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School Organizational Climate of Public Elementary Schools In Bulan District

Mark Louie E. Godoy[1] and Alfonso L. Garcia Jr.[2]

[1]Sorsogon State University Graduate School, Sorsogon City and DepEd Bulan III District, Sorsogon
[2]*Sorsogon State University, Sorsogon City*

ABSTRACT: This study aims to determine the school organizational climate of public elementary schools in Bulan District, SY. 2022-2023. The perceptions of parents, teachers and school heads and the level of openness on school organizational climate in terms of Collegial Leadership, the school head-teacher relationship; Professional Teacher Behavior, the relationship of teacher-teacher interactions; Achievement Press, the relationship between the school and pupils; and Institutional Vulnerability, the school and community relations, were identified. Furthermore, the study sought to identify if there is a significant difference among the respondents' perceptions. More so, the study determined the experiences of the respondents on the school organizational climate along the identified variables. The study used the mixed method of qualitative and quantitative research design. Survey and unstructured interview were utilized in gathering the necessary data. 15 parents, 15 teachers and 15 school heads were involved in this study from 15 schools in Bulan III District. The researcher adopted Hoy's OCI (Organizational Climate Index) questionnaire as the main instrument in gathering the quantitative data. Weighted mean, standards scores and F-test or one way ANOVA were used as statistical tools to analyze the data. Thematic analysis was utilized to analyze the qualitative data. The study revealed a positive school organizational climate where indicators of Collegial Leadership, Professional Teacher Behavior, and Achievement Press occur "Very Frequently", and indicators of Institutional Vulnerability occur "Sometimes". The computed overall level of openness of Bulan III District was 655.13 with the verbal interpretation of "Very High". Moreover, results showed a significant difference on the perceptions of parents, teachers, and school heads in terms of Collegial Leadership. PROJECT SOURCE (School Organizations Unlocking Relations and Climate Enhancement) was proposed to be implemented for the improvement of the school organizational climate of the respondent-schools.

KEYWORDS :Achievement Press, Collegial Leadership, Institutional Vulnerability, openness, perceptions, Philippines, Professional Teacher Behavior, relationship, School Organizational Climate, Sorsogon

I.   INTRODUCTION

Education has a major role in society; children learn societal and cultural norms, values, and are taught how to be active and productive members of a society. According to Kirk and Gallagher (1983), education reflects society, demonstrating its culture's core beliefs, as well as its strengths, faults, hopes, and biases. Thus, there is no doubt that education contributes to the growth of individuals and nations. The success of educational institutions highly depends upon the vital elements of school organizations.

Many factors contribute to the effective performance of school organizations. One significant factor affecting school performance in catering quality education services is organizational climate. Positive organizational climate is one key element in the question of quality education. A school is perceived to be successful by its teachers and students when the school head is focused on creating a climate conducive to success (MacNeil, Prater, & Busch, 2009). Furthermore, organizational climate is the element of a professional environment that has a strong influence on the action and performance of the employees working in the workplace. It reflects the perceptions that an employee has about his work environment. (Bhasin, 2020)

Litwin and Stringer defined climate as "a set of measurable properties of the work environment, based on the collective perceptions of the people who live and work in the environment and demonstrated to influence their behavior." According to Hoy et al, (2002) organizational climate is the estimation of an individual's relationship with bosses and workers in the workplace.

In the context of school organization, climate is a set of internal characteristics that distinguish one school from another and influence the behavior of members (Hoy, 2010). Specifically, school climate is the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools. The climate of a school organization may roughly be conceived as the "personality" of the organization. It is the internal characteristics of a school that recognizes one school from another school. It is a broad term that refers to teachers' perceptions of their general work environment; it is influenced by the formal organization, informal organization, personalities of participants, and the leadership of the school. (Hoy et al., 2002).

An essential dimension of school climate that school leaders must embrace is the power of the relationships between and among the adults and students in the school building all of which influence the character of a school and enhance the overall quality of school life. To create a positive school climate, it is necessary to define exactly what one looks like. Studies have confirmed the impact of the school climate on the success of educational institutions. Project UNIFY (2009) defines school climate as the quality and character of school life that promotes inclusion, acceptance, respect, and human dignity for all students. This type of school climate requires the engagement of all education stakeholders, not just students and not teachers alone, but from all administrators, school staff, parents, and community partners. Thus, every stakeholder is given the opportunity and expected to contribute to creating and sustaining an effective and positive school climate. This proves that every part of the school organization plays a very important role to provide a positive school climate that will deliver quality education for all. According to the National School Climate Council (2009) of United States, an effective quality school climate includes: norms, values, and expectations that support people feeling socially, emotionally and physically safe; members of the school community who are engaged and respected; students, families and educators that work together to develop, and contribute to a shared school vision; and educators who model and nurture an attitude that emphasizes the benefits and satisfaction that can be gained from learning.

As an educator, the researcher supports the above-mentioned program in providing a positive school environment that routinely provides experiences and opportunities for students, teachers, school administrators and parents to practice respect, dignity, and advocacy for all students, including those with intellectual disabilities. A positive school environment is a prerequisite in the quest for success in education. DepEd Order No. 35, s. 2004 entitled "Revision of the Grievance Machinery of the Department of Education" provides the basic policies on the department's grievance machinery as a workable system of determining the best way to remedy specific cause or causes of grievance. In Bulan III District, schools experienced problems and conflicts with regards to the school organizational climate that involves the relationship among teachers, school administrators, pupils, parents, and other stakeholders. Thus, pursuant to DepEd Order No. 35, s. 2004, the Bulan III District Grievance Committee was established. The committee takes in-charge of grievances in the district. This is created to promote wholesome and desirable relations to prevent employee discontent and dissatisfaction. As a member of the District Grievance Team and the President of District Teachers' Association, the researcher recorded several complaints from teachers and school administrators. Complaints on poor personal interrelationships and linkages of superiors and teachers were settled. Moreover, non-implementation of policies and practices and its procedures on financial issues were also recorded. These issues and complaints raised by teachers and administrators in the Bulan III District office have a significant impact on the school climate and thus affects the level of effectiveness of schools in catering quality education for all.

These issues and concerns recorded with regards to school organizations immensely motivated the researcher to study the status of organizational climate of schools in Bulan III District.

II. METHODOLOGY

Research Design

This study determined the school organizational climate of public elementary schools in Bulan District, SY. 2022-2023. It sought to identify the perceptions of teachers, school heads and parents on the school organizational climate and the level of openness along Collegial Leadership, Professional Teacher Behavior, Achievement Press, and Institutional Vulnerability. Moreover, this study sought to find out the significant difference on the perceptions of the groups of respondents and their experiences along the identified variables. This study employed the descriptive survey method of research. It involved the collection and presentation of data as well as summarizing value that describes the group's characteristics.

The respondents of this study were 15 teachers, 15 school heads and 15 SPTA presidents of Bulan III District, Bulan, Sorsogon, Schools Division of Sorsogon. This study adopted Hoy's Organizational Climate Index to capture the perceptions of the respondents on the school organizational climate and the level of openness along Collegial Leadership, Professional Teacher Behavior, Achievement Press, and Institutional Vulnerability. The survey questionnaires were accomplished by the school heads, teachers and SPTA presidents of Bulan III District. Unstructured interview was also used to gather the experiences of the respondents along the identified variables. The statistical tools used were weighted mean, standard scores, and one-way ANOVA.

The Respondents

The primary sources of data in this study were the respondents composed of 15 school heads, 15 teachers and 15 SPTA presidents from 15 schools of Bulan III District. The researcher utilized all the school heads and SPTA presidents of Bulan III District. In identifying the 15 teacher-respondents, the researcher employed random sampling technique. 33.33% of the respondents were school heads, 33.33% were teacher-respondents and 33.33% were SPTA presidents of Bulan III District.

The Instrument

The primary instrument used in this study was a combination of a research-made questionnaire and an adopted measure of school organizational climate formulated by Wayne Hoy. The instrument has two parts. The first part was the survey-questionnaire made by the researcher to determine the profile of school heads, teachers and SPTA presidents in terms of age, sex, educational attainment, position, and years in the service. For school heads, years in the service as school administrator and number of teachers under management were added.

The second part was Organizational Climate Index (OCI) questionnaire, a measure of school organizational climate developed by Hoy, Smith and Sweetland (2002). This descriptive measure was adopted by the researcher to determine the perceptions of the respondents on school climate and the level of openness in terms of Collegial Leadership, Professional Teacher Behavior, and Institutional Vulnerability. The OCI is a valid instrument to examine school climate, consisting of 30 items.   Responses to the items on the questionnaire are on a 4 point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD).

The following items on the questionnaire are the indicators for each subset of school climate:
Collegial Leadership (CL) = 1,3,5,10,13,20,27
Professional Teacher Behavior (PTB) = 8,18,21,23, 25,28,29
Achievement Press (AP) = 7,11,15,16,17,19,22,24
Institutional Vulnerability (IV) = 2,6,9,12,26

Items 4, 14, 30 are filler items and are not scored.

Data Collection Procedures

The letter of intent was sent to the Superintendent of Schools Division of Sorsogon (SDS) for approval to conduct the study. After the approval of the SDS, the researcher asked the consent of the Public Schools District Supervisor (PSDS) for the conduct of the study across Bulan III District. Letter of requests were also sent to the school heads of the district. The actual study was conducted in the schools of the district. The questionnaires were distributed to the identified respondents during the district staff meeting on October 10, 2022. The retrieval was done on October 17, 2022, with 100% retrieval rate. The data gathered from the respondents were collated, tallied, and analyzed for statistical interpretation. Treated data were presented in tables for analysis and interpretation.

The respondents accomplished the survey questionnaires to gather their perceptions on the school organizational climate and the level of openness along Collegial Leadership, Professional Teacher Behavior, Achievement Press, and Institutional Vulnerability. Furthermore, an unstructured interview was conducted to get the necessary data in determining their experiences on the school organizational climate in terms of the identified variables.

Data Analysis Procedures

The data collected from the respondents were analyzed using appropriate statistical tools.The perceptions of school organizational climate by the respondents and the level of openness were analyzed using the Organizational Climate Index which includes four subsets of organizational climate. Each of these was measured by a subtest of the OCI. The reliability scores for the scales are relatively high: Collegial Principal Behavior (.94), Professional Teacher Behavior (.88), Achievement Press (.92), and Institutional Vulnerability (.87). A factor analysis of the instrument supports the construct validity of the concept of school climate (Hoy, Smith, & Sweetland, 2002)

The questionnaire includes 30 indicators to be answered using the following scale and interpretation:

1	*Rarely Occurs*
2	*Occurs Sometimes*
3	*Often Occurs*
4	*Very Frequently Occurs*

Weighted mean was used to describe the perceptions of the respondents on the identified variables. The following was the scale and interpretation used:

  1.00-1.49 – Rarely Occurs
  1.50-2.49 – Occurs Sometimes
  2.50–3.49 – Often Occurs
  3.50-4.00 – Very Frequently Occurs

To determine the openness of school organizational climate in each subset, the level of openness was identified as compared to the normative data of schools in Ohio, New Jersey.   School subtest scores were converted to standardized scores with a mean of 500 and a standard deviation of 100, which is called SdS score. The score was standardized against the normative data provided in a typical sample of schools from Ohio (Hoy et al., 2003).

The formula used was as follows:

  Standard Score for Collegial Leadership (SCL) = 100(CL-20.75)/2.658 +500

Firstly, the difference between your school score (CL) and the mean for the normative sample (CL-20.75) was computed. Then, the difference was multiplied by one hundred [100(CL-20.75)]. Next, the product was divided by the standard deviation of the normative sample (2.658), then added 500 to the result. The computed value was the Standard Score for Collegial Leadership where the average is 500 and the standard deviation is 100.

The process was repeated for each climate dimension as follows:

  Standard Score for Prof. Teacher Behavior (SPTB) =100(PTB-21.280)/1.520+500
  Standard Score for Achievement Press (SAP) = 100(AP-20.80)/2.352+500
  Standard Score for Institutional Vulnerability (SIV) = 100(IV-12.417)/1.687 +500

The openness for each subset was interpreted using the description below:

Above 600	*VERY HIGH*
551-600	*HIGH*
525-550	*ABOVE AVERAGE*
511-524	*SLIGHTLY ABOVE AVERAGE*
490-510	*AVERAGE*
476-489	*SLIGHTLY BELOW AVERAGE*
450-475	*BELOW AVERAGE*
400-449	*LOW*
Below 400	*VERY LOW*

The overall openness of school climate was computed using the following formula:
$$Openness: (SdS\ for\ CL) + (SdS\ for\ PTB) + (SdS\ for\ AP) +) 1000 – SdS\ for\ IV) / 4$$

The overall openness was interpreted the same way as the subtest scores.

In determining if there is a significant difference among the perceptions on level of openness of the school organizational climate, F-test or one-way ANOVA was used. More so, in identifying the experiences of the respondents on the school organizational climate, the researcher utilized thematic analysis.

III. RESULTS AND DISCUSSIONS

1. Perceptions of the Respondents on School Organizational Climate

This section presents the perceptions on the school organizational climate along the identified variables as perceived by the three groups of respondents. Data are presented in tables.

Table 1: Collegial Leadership

Indicators	Parents		Teachers		School Head	
	WM	Desc	WM	Desc	WM	Desc
1. The school head explores all sides of topics and admits that other opinions exist.	3.60	VF	3.47	O	3.73	VF
2. The school head treats all faculty members as his or her equal.	2.93	O	3.53	VF	3.60	VF
3. The school head is friendly and approachable.	3.73	VF	3.93	VF	3.93	VF
4. The school head lets faculty know what is expected of them.	3.53	VF	3.60	VF	3.93	VF
5. The school head maintains definite standards of performance.	3.67	VF	3.60	VF	3.80	VF
6. The school head puts suggestions made by the faculty into operation.	3.40	O	3.73	VF	3.67	VF
7. The school head is willing to make changes.	3.47	O	3.80	VF	3.93	VF
OVERALL WEIGHTED MEAN	**3.48**	**O**	**3.67**	**VF**	**3.80**	VF

Legend: VF – very frequently occurs   O – often occurs

Table 1 shows the perceptions of parents, teachers, and school heads on the school organizational climate along Collegial Leadership. As responded by parents, out of 7 indicators, 4 fell under "Very Frequently Occurs" and 3 indicators were interpreted as "Often Occurs". As perceived by teachers, 6 indicators were interpreted as "Very Frequently Occurs" while 1 indicator fell under "Often Occurs". As to the school heads' response, all 7 indicators were interpreted as "Very Frequently Occurs".

The weighted mean of school organizational climate along Collegial Leadership as perceived by parents was 3.48 with the verbal interpretation of "Often Occurs", by teachers was 3.67 with the verbal interpretation of "Very Frequently Occurs", by school heads was 3.80 with the verbal interpretation of "Very Frequently Occurs".

Result shows that school heads in the respondent-schools treats his colleagues with utmost respect and consideration. This implies that school heads in Bulan III District encourage an organizational structure that promotes good working relationship among the school staff. This also indicates a positive relationship between parents and teachers. This finding conforms with the statement made by Othman and Kasuma (2017) in their study on the "Relationship of school climate dimensions and teachers' commitment" that "the most important factor that makes a teacher trust a principal is the principal being kind to the teacher."

Table 2: Professional Teacher Behavior

Indicators	Parents		Teachers		School Head	
	WM	Desc	WM	Desc	WM	Desc
1. Teachers help and support each other.	3.47	O	3.67	VF	3.87	VF
2. Teachers accomplish their jobs with enthusiasm.	3.73	VF	3.87	VF	3.67	VF
3. Teachers respect the professional competence of their colleagues.	3.73	VF	3.80	VF	3.80	VF
4. The interactions between faculty members are cooperative.	3.40	O	3.67	VF	3.80	VF
5. Teachers in this school exercise professional judgment.	3.60	VF	3.67	VF	3.53	VF
6. Teachers "go the extra mile" with their students.	3.93	VF	3.67	VF	3.73	VF
7. Teachers provide strong social support for colleagues.	3.67	VF	3.60	VF	3.87	VF
OVERALL WEIGHTED MEAN	**3.65**	**VF**	**3.70**	**VF**	**3.75**	VF

Legend: VF – very frequently occurs O – often occurs

Table 2 reveals the perceptions on the school organizational climate of Bulan III District along Professional Teacher Behavior as perceived by parents, teachers, and school heads. Result shows that, as responded by parents, out of 7 indicators, 5 were under the verbal interpretation of "Very Frequently occurs" and 2 indicators were perceived as "Often Occurs". As responded by teachers and school heads, all 7 indicators were interpreted as "Very Frequently Occurs".

The weighted mean of Professional Teacher Behavior as responded by parents was 3.65 with the verbal interpretation of "Very Frequently Occurs", by teachers was 3.70 with the verbal interpretation of "Very Frequently Occurs", by school heads was 3.75 with the verbal interpretation of "Very Frequently Occurs".

Result shows that teachers in respondent-schools portrays acceptable attitude towards their co-teachers and are in a harmonious relationship with their colleagues as they support each other, work with enthusiasm, and cooperative in terms of their interaction. This implies that teachers are more committed to their job and students. Also, a positive teacher-teacher relationship indicates a positive working environment and thus create a positive impact to pupils' academic performance. This finding is supported by the studies made by Hoy and Woolfolk, (as cited in Othman and Kasuma 2017) that emphasized that there is a strong connection between professional teacher behavior and teacher commitment.

Table 3 : Achievement Press

Indicators	Parents		Teachers		School Head	
	WM	Desc	WM	Desc	WM	Desc
1. The school sets high standards for academic performance.	3.73	VF	3.47	O	3.87	VF
2. Students respect others who get good grades.	3.20	O	3.47	O	3.60	VF
3. Students seek extra work so they can get good grades.	2.93	O	2.73	O	2.40	S
4. Parents exert pressure to maintain high standards.	3.00	O	2.60	O	2.33	S

5.	Students try hard to improve on previous work.	3.27	O	3.40	VF	2.93	O
6.	Academic achievement is recognized and acknowledged by the school.	3.87	VF	3.93	VF	3.93	VF
7.	Parents press for school improvement.	3.13	O	3.00	O	2.40	S
8.	Students in this school can achieve the goals that have been set for them.	3.40	O	3.27	VF	3.33	O
	OVERALL WEIGHTED MEAN	**3.32**	**O**	**3.23**	**O**	**3.10**	O

Legend: VF – very frequently occurs   O – often occurs   S- sometimes occurs

Table 3 reveals the perceptions of parents, teachers, and school heads on the school organizational climate along Achievement Press. As perceived by parent-respondents, 2 out of 8 indicators fell under the verbal interpretation of "Very Frequently Occurs" while 6 indicators were under "Often Occurs". As to the perceptions of teachers, 5 out of 8 indicators were under "Often Occurs" while the 3 indicators fell under "Very Frequently Occurs". As responded by the school heads, 3 out of 8 indicators fell under the verbal interpretation of "Very Frequently Occurs", 3 indicators were interpreted as "Sometimes Occurs" and 2 indicators were under "Often Occurs".

The weighted mean of Achievement Press by the parents was 3.32 with the verbal interpretation of "Often Occurs", by teachers was 3.23 with the verbal interpretation of "Often Occurs", by school heads was 3.10 with the verbal interpretation of "Often Occurs".

The result of collective perception of the three group of respondents revealed that the indicator "Academic achievement is recognized and acknowledged by the school" occurs "Very Frequently". This implies that academic achievement is strongly acknowledged by parents, teachers, and school heads. This may positively impact the performance of pupils in learning and other school activities. In school where achievement press is high, academic emphasis is also high. According to (Luz, 2015), academic emphasis is promoted when personal connection exits between the school staff, particularly teachers, and the pupils. Personal connection with students can also raise their intrinsic motivation to learn. When pupils feel interested in their work for the sake of mastering it, they develop a love of learning that will benefit them for their entire lives. Also, they're more likely to have positive attitudes towards their teachers, classes, and lessons.

Table 4 : Institutional Vulnerability

Indicators		Parents		Teachers		School Head	
		WM	**Desc**	**WM**	**Desc**	**WM**	**Desc**
1.	A few vocal parents can change school policy.	1.47	RO	2.00	S	1.67	S
2.	Select citizens groups are influential with the board.	2.00	S	2.80	O	2.20	S
3.	The school head responds to pressure from parents.	2.87	O	3.60	VF	2.80	O
4.	Teachers feel pressure from the community.	2.40	S	1.67	RO	1.67	RO
5.	The school is vulnerable to outside pressures.	2.33	S	2.60	O	2.20	S
	OVERALL WEIGHTED MEAN	**2.21**	**S**	**2.53**	**O**	**2.11**	S

Legend: O – often occurs S- sometimes occurs   RO- rarely occurs   VF- very frequently occurs

Table 4shows the perceptions of parents, teachers, and school heads on the school organizational climate along Institutional Vulnerability. The weighted mean of Institutional Vulnerability as responded by parents was 2.21 with the verbal interpretation of "Occurs Sometimes", by teachers was 2.53 with the verbal interpretation of "Often Occurs", by school heads was 2.11 with the verbal interpretation of "Occurs Sometimes".

The result shows that the school heads of respondent-schools respond to pressure from parents and the community "sometimes". This implies that school heads are sometimes unprotected from the pressures that come from the community and are sometimes susceptible to a few vocal parents. A school with high level of vulnerability does not characterize a positive climate and thus affects school administrators, teachers, and pupils as well. In schools where vulnerability occurs, parental involvement that promotes harmonious relationship may be encouraged. Parental involvement promotes a positive school and community relations. This is because according to a study by Wilder (2013), the relationship between parental involvement and academic achievement was positive, regardless of a definition of parental involvement or measure of achievement.

2. Level of Openness of School Organizational Climate

Table 5: Collegial Leadership

Schools	Parents		Teachers		School Head	
	SdS	**Desc**	**SdS**	**Desc**	**SdS**	**Desc**
1. School A	622.27	VH	659.89	VH	584.65	H
2. School B	509.41	A	547.03	AA	697.52	VH
3. School C	396.54	L	584.65	H	659.89	VH
4. School D	509.41	A	547.03	AA	772.76	VH
5. School E	659.89	VH	735.14	VH	772.76	VH
6. School F	772.76	VH	735.14	VH	772.76	VH
7. School G	735.14	VH	772.76	VH	697.52	VH
8. School H	659.89	VH	697.52	VH	772.76	VH
9. School I	659.81	VH	697.52	VH	772.76	VH
10. School K	659.81	VH	772.76	VH	659.89	VH
11. School L	772.76	VH	772.76	VH	772.76	VH
12. School M	659.89	VH	547.03	AA	772.76	VH
13. School N	772.76	VH	697.52	VH	772.76	VH
14. School O	471.78	BA	735.14	VH	659.89	VH
15. School P	659.89	VH	772.76	VH	659.89	VH
STANDARDIZED SCORES	**634.81**	**VH**	**684.98**	**VH**	**720.09**	**VH**

Legend: A- Average   VH- Very High L- Low   AA- Above Average

The standard scores of Collegial Leadership as responded by the parents, teachers, and school heads of Bulan III District were 634.81, 684.98 and 720.09 respectively with verbal interpretation of "Very High". Result shows that the level of openness between the school heads and teachers is "Very High". This implies that there is an authentic and open relationship between school heads and teachers in Bulan III District. A positive school head-teacher relationship indicates a learning environment that is conducive to teaching and learning process.

A positive perception on the collegial leadership is very significant because school administrative leadership has been characterized as the most salient dimension of shaping working conditions. This draws attention to the impact of leadership on school working conditions (Simon & Johnson, 2015). A convincing body of research has found that teachers' perceptions of principal leadership impact teacher decisions to stay or leave (Ingersoll, 2015; Podolsky et al., 2016). Moreover, principal leadership may have an even greater impact on turnover in schools serving historically marginalized youth (Grissom, 2011).

Table 6: Professional Teacher Behavior

Schools	Parents		Teachers		School Head	
	SdS	**Desc**	**SdS**	**Desc**	**SdS**	**Desc**
1. School A	547.37	AA	876.32	VH	350.00	L
2. School B	744.74	VH	415.79	L	810.53	VH
3. School C	744.74	VH	810.53	VH	810.53	VH

4.	School D	744.74	VH	481.58	SBA	942.11	VH
5.	School E	876.32	VH	942.11	VH	810.53	VH
6.	School F	942.11	VH	942.11	VH	942.11	VH
7.	School G	876.32	VH	942.11	VH	942.11	VH
8.	School H	876.32	VH	942.11	VH	942.11	VH
9.	School I	876.32	VH	942.11	VH	942.11	VH
10.	School K	547.37	AA	810.53	VH	678.95	VH
11.	School L	810.53	VH	942.11	VH	942.11	VH
12.	School M	876.32	VH	415.79	L	942.11	VH
13.	School N	942.11	VH	876.32	VH	942.11	VH
14.	School O	678.95	VH	942.11	VH	744.74	VH
15.	School P	547.37	AA	810.53	VH	678.95	VH
	STANDARDIZED SCORES	**779.82**	**VH**	**806.14**	**VH**	**828.07**	**VH**

Legend: AA- Above Average VH- Very High L- Low SBA – Slightly Below Average

The standard scores for Professional Teacher behavior as responded by the parents, teachers and school heads were 779.82, 806.14 and 828.07 respectively.   This indicates that the relationship among the teachers of Bulan III District has a very high level of openness.

The result of the level of openness on Professional Teacher Behavior of this study provides us a positive view of the relationship among teachers in the school. This implies that respondents viewed Professional Teacher Behavior positively. Teachers' "Very High" assumptions of teacher-teacher openness suggests a positive impact. This is significant because teachers' perceptions of school climate influence their ability to implement school-based character and development programs (Guo, 2012), thus creating a working environment that is relatable to colleagues and motivates pupils' participation in learning and school activities. There remain different reasons to assume that staff school perception on their working relationship could play an important role. Rather than mediate, teaching personnel's perception might moderate the influence of their climate perception on student achievement. That is, the level of staff's psychological membership to the school might adjust the impact of school climate on students' achievement.

Table 7: Achievement Press

Schools		Parents		Teachers		School Head	
		SdS	**Desc**	**SdS**	**Desc**	**SdS**	**Desc**
1.	School A	547.39	AA	626.38	VH	507.90	A
2.	School B	705.37	VH	586.89	H	863.35	VH
3.	School C	705.37	VH	547.39	AA	547.39	AA
4.	School D	705.37	VH	468.40	BA	942.34	VH
5.	School E	744.87	VH	902.84	VH	586.89	H
6.	School F	823.85	VH	863.35	VH	705.37	VH
7.	School G	823.85	VH	902.84	VH	586.89	H
8.	School H	665.88	VH	547.39	AA	626.38	VH
9.	School I	665.88	VH	547.39	AA	626.38	VH
10.	School K	626.38	VH	902.84	VH	705.37	VH
11.	School L	863.35	VH	942.34	VH	705.37	VH
12.	School M	942.34	VH	310.43	VL	744.87	VH
13.	School N	942.34	VH	863.35	VH	547.39	AA
14.	School O	507.90	A	586.89	H	468.40	SBA
15.	School P	626.38	VH	902.84	VH	705.37	VH
	STANDARDIZED SCORES	**726.43**	**VH**	**700.11**	**VH**	**657.98**	**VH**

Legend: AA- Above Average   H- High   VH- Very High A- Average   VL- Very Low
SBA – Slightly Below Average

The computed standard scores for Achievement Press of the parents', teachers' and school heads' responses were 726.43, 700.11, and 657.98 respectively. All of them fell under the verbal interpretation of "Very High". Result shows that schools in Bulan III District set high, but achievable, goals of academic standards. This implies that pupils persist, strive to accomplish, and are respected by both pupils, teachers, and school head for their academic achievement. Furthermore, this indicates that there is a greater chance for pupils to exert earnest effort in developing their full potentials academically and in extra-curricular activities. More so, this coincides with the result of general openness of school climate as reported in the overall standardized score which shows a very high level of openness.

Dimensions of school climate, such as press for achievement, have been found to exert a powerful impact on academic achievement. Academic emphasis, and strong teacher-student relationships have been found to be particularly influential. Furthermore, student-teacher relationships effectively work as a protective factor for school adjustment including academic achievement as well as conduct and behavioral problems, especially for adolescents transiting from middle school to high school (Longobardi et al., 2016).

Table 8 : Institutional Vulnerability

Schools	Parents		Teachers		School Head	
	SdS	Desc	SdS	Desc	SdS	Desc
1. School A	60.34	VL	593.84	H	60.34	VL
2. School B	356.73	VL	475.28	SBA	534.56	AA
3. School C	356.73	VL	416.00	L	297.45	VL
4. School D	356.73	VL	416.00	L	890.22	VH
5. School E	60.34	VL	771.67	VH	356.73	VL
6. School F	356.73	VL	416.00	L	238.17	VL
7. School G	534.56	AA	534.56	AA	297.45	VL
8. School H	534.56	AA	475.28	BA	356.73	VL
9. School I	534.56	AA	475.28	BA	356.73	VL
10. School K	593.84	H	475.28	BA	356.73	VL
11. School L	890.22	H	712.39	VH	593.84	H
12. School M	653.11	VH	356.73	VL	712.39	VH
13. School N	178.90	VL	712.39	VH	60.34	VL
14. School O	238.17	VL	416.00	L	356.73	VL
15. School P	593.84	H	475.28	BA	356.73	VL
STANDARDIZED SCORES	**419.96**	**L**	**514.79**	**SAB**	**388.34**	**VL**

Legend: VL – Very Low   L- Low   SBA- Slightly below average   AA- Above Average
*   H-High   VH- Very High*

The computed standard scores from the response of parents was 419.96 with the verbal interpretation of "Low", 514.79 as perceived by teacher verbally interpreted as "Slightly above Average" and 388.34 as responded by school heads with verbal interpretation of "Very Low Level" of openness.

Result shows that respondent-schools have a low level of institutional vulnerability. This indicates that the school is not susceptible to a few vocal parents and citizen groups. Low vulnerability suggests that both teachers and principals are protected from outside pressures. An organizational climate with low institutional vulnerability implies that there exists a very open and harmonious relationship with the parents, community, and other educational stakeholders. More so, this suggests a positive impact on the pupils' academic performance. This is consistent with the result of the study conducted by De la Cuesta and Salain (2021) which revealed a low level of institutional vulnerability in Basilan National National High School.It was revealed that institutional vulnerability 'sometimes occurred.' In terms of this dimension, the organizational climate was 'good.' The teachers perceived Basilan National High School as not vulnerable to parental pressures.

3. Difference in the perceptions among the three groups of respondents
Table 9 contains the statistical bases and statistical analyses of the difference among the perceptions of the respondents on school climate along Collegial Leadership, Professional Teacher Behavior, Achievement Press, and Institutional Vulnerability. One-way ANOVA is used to analyze the data collected.

Table 9: Differences in the Perceptions of the Respondents On School Organizational Climate

Statistical Bases	Statistical analyses			
	CL	**PTB**	**AP**	**IV**
Level of Significance	0.05	O.05	0.05	0.05
Degree of Freedom	2,18	2,18	2,21	2,15
F critical value	3.55	3.55	3.47	3.68
F computed vale	4.78	0.12	0.38	0.70
Decision on Ho	Reject	Do not reject	Do not reject	Do not reject
Conclusion	**Significant**	**Not Significant**	**Not Significant**	**Not Significant**

The results of F-test along Collegial Leadership, Professional Teacher Behavior, Achievement Press, and Institutional Vulnerability were 4.78, 0.12, 0.38 and 0.70 respectively. Result shows that there is a significant difference on the perceptions of parents, teachers, and school heads in terms of Collegial Leadership. This implies that parents, teachers, and school heads have considered several factors in perceiving the school organizational climate in terms of School head-teacher relationship. Respondents may perceive things differently because they choose to select various aspects of a situation to focus their attention based on what interests them, what is familiar to them, or what they consider important.

On the other hand, there is no significant difference on the respondents' perceptions on school climate along Professional Teacher Behavior, Achievement Press, and Institutional Vulnerability. This implies a consensus of perceptions of the respondents along teacher-teacher relationship, school-pupils relationship and school-community relations.

The similar perceptions of respondents along Professional Teacher Behavior denotes a positive effect on the school environment. The positive attitude and co-operation amongst the teachers developed strong and healthy school environment by which the students also were benefitted but the negative attitude and non-co-operation spoilt the school environment and the students as well other teachers had to suffer. (Kulsreshtha, et al.,2016) A consensus of perceptions of the respondents along school-pupil relationship implies that schools are very much inclusive with respect to the learners. According to Pastore (2021), inclusive healthy schools are committed to provide a learning environment for a healthy development and optimal learning support for all students, regardless of their performance, language, learning and behavior disposition or disability. More so, a low level of vulnerability denotes school-community partnerships. According to Gross (2015), school–community partnerships play an essential role in successful schools, often providing supports and resources to meet staff, family, and student needs that go beyond what is typically available through school. Reciprocally, community partners benefit from their relationships with schools, including learning about schools' inclusive culture.

4. Experiences of The Respondents on School Organizational Climate Along the Identified Variables
This section reports on the responses of the respondents to the unstructured interview questions conducted along Collegial Leadership, Professional Teacher Behavior, Achievement Press, and Institutional Vulnerability. Themes were identified based from the responses of parents, teachers, and school heads. Table 10 summarizes the themes and sub-themes formed after the unstructured interview.

Table 10: Experiences of the Respondents on School Organizational Climate

	Themes	**Subthemes**
School Organizational Climate	**A. Collegial Leadership** (School head-teacher relationship)	*Harmonious and Open School head- teacher Relationship; Conflicts and Disagreements between School Head and Teachers*
	B. Professional Teacher Behavior (Teacher-teacher relationship)	*Working Environment marked by Healthy Relationship among Teachers; and Positive Example Set by Teachers*
		Positive Reinforcement and Encouragement

	C. Achievement Press (School-student relationship)	*through Rewards System; and Open communication between Teacher and Parents*
	D. Institutional Vulnerability (School-community relationship)	*Shared Responsibility among Stakeholders; and Symbiotic Relationship between School and Community*

4.1. Collegial Leadership

The following were the themes formed under Collegial Leadership: *Harmonious and Open School Head-Teacher Relationship, Conflicts and Disagreements Between School and Teachers,* and *Transparency and Professionalism As Significant Characteristics Of School Head*

4.1.1 Harmonious and Open School Head- teacher Relationship

14 out 15 school heads describe their school organizational climate with a high level of openness in terms of school head-teacher relationship. The relationship between the school head and teachers are described as harmonious, free from pressure, transparent, wholesome, and open. This is evident in one of the school heads' responses on school head and teacher relationship,

> *"We work amiably with openness and cooperation, no pressure, no gaps, no transparency and care for one another toward achieving our goal of excellence."*

Moreover, another school head responded,

> *"There is a trusting relationship between the school head and the teachers. We work as one. We work together to achieve our common goals and the DepEd's Mission and Vision."*

As viewed by the parent and teacher-respondents, the school head-teacher relationships demonstrate open communication, mutual respect, collaboration, trust, professionalism, willingness, genuine care, support, openness, and transparency. This indicates a healthy working environment among school heads and teachers that promotes success in any educational endeavor.

A teacher respondent shared that,

> *"The school head listens to me and my co-teachers' comments and suggestions for the improvement of school policies and programs. This promotes a healthy working environment between me and my school head and thus impacts the pupils' performance positively."*

More so, a parent responded,

> *"They create a harmonious bonding with our school head. They support each other in programs to better the quality of education in our school. This promotes a very good working environment for them."*

The responses suggest a positive working relationship between school head and teachers. This implies a school climate where school heads are competent leaders, promote professional growth and curriculum development, and empower the teachers.

Results of the unstructured interview is significant with the statement of Othman and Kasuma (2017) in their study on the "Relationship of school climate dimensions and teachers' commitment." The researchers discovered that "the most important factor that makes a teacher trust a school head is the school head being kind to the teacher." Being kind means that the leader is willing to make changes and seek teachers' opinions in the primary decision-making process. Furthermore, Knapp et al. (2010) stated that the relationship between teachers and the school principal are extremely important in high-performing schools. Likewise, low-performing schools lack strong, positive relationships between teachers and their school principal.

4.1.2. Conflicts and Disagreements Between School and Teachers

While most school heads observed a positive relationship between them and the teachers, one respondent stated issues about teachers not abiding by the school policies being implemented at the grassroot level. One respondent stated,

> *"Although the school head wants a harmonious relationship with the colleagues by implementing school policies, there are some instances that teachers want their own*

> *policies to follow. They have their own rules as if they are not part of the school organization. They must follow the school's implemented policies so that every school's goals towards quality education will be achieved."*

Another respondent shared that,

> *"Disagreements and conflicts seem to be unavoidable"* but *"we deal with these disagreements and dissatisfaction accordingly and with patience. Patience, understanding and professionalism should be possessed by every member of the school organization so that conflicts that would greatly affect the working environment could not prosper."*

Interpersonal conflict is an inevitable consequence of human interaction. Schools are not immune to this, and it can have negative impacts on the environment and on school success (Sompa, 2015; Kalagbor and Nnokam, 2015).A study conducted by Crossfield and Bourne (2018), revealed that despite the fact that the physical environment of the schools appeared healthy and competition for limited resources was rare, intergroup and interpersonal relations were major sources of interpersonal conflict. It was also found that management issues, personnel practices, work structure, employee development, cultural differences and ethical concerns were major causes of interpersonal conflicts.

4.1.3. Transparency and Professionalism as Significant Characteristics of School Head
A teacher respondent emphasized that.

> *"Financial transparency of the school head as a significant characteristic to maintain a positive working environment. Transparency in School MOOE makes teachers develop trust and confidence upon the school head and thus, develop a good working relationship between teachers and school heads".*

Professionalism of school heads is also stressed as a necessary trait to have a good working environment. Mutual respect and help are provided by both the school head and teachers as there is

> *"Professionalism* and *open communication between the two and are both responsive to the needs and concerns of each other."*

The parent-respondents' view on the school head-teacher relationship conforms with that of the school heads and teachers' perceptions. The respondents described the relationship between the school head and teachers as harmonious, collaborative, positive, and open. Likewise,

> *"The school head treats teachers as professional colleagues, is open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance."*

Building and maintaining respectful and positive relationships with the key stakeholders are main components of professionalism. This includes relationships with your students, their parents, other educators, administrators, and support personnel. Just like everything else, your relationships should be based on honesty and integrity. Failing to make deep, personal connections can create a disconnect that might impact the overall effectiveness of the school. According to Pehlivan (1997), the principles of professionalism that are commonly shaped around the concept of accountability are justice, equality, honesty and righteousness, objectivity, respect for human rights, humanism/ becoming humane, loyalty, the rule of law, love, tolerance, secularism, respect, frugality, democracy, positive human relations, openness, rights, and freedoms, recompensing the labor, and resisting illegal orders.

4.2. Professional Teacher Behavior
The following were the themes formed under Professional Teacher Behavior: *Working Environment Marked by Healthy Relationship Among Teachers* and *Positive Example Set by Teachers.*

4.2.1. Working Environment Marked by Healthy Relationship Among Teachers
As described by the school heads, the teachers in Bulan III District have very positive working relationships among themselves. The working environment of teachers is described as friendly, healthy, well-rounded, supportive, cooperative, united and exhibits professionalism. As one of the respondents emphasized,

> *"Healthy relationships exist between and among the teachers and that they are ready to extend helping hand with others."*

Furthermore, another school head-respondent stressed that.

> *"Teachers in the school are united, they work together as one to provide higher learning outcomes. They help each other and share ideas on how to make their work easier".*

This indicates that teacher-teacher relationships in the public schools' district of Bulan III have a working environment for teachers that is marked by respect for colleague competence, commitment to students, autonomous judgment, and cooperation and support.

Teacher-respondents described the teacher-teacher relationships as positive and collaborative. They perceived the environment as a working place of teachers that exhibits respect, individuality, cooperation, initiative, integrity, willingness, social support, teamwork, and professional judgement while, at the same time,

> *"Setting boundaries to build bridges and keeping the workplace happy." "Teachers provide strong social support for each other, respect each other's downfall and success, exercise professional judgement, work as a team, embrace their strengths and doing the best in each other's weaknesses."*

This indicates that the schools in Bulan III District have a very favorable environment for teaching personnel. This implies a working environment for teachers where cooperation and mutual respect are promoted. Research has also shown that teachers' work environment, peer relationships, and feelings of inclusion and respect are important aspects of positive school climate. In a study of 12 middle schools, Guo (2012) found that the teachers' work environment, which may be considered an indicator of teachers' relationships with each other and school administrators, fully mediated the path from a whole school character intervention to school climate change.

4.2.3. Positive Example Set by Teachers

The parents' description of the relationship among teachers emphasized the collaborative effort of teachers in achieving the goals and objectives of learning institutions. One parent-respondent indicated that,

> *"Teachers show respect and contribute social support not only for the learners but also to parents and to the barangay."*

Moreover, another parent stated that.

> *"As SPTA president, I am willing to give my support to the school because I know the sacrifice and efforts of the teachers for our children. The positive working relationship among the teachers set an example for us parents, thus, gives us motivation to be involved in any activity that needs the support of the community ".*

This proves that the teachers do not only establish a positive working relationship among themselves but also to people outside the school. Furthermore, it can be stated that a positive example set by teachers plays a very important role in the support given by parents.It could be deduced from the result that the stakeholders perceived professional teachers' behavior 'very high' as a dimension in organizational climate. The organizational climate in terms of this dimension was very good. This portrays that the teachers felt they are in a harmonious relationship with their colleagues as they support each other, work with enthusiasm, and cooperative in terms of their interaction. (De la Cuesta and Salain, 2021)

4.3. Achievement Press

The following were the themes formed under Achievement Press: *Positive Reinforcement and Encouragement Through Rewards System* and *Open Communication Between Teacher And Parents.*

4.3.1. Positive Reinforcement and Encouragement Through Rewards System

As described by the school head-respondents, the schools in Bulan III District have a learning environment that encourages the learners to achieve academic excellence by setting high but achievable academic standards and goals. This is evident in the one description of school head- respondents on the press for achievement as

> *"Stakeholders motivate the learners to achieve academically by positive reinforcement and encouragement"* by *"establishing a reward system wherein every time a pupil succeeds in a particular contest or activity, an incentive is given by the school".*

Moreover,

> *"Teachers provide the necessary activities to make the school conducive to learning while the school head and the parents provide technical assistance and material needed. Pupils are intrinsically motivated to learn in the school."*

The teacher-respondents also emphasized positive reinforcement and encouragement of parents, teachers and school head. Awards and recognition are provided to learners who excel in co-curricular and extra-curricular activities. A parent-respondent stated that motivation and encouragement happen when "incentives and gifts are given to learners who excel academically."

A teacher-respondent stated that achievement press is demonstrated in the *"active involvement of pupils in organizations such as SPG, YES-O and the like."* Moreover, a parent-respondent suggests that *"parents' involvement in SPTA"* affects positively the level of success of the pupils.

This indicates a collaborative effort and shared responsibility of stakeholders in promoting academic success and achievement. In this learning environment pupils persist, strive to achieve, and are respected by each other and teachers for their academic success. Parents, teachers, and school heads exert pressure for high standards and school improvement. The degree to which support and encouragement are offered to students, whether by other students or teachers, administration, and staff, across diverse student groups may describe the degree of equity in the social processes within the school climate (Bottiani et al.2014)

4.3.2. Open Communication Between Teacher and Parents
The teacher-respondents describe the ways on how they support and motivate their learners toward academic achievement. As described by one of the teacher-respondents,
> *"Open communication between the school and teachers on learners' progress, problems and needs is still necessary so that the learners will achieve their maximum potentials with utmost motivation to learn."*

This indicates the roles teachers and school heads play in encouraging the learners to succeed academically. Further, another respondent indicated that,
> *"Parents and teachers communicate regularly to assess and keep track of learners' progress and needs."*

This emphasizes the importance of parent-teacher communication and combined effort in honing the maximum potential of the learners. Open communication between parents and teachers implies parental involvement in the pupils' learning activities. Parental involvement is a significant factor for students' success. Relationship between parental involvement and academic achievement has been the primary interest of researchers for years. Overall, the results of prominent meta-analyses in the field indicate that in general statistically significant relationships exists between parental involvement and academic achievement. (Boonk et al., 2018).

There is also strong support from international research showing the positive influence of parental involvement over academic achievement, as has been demonstrated in a variety of meta-analyses across different populations and educational levels (Castro et al., 2015; Jeynes, 2016; Ma et al., 2016).

4.4. Institutional Vulnerability
The following were the themes formed under Achievement Press: *Shared Responsibility Among Stakeholders* and *Symbiotic Relationship Between School and Community.*

4.4.1. Shared Responsibility Among Stakeholders
A positive connection between the school and community exists in the schools of Bulan III District as described by the school head-respondents. This is indicated by a school-community relationship described as cooperative, participative, harmonious and with shared responsibility and significant community-based partnerships.
> *"In terms of the relationship of school and community, we can say that it is very strong, which is seen through the support and 100% attendance and stakeholders' involvement during every school activity. The same support is given by the school in every activity that is organized by the community",* a school head stated.

This might be the result of the *"school's acknowledgement of the 'voice of the community'".* "Shared responsibility is evident among the stakeholders as they collaboratively provide *"community-based programs, child and health care, and mentoring as well."*

Shared responsibility among stakeholders indicates a strong partnership between the school and the community. This implies that the school and the community are providing and receiving support and help from one another. Education of young children is a joint responsibility of parents, teachers and school community. According to Alisauskiene and Kairiene (2016), to attain partnership, all partners share responsibilities, power and the

decision making as well as mutual trust and respect. The term "partnership" captures the idea that responsibility for children is shared across all three contexts of home, school, and community.

2. Symbiotic Relationship Between School and Community
One school head- respondent described school-community relations as a mutually beneficial relationship,
> *"Symbiosis exists between the school and the community. The school renders worthwhile services to its clientele that benefits the community while the latter extends support to the learners' endeavors."*

The teacher-respondents described the school and community relations with positive relationship, mutual respect, and shared responsibility. One teacher-respondent indicated that,
> *"External stakeholders, especially parents and barangay officials are very supportive to any school program and vice versa. They give their full support in any kind of activity in the school".*

Likewise, another teacher-respondent stated that,
> *"The community shows commendable support to the programs of the school, their presence, effort and support is seen and felt whenever necessary."*

This emphasizes the collaborative efforts of school and community in achieving the goals and objectives of learning institutions. There is openness between the school and community since
> *"Opinions and suggestions are well-addressed, and we communicate frequently to the community."*

On the other hand, one teacher-respondent revealed that,
> *"While some parents are supportive, others are very dependent on the school and are not cooperating in some school activities."*

A parent-respondent stated that,
> *"The community are actively engaged in every school activity the same way the school shows willingness to give their support to any activity in the community. There is a very positive school environment where the community and schoolwork as one to achieve higher goals in education."*

The responses of the respondents indicate a mutual interdependence of school and community of schools in Bulan III District. This reveals an educational organization that promotes collaboration and mutual support among stakeholders to attain academic goals and standards.

A symbiotic relationship exists among stakeholders. This conforms with the idea of Sa'ad and Sadiq (2014) that symbiotic relationship always exists between the school and the community which lead to the success of the two. Furthermore, Bakwai, (2013) was of the view that school community relationship is a two-way symbiotic arrangement through which the school and community cooperate with each other for realization of goals of the community and vice versa. Therefore, a school is a mini society that needs a good relationship with the community for it to function effectively and attendance rates of children to school.

4.Proposed action plan for the improvement of the school climate of the schools in Bulan III District
This action plan is intended to improve the school organizational climate of respondent-schools in terms of school head-teacher relationship, teacher-teacher relationship, school-pupils relationship, and school-community relations. This was prepared based on the findings, conclusions, and recommendations. Data are shown in matrix form for a clearer view of the proposed plan.

Rationale
The school climate construct is complex and multi-dimensional. It has been defined as the unwritten personality and atmosphere of a learning institution, including its norms, values, and expectations (Petrie, 2014). Further, it has been described as the "quality and character of school life" (Cohen et al., 2009, p. 182). Studies on climate delves on the psychosocial school atmosphere, rather than concerning administrative or physical attributes of the school (e.g., teachers' salary or schools' physical resources) and the intergroup interactions that affect academic achievement and school functioning. (Reyes et al., 2012). It has been found out that positive school climate was associated with students' academic achievement. On the other hand, a negative school organizational climate has been found to reduce student participation in school activities and student learning. Research shows that when schools and districts focus on improving school climate, pupils are more likely to engage in the curriculum, develop positive relationships, and demonstrate positive behaviors.

Improving school climate is an important endeavor. For school climate improvements to be successful, everyone with interest in the school needs to be involved. People who feel engaged are more likely to partake in the school climate improvement process as planned versus those who feel disconnected or do not understand its purpose. School head, teachers, and parents, as well, play a key role in improving and maintaining a positive school climate.

Basically, this study was undertaken to formulate a plan on how to improve the school organizational climate of public schools in Bulan III District.

Project SOURCE *(School Organizations Unlocking Relations and Climate Enhancement)* is a comprehensive action plan based on the result of this study. It is designed to improve the school organizational climate of Bulan III District in terms of school head-teacher, teacher-teacher, school-pupil, and school-community relations.

OBJECTIVES
General

This proposed action plan is intendedto improve the school organizational climate of Bulan III District in terms of school head-teacher, teacher-teacher, school-pupil, and school-community relations.

Specific

1.To create an action plan to be monitored and evaluated by the district climate committee.
2. To assess the prevailing status of school climate in terms of the relationship among school head, teachers, and parents.
3. To address existing problems related to the school organizational climate.

IV. CONCLUSIONS AND RECOMMENDATIONS

The results of the study revealed that the perceptions of the respondents along the identified variables shows a positive school organizational climate where indicators of Collegial Leadership, Professional Teacher Behavior, and Achievement Press occur "Very Frequently", and indicators of Institutional Vulnerability occur "Sometimes". More so, the level of openness of school organizational climate as perceived by three groups of respondents in terms of Collegial Leadership, Professional Teacher Behavior, Achievement Press, and Institutional Vulnerability were described as "Very High". On the other hand, the level Institutional Vulnerability fell under the description of "Low". Moreover, the result of *f-test* showed a a significant difference on the perceptions of parents, teachers, and school heads in terms of Collegial Leadership. On the other hand, there is no significant difference on the respondents' perceptions on school climate along Professional Teacher Behavior, Achievement Press, and Institutional Vulnerability.

In Collegial Leadership, it may be concluded that harmonious and open school climate exist amidst some conflicts and disagreements arose between School Head and Teachers. More so, transparency and professionalism were significant characteristics of school head in relating to his teachers. In Professional Teacher Behavior, the working environment is marked by a healthy relationship among teachers, and teachers set positive examples for parents. In terms of Achievement Press, positive reinforcement, and encouragement through school rewards system and, open Communication between Teacher and Parents were established. Along Institutional Vulnerability, shared responsibility among stakeholders, and symbiotic relationship between school and community were determined.

PROJECT SOURCE *(School Organizations Unlocking Relations and Climate Enhancement)* was proposed to be implemented for the improvement of the school organizational climate of the respondent-schools.

It was recommended that regular monitoring and evaluation of the school organizational climate in terms of school head-teacher, teacher-teacher, school-pupil, and school-community relationship be undertaken to identify existing problems and determine appropriate actions to address them. Also, parents, teachers, and school heads may find ways to improve the level of openness of school organizational climate in terms of Collegial Leadership, Professional Teacher Behavior and Achievement Press. Furthermore, the level of Institutional Vulnerability may be maintained in a low level of susceptibility where teachers and school heads are protected from outside pressure. Moreover, stakeholders may find ways to attain a consensus on the perception of school organizational climate particularly along Collegial Leadership. School heads and teachers may provide a positive school climate and involvement opportunities for stakeholders. Furthermore, teachers and school heads

may be encouraged to continue welcoming, inviting and involving parents and other stakeholders into school as well as providing a variety of opportunities for the community to collaborate with the school. Finally, PROJECT SOURCE may be considered and implemented by schools and district to improve the school organizational climate.

ACKNOWLEDGEMENT

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