was used as the instrument in gathering the needed data for this study. Meanwhile, questions regarding the dimensions of school climate were developed by the researcher based on a literature review of school climate.

The instrument used in the study comprised of two parts: Part 1 is a Demographic Data Questionnaire while Part 2 is the School Climate Dimension Questionnaire.

The Demographic Data Questionnaire has four items and was developed by the researcher to gather the data of participants, which included: age, sex, length of service, and educational attainment. The participants were required to complete the items which applied to them. On the other hand, the School Climate Dimension Questionnaire has 25 items that measure the occurrences of the observed climate indicators of schools where the participants belong. The following are the numerical ratings and the corresponding verbal interpretations.

Validity of the Research Instrument

The research instrument underwent two types of validation: face and content validation. Face validity refers to the degree to which an assessment or test objectively appears to measure the variable while content validity is the evaluation of each item for the appropriateness of its related construct. The criteria set by Good and Scates were used as the basis for measuring validity. Modification and revision of the contents of the instruments were done following the suggestions and recommendations of the evaluators. The evaluation from the four experts gained a score of 3.43 which was verbally interpreted as high validity.

Reliability of Research Questionnaire

The conduct of reliability took place at the Eusebio Lopez Memorial Integrated School located in Central Lopez, Sagay City, Negros Occidental. Thirty (30) teachers were chosen as participants for the conduct of the reliability test. The questionnaires were acquired after three weeks after the test was conducted.

Data from the completed questionnaires were properly tabulated in excel spreadsheets. All the items in the scale measured the internal consistency reliability using Cronbach's alpha with a score of 0.934, which was interpreted as highly reliable.

Statistical Treatment

To treat the quantitative data, the following statistical tools were used to answer the specific questions of the problem.

Problem statements 1, 2, and 3, on the profile of teachers, to assess the perceived climate of teachers, and to find out the outcome of the performances both in public elementary and secondary schools, the percentage and frequency were used.'

For problem statements 4 and 5, to test the significant difference in the school climate and the performances of the two schools in elementary and secondary schools, the sample t-test was used.

Problem statement 6, to determine the significant relationship between the school climate and school performance in elementary and secondary schools, Spearman's rank correlation was used.

Results and Findings of the Study

This chapter presents the findings of the study through the use of statistical tools in the treatment of descriptive, inferential, and correlation data. The discussions about the respective results are also included.

Profile of Participants

The demographic data of 327 elementary and 284 secondary teachers currently teaching in public schools who participated in the study. Specifically, it presents the data in frequencies and percentages of teachers' profiles who

offered the required information to achieve the objectives of the study.

The school climate in the dimension of safety. When taken as a whole, the mean score is 2.94, verbally interpreted as high. The findings of the study revealed that the public elementary teachers observed that the school climate is good. This means that there is a kind of learning environment conducive to working and learning.

A summary of the participant's responses to five questions in the dimension of safety when grouped according to sex. The male and female teachers similarly responded to item 2 as the most frequently observed school climate and seldom to item 4. The findings of the study reveal that the program of the Department of Education "the Brigada eskwela", is a significant initiative for upbringing the atmosphere of the school. Since it was regularly practiced before classes start, this routine activity is found to be very effective in eliminating all the distracting environmental factors on the premises of the school. Likewise, the support system of other stakeholders promoted a great opportunity in encouraging the community to participate in other school programs. This means that the members of the organization were satisfied and comfortable staying in this place for their schooling and work when it is properly structured, well organized, very clean, and beautiful.

The result of participants' responses to five questions about school climate in the dimension of safety when grouped according to age. The teachers aged 20-30 years old, mostly answered items 1 and 2 as frequently observed school climate and item 4, as a rarely experienced condition. The same result also transpired in aged 31-65 years old. The result of the study emphasized that a healthy school environment encouraged teachers and learners to be a part of that institution. It rather convinced the learners and teachers to stay more motivated to work to reach school goals because of the good environment they belong. There were postulated events on the part of the author that a good environment prospers a good relationship with different members of the organization.

The summary of participants' responses to five questions related to the observed school climate in the dimension of safety when grouped according to the length of service. A high level of responses to school climate was found in teachers having a length of service such as 15 years and below, and above 15 years. The result showed consistency in the perceived climate in this dimension which was most likely high in item 2 and low in item 4. The outcome of the study determined that teachers' perception of school climate was positive. It simply means that higher engagement of teachers of school work most likely affects the students learning positively while the opposite of that may have negative impacts on students' performance.

A result of participants' responses to five questions related to the observed school climate in the dimension of safety when grouped according to educational attainment. Teachers having a Baccalaureate and Master's Degree/ MA with units were high in item 2 and low in item 4; however, teachers having a Doctorate Degree/ Doctorate with units perceived it higher in item 1 and lower in item 3. The school rated a good climate in terms of physical improvement. However, some teachers believed that the safety of school would not be limited only to the aspect of physical organization and beautification, but rather to acquiring skills in handling critical situations like unanticipated calamities and other

situations about emergencies. The school must strengthen its consciousness in another aspect of school safety about precautionary activities on disaster readiness.

The findings of the study recognized the varied levels of satisfaction each person possessed; the awareness of teachers on the safety practices in cases of emergencies provided them a peaceful mind in the issue of preparedness. Eleven (11) participants in the focus group discussion stated that precautionary skills in cases of emergencies like disasters should be learned by the members of organizations for preparatory protection. Statistical evidence demonstrates that policies and plans associated with school emergency preparedness must include this particular demographic to be most effective in its implementation as well as in its survivability purposes.

The school climate in the dimension of teaching and learning. When taken as a whole, the mean score is 3.22, interpreted as a very high rating. The result of the study revealed that the school has a very good school climate. This means that a school has very good leadership and management skills in guiding teachers to become efficient in their teaching profession to promote excellent school performance.

The data acquired from the teacher respondents on the teaching and learning dimension of the school climate when their sex was considered. The male respondents had a high perception of school climate in item 6 and a low on item 10. Among the female group, on the other hand, items 6 and 9 gained a higher response and the lowest in item 7. The result of the study implies that the effectiveness of instruction with proper assessment provides a good enhancement of the teaching and learning process. Henceforth, the school had a favorable school climate when the desired attributes of instruction were emphasized by teachers in each subject matter taught through appropriate assessment of the school head. It was also found in this study that one factor that opposes improvement in school academic performance is the carelessness of the school head in doing a valuation of teaching methodologies of the teacher.

The data when age was regarded as a variable. Items 6 and 9 were considered as the highest responses and item 8 as the lowest, in the age group of 20-30 years old teachers. Contrary to the teachers with the age group of 31-65 years old, the acquired highest responses belong to item 9 and the lowest in item 10. The findings of the study showed that the school had an improved climate in teaching and learning. This means that teachers had provided them with a good method of assessment for their instruction to be effective, however, goals and values must incorporate for each important topic taught so that learners find it fruitful in dealing with the implication of real-life situations.

The data on school climate in the dimension of the length of service. The highest rating of responses is found on item 9 for the group of "15 years and below" and item 6 for the group of "above 15 years". On the contrary, the lowest responses are found in item 10. The result of the study showed that teachers with a high Mean Percentage Score (MPS) and students with a high average rating on the National Achievement Test experience a good school climate in the dimension of teaching and learning. It means that the mastery of the students in the subject matter taught depends also on the mastery level of the teachers he or she attained in his specialized or assigned subject area. Based on the result of the study, the school had a very good climate

because of a very good result on the National Achievement Test.

Moreover, the data show that as teachers gained experience, they were linked to lower rates of student absenteeism. The researchers postulate that more experienced teachers got better at motivating students and classroom management, resulting in better attendance and fewer infractions.

More opportunities in the hierarchy of the job for teachers mean more satisfaction they will have in the issue of salary and matching of the area of specialization. Moreover, job satisfaction is a function of the work one is engaged in, as well as of the people with whom one works.

The outcomes of responses of teachers have varied educational attainment in this dimension of school climate. Three items got the highest rank of responses, item 8 for the group of Baccalaureate, item 6 for the Master's Degree/ MA with units, and item 7 for the Doctorate Degree/ Doctorate with units. Two items were rated as the lowest responses, item 7 for the group of Master's Degree/ MA with units and item 10 for both groups of Baccalaureate and Doctorate Degree/ Doctorate with units. In this dimension, teachers had varied responses as regards their perception of the school climate they are experiencing in their respective schools. The outcomes of the study revealed that values integration into each subject taught had a good purpose in improving the self-esteem of students; their awareness of the right attitude molded them to become better people. In the findings of this study, it was also discovered that the mastery of concepts in a given instruction was treasured most because of its importance in bringing improvements in the academic goals of the school. In addition, the efficiency of instruction was appropriately measured to determine the outcome of the performance of teachers and students as well. All these indicators were experienced by teachers; therefore, it can be concluded that the school where they belong possessed a good school climate in aspects of teaching and learning. Except for a few schools, some of the teachers experienced an effortless school head when it comes to school tasks and were less dedicated to achieving the academic performance of the school; therefore, they find the school climate not suitable to their satisfaction.

The interpersonal relationship dimension gained a mean rating of 3.16 interpreted as high. Most of the categories under the variables of sex, age, length of service, and educational attainment rated as high, with exception of the male group of sex and the group of Doctorate Degree/ Doctorate with units in educational attainment, the perceived school climate rated as very high. The findings of the study propose that there is a motivating school climate in this school. It simply means that the school has good practices like promoting awareness of all important school communication to each member of the organization through gathering together in one room for meetings and discussion of every detail of the school tasks and finalizing the action plan needed to attain the goals.

One of the participants that I interviewed, stated her opinion that establishing and promoting good relationships within a learner's environment creates a stronghold of unity, teamwork, collaboration, and brotherhood that provides a good motivation to strive more for a goal. I strongly agree with her statement because the warmness and spiritual immunity of one another brings each one a good tight of aspiration to explore the full potential of every member of organizations. Thus, promoting talents and high-performing

schools. She added that Strong satisfaction within the group merits everybody to be patiently determined to excel in every endeavor they will have.

The responses of teachers on the different situations about school climate in the dimension of interpersonal rerelationship sad shown. In this area, where a male and female group is under the sex variable, both males and females ranked their responses as highest in item 13 but lower in item 11 for males and item 15 for females. The result of the study implied that most teachers increase their interest in working on a complicated school task if the school head help finds ways to lessen the burden among teachers and make himself part of a great task instead of distributing it fairly among the members of the organization. The result showed that given aging, teachers organized their responses as highest in item 12 for the group of 20 -30 years old and item 13 for the group of 31-65 years old. The outcome of the study proved that the school was having a good climate in which teachers' weaknesses in the delivery of instruction were addressed by the school head.

The summary of the responses of teachers about the school climate in the dimension of interpersonal relationship stated that item 11 ranked as the highest response in the group of teachers having a length of service of 31-65 years and item 13 by a group of teachers in the above 15 years. It is at the lowest rank item 14 for the group above 15 years and item 15 for the group of 31-65 years. The result of the study determined that the school has a good climate. This means that teachers extend their understanding and empathy to colleagues when conflicts or crises arise in the institution to put comfort for any hurt feelings or discomfort to one another to establish reconciliation to maintain a good working relationship. As a mediator, the school head must interfere with the fair and just settlement of conflicts to avoid unwanted misbehavior of teachers. One way of establishing respect from colleagues is the appropriate and timely disposition in mediating problems especially when one's reputation is at harm. It was the same feeling we wanted to achieve when dealing with such conflicts in dealing with students' misunderstandings.

The responses of teachers belonging from different educational attainment were recorded and find out that the highest responses belong to item 11 for the group of teachers in baccalaureate, item 13 for the group of teachers in Master's Degree/ MA with units, and item 11 and 12 for the group of teachers in the Doctorate Degree / Doctorate with units. For the lowest response, it belongs to item 15 for the Baccalaureate and Master's Degree/ MA with units. In addition, items 13 and 15 are considered also as the lowest responses of teachers in the Doctorate Degree/ Doctorate with units. Based on the result of the study, teachers who value relationships in their working place stay motivated and enjoy working together as a team. Teachers who are happy with their work and stay connected to one another the more they are satisfied and committed to working efficiently.

The school climate in the dimension of the institutional environment when taken as a whole, the mean score is 3.34, verbally interpreted as very high. This means that the school has a very good school climate. It indicates that the needs of the members of the organization are well provided sufficiently such that their desire to stay in their working place where they belong is more expected.

An overview of the responses of participants in the

dimension of the institutional environment when grouped according to sex. All the responses were evaluated and crop up a result stated that item 16, ranked as highest in the male group and likewise with item 19 in the female group. The result also revealed that the lowest rank, belongs to item 18 for the male group, and similarly items 16 and 18 belong to the female group. The result of the study revealed that the school having a welcoming atmosphere, and a spirit of interconnected collaboration among the members provides a school with a very encouraging climate.

The responses of teachers to questions on school climate about the interpersonal relationship when they are grouped according to their age. The highest score was recognized also as item 17 in the group of 20 -30 years old and item 19 for the group of 31-65 years old. The lowest score was attributed to items 16 and 18 for a group of 20 -30 years old and item 17 for a group of 31-65 years old. The school fosters an inspiring place for student learning for the reason that there is a collaborative effort of the teachers in reaching the goal of the school for excellent academic performance. Those learners who are considered as low performing academically, provided remediation in cooperation with the other teachers to strengthen whatever weakness they may have for them to excel even in a slow pacing time. Little improvements promote a hierarchy of success by allowing them to nurture and develop holistically.

Teachers' responses when they were grouped according to their length of service where it was categorized as a group of 15 years & below and a group of above 15 years, both categories noted mostly with their responses as most frequently observed in item 19 and lowest in item 18 for the group of 15 years & below, as well as, item 17 in the group of above 15 years. The school possessed a very welcoming school for the reason that the staff is very accommodating to the needs and welfare of every member of the organization and other stakeholders. Although there were instances they might be considered as a point of improvement to suit one's satisfaction, few of them were already given appropriate solutions to regain the momentum of a friendly school.

Teachers have different educational attainment. Among those with the highest responses, item 20 was gained by the Baccalaureate group, item 16 by the group of Master's Degree/ MA with units, and item 17 by the group of Doctorate Degree/ Doctorate with units. In addition, the lowest responses are also indicated such that item 19 was gained by the Baccalaureate group, item 17 was acquired by the group of Master's Degree/ MA with units, and item 20 was attained by the group of Doctorate Degree/ Doctorate with units. The varied perception of teachers on school climate proves that the school where they are working to attain a desirable atmosphere because of the harmonious relationship one's establishing with one another. Therefore, the findings of the study bring a very promising school for learners as well as workers.

The school climate in the dimension of staff when taken as a whole, the mean score was 3.31 and it was verbally interpreted as very high. In the dimension of staff, the findings of the study proved that the school has an excellent climate to be proud of anyone. This means that the school head was very accommodating to support the needs of the member of the organization.

The school climate in the dimension of the staff relates to sex. The highest responses were deliberately given to item 21 by the male group and item 25 by the female group. In addition, the lowest responses were acquired in item 22 and item 24 by the male and female groups. Results of the study noted that the school promotes a healthy environment when the school head was very dedicated to reaching the prioritized goals of his institution and giving back recognition to his teachers for the contribution or accomplishment of the said goals.

The age of teachers was considered, the group belonging to 20-30 years old ranked item 25 as the highest response and item 24 as the lowest response. In the group of 31-65 years old, item 21 ranked as high and item 24 scored low in terms of its responses. The outcome of the study determined that teachers' welcoming attitude and task-oriented school head contribute to the warmness and organized system of the school. Thus, the school becomes a comfort zone for some workers because they find it as a place worthy to be called a second home and a family where to belong.

The study revealed that item 25 was the highest acquired response to the school climate questionnaire, and the lowest gained by item 24 for both groups. The outcome of the study stated that the good reputation of the school lies in the many accomplishments it achieved. A good leader aspires to more success in his school and more opportunities for the career development of his teachers. Therefore, this study concluded that the school had a positive school climate. This means that most of the schools received outstanding performance.

Past research suggests that effective schools provide protective influences (Condly, 2006; Luther, 2006) and that they can promote resilience by providing an environment that buffers against adversity by including supportive peers, positive teacher influences, and opportunities for success (Masten & Motti-Stefanidi, 2009). It was indicated in this study that young ages in the service had greater opportunities to prove more themselves when it comes to school tasks and achieving school goals.

The data given served as the participants' responses when taking into account the educational attainment they took, mostly of their responses varied on the set of items. The highest responses fit in item 25 for the Baccalaureate group, items 22 and 25 for the group of Master's Degree/ MA with units, and items 21 and 22 for the group of Doctorate Degree/ Doctorate with units. Item 24 is considered among the lowest responses commonly acquired by the three groups. However, in the group of Doctorate Degree/ Doctorate with units, item 25 likewise attained the lowest feedback. The findings of the study viewed that the school has a good climate. This means that the school staff properly imposes rules to achieve harmonious relationships and a peaceful place to stay.

For the secondary teachers who observed school climate in the dimension of safety when taken as a whole, the mean score is 3.0, which was interpreted as a high rating. The latest result of this study determined that the school environment is good. This means that the physical surroundings of the school were hazard-free and favorable places to study.

However, there was an aspect of safety that a school must be emphasized, especially in a situation that requires an emergency. The school administrator must conduct training and seminars both for teachers and students with acquired skills in first aid for them to utilize in cases of emergency.

Most of the high responses of the secondary male participants were to item 5 and low to item 3. In the secondary female participants, the highest response was

given to item 1, and the lowest was to item 4. The result of the study determined that the school possessed a positive climate. This means that the school provided a well-secured environment and proper imposition of safety rules and disciplinary guidelines to all members of the organization. The research underscores the importance of school rules and perceived fairness regarding dealing with students' behavior.

The result of teacher responses proved that item 5 had a high reply for the group of 20 -30 years old and item 1 for the group of 31-65 years old. However, item 4 belongs to the lowest responses among both age groups. The secondary school was very fascinating and inviting place to stay for the reason that it had a beautiful building structure, well painted, with beautiful landscaping and a garden. Inside their campus, while entering the gate, student officers greeted you with a nice smile for warm accommodation and entertained you for your purpose of visit. The school was quite very peaceful and the incidence of bullying or any school-based conflicts among members of the organization are few on the list according to the students' officers who accompanied them to their destination.

The data of teachers' responses, the group of 15 years & below frequently answered item 5, and a group above 15 years frequently observed item 1. The two groups rarely answered item 4. The secondary school was modeled as a very friendly school because the teachers fairly and appropriately imposed the agreed rules of the school. The school maintained its cleanliness and orderliness because students are well-disciplined when it comes to the proper disposal of waste.

The result of the study described item 5 as the highest response of secondary teachers in the Baccalaureate and item 1 for secondary teachers in the Master's Degree/ MA with units and Doctorate Degree/ Doctorate with units. The lowest rating was gained by item 4 for the Baccalaureate and Master's Degree/ MA with units and item 5 for the Doctorate Degree/ Doctorate with units. The teachers in the secondary school noted that providing proper maintenance of school facilities and securing safety precautions of school properties addresses the needs of the members of the institution. This means that a school administrator promoted a healthy climate in their school by providing the priority needs of the school. Secondary teachers perceived school climate as very high in the dimension of teaching and learning, with a mean score of 3.21. The findings of the study revealed that teachers in secondary schools are effective and passionate in the delivery of learning tasks. This means that students are motivated to learn if they were satisfied with their teachers.

The highest responses to school climate in the dimension of teaching and learning of both secondary male and female groups to item 9. Item 10 received less feedback among males and item 6 among females. In the findings of the study, it was revealed that teachers who emphasized clearly his method of instruction to their secondary students, the more the students will understand its features therefore the more they will satisfy with what they learned. Teachers who were less distracted by the numerous school papers works were more likely to teach consistently and productively to their students. The school administrator must try to look at the advantages of assigning clerical work to his colleagues and weigh the effects on his students' academic performances.

The result showed age group 20-30 years old, mostly responded to item 6 and 31-65 years old to item 7. Rare of their responses to items 10 and 6. The secondary teachers used a very good assessment tool to determine the effectiveness of their instruction and assessed the mastery level of the students in understanding the concept given in the lesson.

Therefore, this study proved that the teaching and learning methodologies used were of great help for student academic improvement.

It viewed the teachers' responses to school climate in the dimension of teaching and learning, the highest responses were item 9 for the teachers having 15 years & below and item 7 for the teachers with above 15 years length of service. The lowest responses were for item 10 by both groups of teachers in service. There were varied methods used for the instruction, for the student to be understood, teachers must clearly define the level of students understanding so that they can capture the concept of the lesson to find them easily in mastering the given subject matter.

However, there were instances when the school head never makes the task of checking the mastery level of the teachers. It was quite a disadvantage for the teachers for not being given a constructive evaluation by the school head in his delivery of lessons and mastery of subject matter because he will not aware of the weaknesses of his delivery and acquire a solution to strengthen it by proper mentoring.

The responses to school climate of teachers having different educational attainment. The highest responses belong to item 9 by the Baccalaureate group, items 7 & 9 by the group of Master's Degree/ MA with units, and items 6 & 7 by the group of Doctorate Degree/ Doctorate with units. Contrarily, the lowest scores were equally distributed to items 6, 10, and 9 by the groups of Baccalaureate, Master's Degree/ MA with units, and Doctorate Degree/ Doctorate with units. The varied perception of teachers regarding the school climate in the dimension of teaching and learning provided a school with an effective process of learning and teaching that helps the student improve academically. Most of the secondary teachers assessed the effectiveness of instruction through different methodologies, delivered a clear definition of instruction, and encouraged the mastery of concepts to determine student performance.

The data for secondary teachers, rated school climate with a mean score of 3.22, verbally interpreted as very high. The findings of the study determined that the peers in the school had a very accommodating and positive attitude towards their co-members and other stakeholders to promote a very welcoming school. The described connectedness and engagement with one another of the members of the organization proved themselves good teamwork, unity, collaboration, and a very harmonious togetherness in one institution.

The data of teachers responding to five questions of school climate in the dimension of interpersonal relationship. The male group's reaction to items 11 and 12 was the highest and item 10 was the lowest. In the female group, most of them respond as frequently observed in item 11 and seldom in item 14. The findings of the study showed that a good climate in the school will be maintained if there was an immediate mediation and reconciliation of the conflicts that arise among the members of the organization. In this study, it was observed that schools were having an unresolved

conflict within the organization. The great challenge was given to the head of the school who exercise his administrative power on how to inculcate the spirit of forgiveness and acceptance in one's heart to promote settlement.

On the other hand, this study emphasized that teachers need feedback from their school heads to improve their weaknesses in the delivery of instructions and other aspects of their teaching. They believed that the school will be having a good climate in the dimension of interpersonal relationships if their needs were provided.

One of the most important aspects of relationships in schools is how connected people feel to one another.

The responses of the teachers when were grouped according to their age. The age groups of 20 -30 years old and 31-65 years old, both considered item 11 as the highest response and item 14 as the lowest one. Item 15, is considered also the lowest response by the group of 20 -30 years old. The findings of the study revealed that both young and old teachers discouraged any misunderstanding within their organization, as much as possible they want to submit an immediate intervention to resolve and put closure to the problem. In this way, no one will suffer any hurt feelings, disrespect, and bad impression; this positive attitude of teachers provides a peaceful working place and a satisfying place to stay.

Teachers' impressions about the school climate in this dimension when the length of service is considered as a variable. The groups of 20-30 years old and 31-65 years frequently observed item 11 as having a higher response. Items 12 and 14, served as their lowest responses to the school climate. The findings of the study declared that a school that had lesser instances of conflict among the members and give protection to each one reputation elicit a good school climate.

Recent studies revealed that most older adults were quite temperamental compared to younger ones' because as their age progresses the more stresses they face in their daily lives. In contrary to young adults, they were not fully mature enough for the responsibilities and duties assigned to them tendency they usually take it for granted because of the assertiveness of old ones' in doing their unfinished school tasks.

The responses of teachers to school climate when grouped according to their educational attainment, most of their responses summarizes as the highest responses acquired by item 12 for the Baccalaureate, item 11 for the Master's Degree/ MA with units, and items 11 & 14 for the Doctorate Degree/ Doctorate with units. The lowest rating belongs to item 15 by the group of Baccalaureate and Doctorate Degree/ Doctorate with units and item 14 by the group of Master's Degree/ MA with units. The outcome of the study revealed that the school promotes a good climate when the school head protects teachers' reputations by achieving confidentiality in matters needed a closed door.

The perception of secondary teachers in school climate in the dimension of the institutional environment attained a mean score of 3.33. It was verbally interpreted as very high. The results of the study confirmed that the school had a very good climate. This means that the school brings in a very encouraging climate to teach and learned.

In the data of teachers' responses concerning school climate, the highest responses belong to item 17 for the male group and item 19 for the female group. The lowest responses were gained by item 19 for the male group and item 16 for the female group.

Effective civic learning needs to use the resources of the cultural context, to facilitate interaction, critical reflection, and negotiation, for example, with media and through experience and engagement with actual civic life.

Teacher responses to school climate when grouped by age, a group of 20 -30 years old and 31-65 years old, responded higher in items 19 and 20 by the two groups and as well as lower perception in items 20 and 16. The teachers favor the place where there were harmonious relationships and very cooperative colleagues. Participant 2 in FGD stated that the warmness and spiritual immunity of one another brings each one a good tight of aspiration to explore the full potential of every member of organizations. Thus, promoting talents and high-performing schools.

The highest responses are in items 17 & 19 and the lowest in items 16 & 20. In the group of above 15 years, the majority of them answered as frequently observed in all of the items in this dimension. However, when their responses were categorized into highest and lowest, it belongs to item 20 and item 18. A good relationship promotes a very healthy school climate. The teachers stated that when they enjoy working together as a team, they feel a stress-free atmosphere and they can work efficiently (Ruus *et al*., 2008) with less pressure.

In an issue of the participants' reactions to school climate, their educational attainment matters in classifying their opinions. The ranking result of responses discovered that item 17 gained the highest score in the group of Baccalaureate as well as items 19 & 20 in the group of Master's Degree/ MA with units, the lowest score attained by item 16, and along with the group of Master's Degree/ MA with units for item 18. In the group of Doctorate Degree/ Doctorate with units, the majority of their responses were to item 17, and the lowest to item 19.

The data of secondary teachers, scored school climate as very high in the dimension of staff. Regarding this area, all the variables in sex, age, length of service, and educational attainment rated the same as very high, with the group of Doctorate Degree/ Doctorate with units in educational attainment noted as the highest and the above 15 years group in the length of service noticeably as the lowest.

The male teachers can work thoroughly and think wisely while working alone than going out of their room to solicit ideas from other members of the organization. This means that a male is very resourceful and committed to working on every task assigned to him. Noteworthy, females can work maturely but usually, they can efficiently work after gathering information from others.

In the responses of teachers about school climate, a group of "20 -30 years old" often responded as frequently observed in items 21, 22, 23, 24, & 25, with item 25 as mostly high responses and low in items 23 & 24. The group of 31-65 years old determined their responses generally in items 21, 22, 23, 24, & 25 as frequently observed and very frequently observed in item 24, with the highest score in item 22 and lowest in items 23 & 24.

The length of service is considered as a variable, most of the responses of the group "15 years and below" were frequently observed in all of the items given in this area, with a category of high rating in item 25 and low rating in item 24 in terms with their ranking of responses. Whereas, the group above 15 years, mostly respond as frequently

observed in items 21, 22, 24, & 25 and very frequently observed in items 23 & 24, with the highest response in item 21 and lowest in item 25.

On the variability of educational attainment, the group Baccalaureate responds furthermost in items 21, 22, & 25 as frequently observed and very frequently observed in items 23 & 24, with the greatly highest in items 21 and 22, and prominently lowest in items 23 and 24. In the group of "Master's Degree/ MA with units", all of the items of school climate in this area were answered by them as frequently observed, with item 22 ranked as highest and lowest in item 24 among those responses. Moreover, a group of "Doctorate Degree/ Doctorate with units" were frequently observed in item 21 and very frequently observed in items 22, 23, 24, & 25, with the highest responses in item 22 and lowest in item 24.

The performances of public elementary and secondary schools are based on the given final records of the school in the following performance indicators: Average NAT Result, Drop-out Rate, Completion Rate, and Graduation Rate. The data of the entire schools of each five districts of Bago City, La Carlota City, Pontevedra, Pulupandan, Valladolid, and San Enrique were computed as an average percentage to reflect the specific status of the public school in each 4th Congressional District of Negros Occidental.

The Inferential Result of Significant Difference Between the School
The climate of Public Elementary and Secondary Schools

The Independent samples t-test was used to determine the significant difference between the school climate of public elementary and secondary schools in the 4th congressional district of Negros Occidental in the areas of safety, teaching and learning, interpersonal relationship, institutional environment, and staff. There was no significant difference between the school climate of public elementary and secondary school in the 4th congressional district of Negros Occidental in the areas of teaching and learning [t (609) =0.647, p=0.518], interpersonal relationship [t (609) =1.321, p=0.187], and institutional environment [t (609) =0.260, p=0.795]. There was a significant difference between the school climate of public elementary and secondary schools in the 4th congressional district of Negros Occidental in the areas of safety [t (609) =2.087, p=0.037], and staff [t (609) =1.971, p=0.049].

In the areas of Safety, Teaching and Learning, Interpersonal Relationships, Institutional Environment, and Staff. While the independent samples t-test was used to determine the significant difference between the school performance of the public elementary and secondary schools in the 4th congressional district of Negros Occidental in the areas of average NAT result, drop-out rate, completion rate, and graduation rate. There was no significant difference between the school performance of the public elementary and secondary school in the 4th congressional district of Negros Occidental in the areas of completion rate, [t (127) =1.676, p=0.096], and graduation rate [t (127) =1.969, p=0.187]. There was a significant difference between the school performance of the public elementary and secondary school in the 4th congressional district of Negros Occidental in the areas of average NAT result [t (127)=15.309, p=0.000], and drop-out rate [t (127)=4.273, p=0.000].

The Spearman's rank correlation statistics were used to explain the relationships of each area of school climate (safety, teaching and learning, interpersonal relationship, institutional environment, and staff) to each indicator of school performance (NAT Result, Drop-out Rate, Completion Rate, and Graduation Rate) in public elementary school. The relationship of all areas of the school climate towards all indicators of school performances was interpreted as not significant in all paired-off relationships, therefore the null hypothesis is accepted for instance.

The results revealed that among the relationships taken in the areas of school climate and indicators of school performances, only the relationship of teaching and learning versus drop-out rate was found as significantly correlated to one another; therefore, the null hypothesis was rejected and other relationships were accepted by Spearman's rank correlation statistics.

Conclusions

Based on the findings of the study, the persistent record of teachers' perceptions about school climate in the different dimensions of safety, teaching and learning, interpersonal relationships, institutional environment, and staff affects the performances of public elementary and secondary schools in terms of average NAT result, dropout rate, completion rate, and graduation rate. There is a hope that with the improvement of the school climate, the situation of the school can be changed for the better. As such, it is very crucial to improve these factors to improve student achievement which is a factor in school improvements in the 4th congressional districts of Negros Occidental.

In terms of the significant difference in the school climate between the public elementary and secondary schools, the dimensions of safety and staff have a greater impact on achieving a high perception of school climate in the said schools. For this reason, the administrators need to identify the needs of the individuals in that aspect to regain the motivation to achieve school goals. Therefore, the school capability program is developed to address the needs of the learners and teachers in that aspect to promote motivation and satisfaction within the teaching and learning process. The dimensions of the school climate that received the highest score must maintain their positive sustainability to maintain a productive and satisfying life.

The areas of average NAT result and dropout rate are the determining factors that affect the performance of both schools. The highlight of this result paved a greater influence on the academic performance of the schools. Hence, it is consequently emphasized as to what initiative the school may take into consideration to avoid hindering the healthy cognitive development of a child.

Regarding the significant relationship between school climate and performance, teaching and learning, and dropout rate, there is a greater correlation with the academic performance of the school. Therefore, greater emphasis should be placed on the needs of a child and must be given immediate consideration to provide them with a conducive place to learn.

Educators are best equipped to improve student learning and achievement when their reform choices and actions are informed by careful consideration of the different dimensions of school improvement. Inclusive planning and network structuring among educators offer the greatest likelihood that they will act on all dimensions consecutively

and positively improve their students' educational experiences, learning, and achievement.

Recommendations

Findings revealed that there is a significant relationship between school climate and school performance; thus, the researcher believes that the following recommendations are necessary and should be given attention:

Department of Education. It is recommended that the law-making authorities of the Department of Education must review and improve the discipline policies, practices, and clear standards of behavior that are known and supported by all members. These standards should include clear consequences for those who are stepping outside the boundaries of acceptability, and these consequences need to be consistently applied.

City Government Officials. It is recommended that city officials must provide enough budget for the proper maintenance of school buildings and other facilities, improvement of physical surroundings, and a hazard-free environment to promote a friendly and safe school.

School Leaders. It is recommended that school leaders must conduct professional development training for teachers to understand their role to play in building and maintaining a positive, healthy, and safe school climate.

School Guidance Counsellors. It is recommended that school guidance counselors must provide a quarterly assessment of students' behavior to determine areas of concern that affect students' attitudes toward school, and address students' strengths, learning styles, interests, and multiple intelligences to properly determine the appropriate educational placement of children and early detection of learning disabilities that may hamper their learning abilities if not given early intervention.

School Staff. It is recommended that a Capability Building Program must be included in the practices and initiatives of the school in addressing the safety needs of students and in allowing them to be a part of the program to let them feel a sense of belongingness to improve their self-esteem.

Parents. It is recommended that parent involvement in any school safety and climate plan must be encouraged to develop the parents' awareness of their children's education and influence their students' opinions, values, and interaction skills in acquiring appropriate behavior.

Students. It is recommended that students be empowered to be an agent of social change to address school safety and climate. Students must be trained to interact with their peers if there is any undesirable behavior that is happening within or outside the school premises.

Researchers. It is recommended that future researchers must dwell on studying other perspectives of school climate that can promote a higher level of excellence in school performances.

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