School Climate and Public Secondary School Performance In the Division of Iloilo City and Passi City

Iryn Baldona de los Santos
Northern Iloilo Polytechnic State College-Barotac Viejo Campus
Tupas St., Barotac Viejo Iloilo
Irynd10@gmail.com

Abstract. This descriptive-survey research paper aimed to determine the level of school climate and the public secondary school performance in the division of Iloilo City and Passi City. Utilized as respondents of the study were the 340 public secondary school teachers at Iloilo City and Passi City, chosen through simple random sampling. The result showed that the level of school climate was "high" regarding working conditions and leadership, homeschool relationship, instructional focus, physical environment, and safety. A significant difference existed in the level of school climate in the divisions regarding working conditions and leadership, homeschool relationship, instructional focus, physical environment, and safety. No significant difference in the level of school climate when grouped according to divisions regarding working conditions and leadership, homeschool relationship, instructional focus, physical environment, and safety. The administrators' performance was "very satisfactory," and the teachers' performance was "satisfactory." The school and the students' performance were "poor." No significant difference in the production of students, teachers, administrators, and the schools in the divisions of Iloilo City and Passi City.

1. Introduction

The school as an organization exists for the sole purpose of coordinating the material and human resources of its environment towards the achievement of some predetermined educational goals. For the school to carry out its functions, there is the need to effectively organize and coordinate its various units to enable it to harness the multiple resources towards achieving its optimal goal of educating the students. To be able to accomplish this task, the school administrator faces the challenges of determining the specific set of activities, which could be taken together, or separately to achieve school programs [1].
School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures [2]. A sustainable, favorable school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. School climate encompasses the structural, organizational, social and academic characteristics of a school. [3]. According to [4], school environments vary greatly. Whereas some schools feel friendly, inviting, and supportive, others feel exclusionary, unwelcoming, and even unsafe. The feelings and attitudes that are elicited by a school's environment are referred to as school climate. Although it is difficult to provide a concise definition for school climate, most researchers agree that it is a multidimensional construct that includes physical, social, and academic dimensions. The physical aspect consists of the appearance of the school building and its classrooms; school size and the ratio of students to teachers at the school; order and organization of classes in the school; availability of resources; and safety and comfort. The social dimension includes a. Quality of interpersonal relationships between and among students, teachers, and staff; equitable and fair treatment of students by teachers and staff; degree of competition and social comparison between students; and d. The degree to which students, teachers, and staff contribute to decision-making at the school. The academic dimension includes: quality of instruction; teacher expectations for student achievement; and monitoring student progress and promptly reporting results to students and parents. The principal, teachers, students, and parents have many opportunities available to improve the school climate. Some indicators of intervention are mentioned: implementation of the main character and mission of education as well as the promotion of fundamental moral values in the students; involvement and commitment of the school community (teachers, students and parents) in its work; prevention of violence and conflicts in school; Peer collaboration; prohibition of verbal and psychological abuse; principal and teachers treat students equitably, equally and with respect; a safe environment for staff and students is secured and; strengthening of students' personality through activities [5]

Student achievement is often an area of great concern to stakeholders in education because it is the hallmark of what the educational system is all about. A brief look at the scholarly literature quickly unveils the many factors that affect student academic achievement including personal, social, and contextual factors [6].

An effective classroom climate is one in which the students accept the teachers' authority to organize and manage the learning activities. A key consideration is an extent to which teacher can foster favorable perceptions towards learning among students, by establishing in students self-respect and self-esteem regarding themselves as learners. Thus, it is imperative to examine and investigate how the school climate influences the academic performance of pupils as well as the performance of the school in the Division of Iloilo City and Passi City.

2. Methodology
The descriptive survey research method was used in this study. This study was conducted in the 13 public secondary schools in the Division of Iloilo City and nine public secondary schools in the Division of Passi City. There were 340 secondary teachers from the Division of Iloilo City and Division of Passi City as respondents of the study of which the 180 secondary teachers and 13 administrators or 53% came from the Division of Iloilo City and 160 secondary teachers and 9 administrators or 47% came from the Division of Passi City chosen through simple random sampling. The researcher utilized the full versions of the South Carolina 2006 teacher school climate surveys. The gathered data were summarized, tallied and interpreted using the Statistical Package for Social Sciences (SPSS).
3. Results and Discussion

The difference in the Level of School Climate

A significant difference was found out in the level of school climate regarding working conditions and leadership, homeschool relationship, instructional focus, physical environment and safety (F=7.026, p=0.002).

It is worth to note that safety is considered to be the top priority of schools in Iloilo City and Passi City divisions. Security as school climate obtained a significantly higher mean result than working conditions and leadership, homeschool relationship, instructional focus, and physical environment.

The f-test Result on the difference of the Level of School Climate

| Category                        | Weighted Mean | F     | p      | Decision |
|---------------------------------|---------------|-------|--------|----------|
| Working Conditions and Leadership| 3.34          | 7.026 | 0.002  | Reject H0 |
| Home School Relationship        | 3.18          |       |        |          |
| Instructional Focus             | 3.27          |       |        |          |
| Physical Environment            | 3.22          |       |        |          |
| Safety                          | 3.41          |       |        |          |

Problems encountered by Teachers and Administrators in Maintaining School Climate

The problems encountered by administrators and teachers in the Division of Iloilo City and Division of Passi City in maintaining school climate include:

**Administrators**

1. Truancy and absenteeism of students.
2. Fluctuating enrolment.
3. Lack of parent involvement.
4. The prevailing attitude of teachers/staff in performing their task.
5. Non-submission of DTRs on specified time.
6. Indifferences of opinions and views when decisions are solicited from teachers.
7. Difficulty in enforcing school rules and regulations.

**Teachers**

1. Miscommunication in the workplace.
2. Gossiping.
3. Professional jealousies/rivalries.
4. Overlapping of assignments and responsibilities.
5. Conflicting ideas and opinions.
6. Training opportunities are limited.
7. Habitual tardiness and absenteeism of students.
8. Uncooperative when given task.
4. Intervention Program

The intervention program is a training package for administrators and teachers to enhance their skills as school managers and leaders. The training program would hone the leadership, supervisory and managerial skills of administrators and develop teaching skills among teachers.

5. Conclusions and Recommendations

5.1 Conclusions

1. The level of school climate is high regarding working conditions and leadership, homeschool relationship, instructional focus, physical environment, and safety.

2. A significant difference was found out in the level of school climate regarding working conditions and leadership, homeschool relationship, instructional focus, physical environment, and safety.

3. There is no significant difference in the level of school climate when grouped according to divisions regarding working conditions and leadership, homeschool relationship, instructional focus, physical environment, and safety.

4. The administrators’ performance as indicated by their PASSA result was very satisfactory, and the teachers’ performance as reflected in their PAST result was satisfactory. The school and the students' performance was found out to be “poor.”

5. The schools in the Iloilo City and Passi City divisions do not significantly differ regarding school performance, administrators' performance, teachers' performance, and students' performance.

6. There is no significant relationship between the students' performance and the level of school climate regarding working conditions and leadership, homeschool relationship, instructional focus, physical environment, and safety.

7. There is no significant relationship between the teachers' performance and the level of school climate regarding working conditions and leadership, homeschool relationship, instructional focus, physical environment, and safety.

8. The relationship between the administrators’ performance and the level of school climate regarding working conditions and leadership, homeschool relationship, instructional focus, physical environment, and safety was not found to be significant.

9. The school performance and the level of school climate regarding working conditions and leadership, homeschool relationship, instructional focus, physical environment, and safety were not found to be significantly correlated.

10. The problems encountered by administrators are the absenteeism of students, lack of parental involvement, and mediocre work of teachers, professional rivalries, miscommunication, and overlapping assignments.

11. The intervention program was designed to address the problems of maintaining a school climate. Thus, a training program for administrators and teachers was conceptualized to improve the leadership
and managerial skills of administrators and to provide a variety of teaching strategies to enhance instruction among teachers.

5.2 Recommendations

1. The teachers and school administrators should coordinate with the school community to provide the students with a favorable school climate.

2. The school should work closely with parents to enhance the homescool relationship and so that the parents will actively participate in school activities to provide the students with a favorable school climate.

3. The school administrators of Iloilo City and Passi City Divisions should share their best practices in the implementation of a favorable school climate.

4. The school should encourage teachers to conduct remediation classes especially for slow learners and apply the constructivist method in teaching to enhance students and school achievement.

5. The schools in the Division of Passi City and Iloilo City should encourage administrators, teachers, and students to improve their performance to bring about reform in education.

6. The students' academic performance to be improved they need to be provided with a favorable school climate. Thus schools are encouraged to enhance their implementation of a favorable school climate.

7. The teachers must be provided with a favorable school climate to enhance their performance.

8. The school principals should provide actions to provide a school climate that promotes a strong vision for the organization reflecting a positive leadership influence.

9. All education stakeholders are to lead together effectively. These collaborations can create schools that effectively engage and meet the needs of all students. If we do not empower one another to become leaders, we are missing out on an excellent opportunity to improve our schools, our students, and our community.

10. The superintendents and supervisors should look into the common problems encountered by administrators and teachers in maintaining school climate. The best assets of the school are the committed administrators and teachers. If they are adequately prepared and acquainted of their responsibilities and roles in school, the end beneficiaries are the learners. Giving of appropriate training that would increase their commitment and improve their decision-making skills could contribute a lot in making them productive workers.

11. The administrators and teachers should be trained in the area which they need more training to enhance their potential and commitment towards work. If the administrators and teachers deliver their job effectively and efficiently according to the mandate they are a task to do, the performance of learners and the school as a whole would increase gradually.
6. References

[1] Dorathi M. (2011). Organizational climate and service orientation in select schools. IUP J. Org. Beh. 10(2): 40–54.

[2] National School Climate Council (2007). The school climate challenge. Narrowing the gap between school climate research and climate policy, practice, guideline and teacher education policy.

[3] Ruiz, Y. (2009). Predictors of academic achievement for Latino middle schoolers. Journal of Human Behavior in the Social Environment, 19, 419-433. doi: 10.1080/10911350902869409.

[4] Loukas, A. (2007). Leadership Compass, Vol.5, Retrieved from https://www.naesp.org/resources/2/Leadership Compass/2007/LC2007v5n1a4.pdf.

[5] Harris, S. & Lowery, S. Eds. (2002). A school for every child: school choice in America today. Retrieved from http://www.learning-theories.com/social-learning-theory-Bandura.html.retrieved April 15, 2016.

[6] Falsario, H.N., et al. (2014). Classroom climate and academic performance of education students Retrieved from http://www.dlsu.edu.ph/conferences/dlsu_research_congress/2014/_pdf/proceedings/LLI-I-003-FT.pdf.