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Towards Enhancing the School Climate of a Private Sectarian School

Dante P. Vargas

Philippine Normal University

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**TOWARDS ENHANCING THE SCHOOL CLIMATE
OF A PRIVATE SECTARIAN SCHOOL**

A THESIS
Presented to
The Faculty of the College of Graduate Studies
And Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfillment
Of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
With Specialization in Educational Management

DANTE P. VARGAS

March 2015

APPROVAL SHEET

In partial fulfillment of the requirements for the degree of Master of Arts in Education with specialization in Educational Management, this thesis entitled **“TOWARDS ENHANCING THE SCHOOL CLIMATE OF A PRIVATE SECTARIAN SCHOOL”** prepared and submitted by **DANTE P. VARGAS**, is hereby recommended for approval and acceptance.

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ABSTRACT

Researcher	:	Dante P. Vargas
Title	:	Towards Enhancing the School Climate of a Private Sectarian School
Key Concepts	:	School Climate, Sectarian School, Enhancing, Strategic Plan
Degree	:	Master of Arts in Education
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Advisers	:	Danilo K. Villena, Ph.D. Rene R. Belecina, Ph.D.

Enhancing the school climate of a private sectarian school through a strategic plan was the main concern of this descriptive study. The plan was developed based on the findings of the study which centered on determining the strengths and weaknesses in school climate of the target institution, Mount Carmel School of Infanta. Involving a total of eight (8) school leaders/managers, eighteen (18) secondary school teachers, twelve (12) staff members, one hundred ninety-two (192) high school students and one hundred eighty (180) parents, this study made use of the Adapted Comprehensive School Climate Inventory to gather the data needed. This instrument consisted of four major dimensions of school climate, namely, 1) safety, which includes physical and social-emotional safeties; 2) teaching and learning with four aspects – quality of

instruction, social, emotional, ethical learning, professional development and leadership; 3) relationship with three elements such as respect for diversity, community and collaboration and morale; and 4) environment which deals on environmental-structural. A five-point Likert scale was used to determine and describe the respondents' perceptions of the school climate, data from which were treated with descriptive statistics including percentage and weighted mean for analysis.

Results of the study revealed that the target school, MCSI's school climate was generally weak as perceived by the different groups of respondents. Data on these weaknesses served as bases in designing a strategic plan that may be used to enhance the school climate of MCSI.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

Most parents consider school as the second home of their children. School administrators, teachers and other school employees serve as parents and fortress for them. Noddings, as cited by Scott (2010), believed that the best schools should resemble the best homes, which accordingly should provide continuity of caring relations, attend to and continuously evaluate both inferred and expressed needs, protect from harm without deliberately inflicting pain, communicate so as to develop common and individual interests, work together cooperatively, promote joy in genuine learning, guide moral and spiritual development as well as educate for both self and group understandings. Thus, efforts to operationalize such a school climate should be monitored for the impact on the quality of school life of all learners and pleasant work place for other stakeholders.

Laine, Sheratt and Lasagna (2011) stress that working conditions encompass many workplace attributes, and recognize the fact that without a principal's thoughtful approach to ensuring strong, harmonious and positive working conditions, even the brightest and most effective teacher will falter. Poor school climate has been cited and identified as the top reason why teachers leave a particular school or even the profession altogether. Like other professionals in other sectors, teachers are far more likely to stay in education if they believe they are effective in their jobs. In addition, school leaders should think systematically about improving working conditions for their staff to be on the

road to an effective and efficient structure for successfully managing teaching talent and learning institutions. The following strategies for school leaders and administrators to create a positive school climate for improving the quality of school life of the learners; a) create a positive, collaborative, and team-oriented school culture that facilitates effective teaching, b) engage families and community in a meaningful and genuine way, c) ensure that teachers' workload are reasonable, and d) ensure that schools are safe, clean, and appropriately equipped for effective teaching (Laine, Sheratt and Lasagna, 2011).

Providing an environment that promotes students' holistic development, not just academic achievement, is one of the missions of an academic institution. In this globally competitive arena, schools must be able to offer an environment and school climate that would attract learners to strive and achieve their maximum potentials in order to become competent globally competitive individuals and functional members of the society. The Center for Comprehensive School Reform and Improvement (2009) concluded that creating a positive school climate takes the work and commitment of the entire school community or stakeholders. Issues can be sharpened using survey data as well as detailed, disaggregated discipline and attendance records. It is important to nurture and maintain an atmosphere of open communication in which everyone is valued and decisions are made collaboratively when examining the data. A climate of distrust, chaos, or disrespect impedes students and staff motivation and may limit the extent to which students achieve. Meanwhile, a positive school climate can be viewed as the foundation of safety, pride, respect, trust, and

motivation as well as encouragement on which a school can build the structure of quality of school life for all students and other partakers.

North Carolina sometime in 2008, all teachers were surveyed and ranked the following as top variables that are critical to increased teacher retention; a) overall perception of the school being a good place to work and learn, b) effectiveness of the School Improvement Team, c) presence of an atmosphere of trust and mutual respect, and the ability of leaders to shield teachers from disruptions. These findings as supported and corroborated by a large body of literature on working conditions consistently identifies a positive school climate, leadership, access to on-going professional support, assistance with student discipline, reduced workload for a new teachers, and a safe as well as clean school building as the key aspects of a high-functioning and productive workplace.

According to Bron, Combrink, and et. al; as quoted by Scherman (2005), school's efficiency does not only rely on the availability of classrooms, textbooks and a relevant curriculum but also on intangible human elements. It is therefore imperative for school leaders to consider the school's working conditions before strategizing about teaching staffing, evaluation, compensation, or retention. Promoting high-quality and positive working conditions within an organization and ensuring safe and pleasant working conditions are important ways of enabling practitioners to do their jobs well and to remain committed to teaching (Johnson, 2006).

In a study conducted by Osterman (2000), it appeared that safe, caring, participatory and responsive school climate foster greater school attachment and provide the optimal foundation for social, emotional and academic learning among students. Such is not the situation at Mt. Carmel School of Infanta (MCSI), the only catholic school in Infanta, Quezon. Current situation at MCSI based on observations could be described as something different considering it being a catholic school.

Cohen and Hamilton (2009) positively affirmed from their research that positive school climate promotes parent-school partnership and Grayson and Alvarez (2008) confirmed that it prevents teacher burnout and promote teacher retention. This is not the case at MCSI since neophyte and seasoned teachers and other school employees moved to public schools and other agencies and parents' participation to school activities was very minimal.

The aforementioned situation pushed and motivated the researcher to conduct this study hoping that its findings would help improve its present condition looking at its climate, which is vital in effecting quality of school life and holistic development of the learners and the learning institution as a whole.

Theoretical Basis of the Study

This study is anchored on Bronfenbrenner's ecological systems theory which holds that development reflects the influence of several environmental systems, and it recognizes five ecological schemes that an individual interrelates with. Each is discussed in the following paragraph.

Microsystem refers to the institutions and groups that most immediately and directly impact the child's development including family, school, religious institutions, neighbourhood, and peers. It was also defined as the pattern of activities, roles and interpersonal relationships experienced by a developing person in a particular setting with specific physical/material features and containing other persons with distinctive characteristics of temperament, personality and systems of belief, (Bronfenbrenner, 1995). In other words, this layer forms a set of structures with which a person has direct contact, and the influences between the developing individual and these structures are bidirectional. The person influences and is influenced by the microsystem. The application of this level for students in school may include relationships with teachers, peer relationships, involvement in extracurricular activities and perceived school connectedness.

Mesosystem denotes the relations between microsystems or connections between contexts. An application of the mesosystem can be seen in the interactions and dynamics between of students and parents, the relation of family experiences to school experiences, school experiences, and family experiences to peer experiences. Parental expectations and support regarding the academic and extra-curricular success of their children create a dynamic that directly and indirectly influences the climate of the school. High anticipations and low tolerance for failure can create a dynamic between parent and child that described by tension and fear. This situation affects the school in various ways as student behaviour in the classroom resulting from such prospects, pressures to

ensure their child's success placed on school personnel by the parent or an attempt by school personnel to shield students from such pressures by restricting the amount of information/communications regarding student accomplishment.

Exosystem involves wider system such as social, economic, political or religious settings in which the child is not personally involved. These different factors influence on the development of the child as they directly bear on those who interact with the child. This level comprises the major institutions of the society such as school. Political judgements made will have impact on the school as an organization as they may be important frame aspects in creating a good school climate and school life for the students. Specifically, exosystem factors in the school includes the effect of school policies like discipline policies and cigarette smoking on the grounds; and programs that shape schools and exert an influence on specific behaviours of students such as anti-bullying campaign and local disaster drills.

Macrosystem describes the culture in which individuals live. This structure helps design the social structures and activities of the lower and more concrete levels as it also supports to define goals for education or means of raising the next generation or what are standards of good life. This system will also include ceremonies, customs and traditions shared by a cultural group. Educational beliefs about the role of school and education, child work, ethical and moral convictions of a society affect the child and its development. Its influences in schools include the value of education, national education policies

and school funding. Description of the school including size, location, and type are representative of the broader environmental context where school is located.

Chronosystem is the last system which according to Brofenbrenner this scheme develops as a result of a person experience in his life such as environmental events and transitions in an individual's life as well as the history of an individual. It represented by both the everyday and year-to-year developmental changes that occur in its student body, teaching staff, curricular choices as well as the number of years in operation. These five systems of Brofenbrenner's ecological system theory apply to the present study as these are factors and situations which influence the development of an individual which will be measured through school climate experiences of the school stakeholders.

Organizational climate theory: As a field of study, school climate was rooted from the organizational theory research of the early to mid-1900s (Cohen, McCabe, Michelli, Pickeral, 2009; Anderson, 1982; Perry, 1908), cited by Jankens (2011). He also quoted Schneider who states that from the established work in industrial and organizational psychology and organizational behaviour, which mainly focused on the individual worker; organizational theory borrowed its concepts. In a study conducted by Lewin, Lippit and White (1939), they described climate as an empirical reality, referencing the social climate within an organization to show the relationship between leadership styles and environmental dynamics (Dzulkifli and Noor, 2012; Jankens, 2011). Various experts defined organizational climate. Pace and Stern, March and Simon,

Haplin and Croft as cited by Jankens (2011) state that organizational climate is the organizational life or the work environment.

Organizational climate consists of major components which include ecology, milieu, social climate and school culture as cited by Makewa & et., al. (2011) from Tagiuri. Ecology defines as the physical and material features of a school such as the design of buildings, size and age, state of décor, facilities and technology in use. The physical and architecture of schools play a significant role in communicating meaning schools where students and staff spend much of their time. Milieu focuses on the characteristics of the people in the organization such as their skills, motivation, feelings, morale, values and leadership (Makewa & et., al, 2011; Owens and Valesky, 2007). It also deals on the characteristics of the student body and characteristics of teaching faculty and other personnel. On the other hand, social climate describes as the social interactions in the school between the teachers and students, teachers and administrators, students and administrators. It also encompasses aspects such as respect, caring, support, and dependence, shared decision making, good communication, equal opportunities for student participation and community – school relations. School culture states as the values, beliefs, norms, and behaviour patterns of the people who are members of the school community. It refers to a set of values and belief systems of various groups within the school. Also, it includes assumptions, norms, history, heroes, myths, rituals, artefacts, visible and audible behaviour patterns. Additionally, organizational climate is the total environmental quality within an organization as well as it may refer to the environment within a school

department, a school building, or a school district according to Lunenburg and Ornstein (2000).

Stringer from Dzulkifli and Noor (2012) considered climate as powerful in influencing behaviour. It serves as an organization attribution, a conglomerate of attitudes, feelings and behaviours which characterizes life in the organization and exist independently of the perception and understandings of organization's members (Ekvall, cited by Dzulkifli and Noor, 2012). Moreover, West and Ritcher (2008) refer climate as the perception of the work environment and designate description and perception at the individual, group or organizational level.

In 1974 there were new standard categories in which to conceptualize and measure organizational climate that James and Jones provided (Jankens, 2011). These classifications are the following; a) Multiple Measurement – Organizational Attribute Approach or (MMOAA) which regards organizational climate exclusively as a set of organizational attributes or main effects measurable by a variety of methods, b) Perceptual Measurement – Organizational Attribute Approach or (PMOAA) views organizational climate as a set of perceptual variables which are still seen as organizational main effects and c) Perceptual Measurement – Individual Attribute Approach or (PMIAA; James and Jones, 1974; Kundu, 2007) considers organizational climate as perceptual and as an individual attribute.

Hoy and Miskel (2008) as they cited Taguiri who notes that a particular configuration of enduring characteristics of ecology, milieu, social system and culture would constitute a climate as much as a particular formation of personal

characteristics constitute a personality, mention that climate was initially conceived as a general concept to express the enduring quality of organizational life. Experts quoted Gilmer as he defines organizational climate as those characteristics that distinguish the organization from other organization and that influence the behaviour of its members. Likewise, Litwin and Stringer introduce perception into their definition of climate as a set of measurable properties of the work environment, based on the collective perceptions of the people who live and working in the environment and demonstrated to influence their behaviour. English (2005) added that climate reflects the human relations school's emphasis on individuals and their informal relations. Furthermore, Sergiovanni and Starratt (2002) viewed climate as the enduring characteristics that the psychological makeup of a particular school distinguish it from others and influence the behaviour of teachers and students, as well as the feel that teachers and students have for that school. It provides an interpretation of how things are going in the school and a basis for predicting school consequences and outcomes.

Defining school climate started from 1908 when Perry, an educational leader, wrote about it and its effects to students and the process of learning. Scholars and different institutions in this contemporary time continually define and recognize the importance of school climate. The National Administration Guidelines (NAGs) for schools in New Zealand (2012) highlights in their policy the importance of developing a safe and caring school climate. It is stated in their rule that providing a caring, safe and respectful school climate flourish learning

process of students. Furthermore, O'Malley, Katz, Renshaw, and Furlong (2012) enumerate relationship between positive perceptions of school climate and improved outcomes for students and teachers. Researchers summarized these connections as enumerated on the succeeding paragraphs.

For students, positive perceptions of school climate are associated with the following traits; a) higher levels of academic motivation, achievement and success at school, b) increased pro-social attitudes and behaviours, c) feeling of enjoyment, safety and connectedness to school, and d) lower levels of risky and aggressive behaviours.

On the other hand, positive perceptions of school climate according to teachers are associated with a) higher levels of teacher efficacy, job satisfaction, productivity and retention, b) thoroughness in implementing new initiatives, and c) lower levels of reported burnout.

It is also stated that student and teacher perceptions of school climate influence each other in a cumulative way over time, and that a positive climate facilitates academic success as well as student and staff wellbeing. Likewise, evidence suggests a safe, caring, participatory and responsive school climate provides the optimal foundation for learning (Cohen and Greier, 2010).

The National School Climate Council as quoted by O'Malley & et., al. (2012) defines school climate as the quality and character of school life. It 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. They add that a

sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. The following are the components of school climate which the researchers include: a) norms, values and expectations that support people feeling socially, emotionally and safe; b) people are engaged and respected; c) students, families and educators work together to develop, live and contribute to a shared school vision; d) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and e) each person contributes to the operations of the school and the care of the physical environment.

As Makewa & et. al. (2011) cited Haplin and Croft who define school climate as the social atmosphere of a setting or a learning environment in which students have different experiences depending upon the protocols set up by the teachers and administrator, they also quoted Maine Guidelines (2004) that refer school climate as the summary of policies, procedures, activities, programs and facilities both formal and informal within a school infrastructure that affect the attitudes and behaviour of all people in the school, staff, students and visitors.

From Brofenbrenner's ecological systems theory with different schemes and Tagiuri's organizational climate components, it showed that an individual grows and develops through the different institutions/communities, groups and events around him/her. These theories apply to the present study as these involve varied factors that contribute to the climate of the learning institutions and the behaviour and interaction of the learners and other people. The different

dimensions of the school climate connect to the different and specific aspect of the theories from environmental structural of the learning institution, administration and leadership, physical and emotional safeties, teaching and learning aspect and the relationship between school employees, students and parents which measured in the study.

Conceptual Framework

Schools with positive climates are places where people care, nurture, respect, and trust one another; and where the school as an institution cares, respects and trust people. In such a school people feel a high sense of pride and ownership which comes from individual having a role in making the school a better place. Schools with positive climates are characterized by people-centred belief and value systems, procedures, rules, regulations and policies (Howard, cited by Snowman and Biehler, 2000).

According to Lang (2012), school climate is a comprehensive expression of the quality and character of school life. Based on patterns experienced by parents, students and school personnel, climate reflects norms, goals, values, interpersonal relationships and learning practices and organizational structures.

School climate reflects the physical, sociological and psychological aspects of the school that are susceptible to change and that provide the preconditions necessary for teaching and learning to take place. It embodies school building and classrooms. Furthermore, school climate refers to the “feel” of a school and can vary from school to school within same district. However, an

individual school can develop a climate independently of the larger organization, changes in school district level can positively or adversely affect school climate at the building level. School climate is evident in the feelings and attitudes about a school expressed by students, teachers, staff and parents – the way students and staffs “feel” about at the school each day.

Character Education Partnership (CEP, 2012) states that fostering a positive school climate is an important aspect of school improvement efforts. It encourages collaboration and partnership among faculty and staff, parents and motivates students to get engaged. It shapes and informs daily experiences for students, educators, staff, administrators, and parents. Researchers added that school climate also refers to a school's social, physical, and academic environment. How does it make people feel? Safe? Welcomed? Connected? It is important that students feel comfortable and able to learn, and educators feel respected and able to do their job. When an educator feels like a valuable contribution to the team, he/she will be eager to put forth the best effort.

According to Makewa, Role, Role and Yegoh (2011) school climate is an important element and an integral and essential aspect of the teaching and learning process. They added that no meaningful teaching and learning can take place in an environment that is conducive and safe to both learners and staff.

Catholic schools in particular should first and foremost strive for an exemplary climate that reflects the welcoming presence of Jesus in each person within the building. Additionally, a sustainable, positive Catholic school climate promotes the practice of virtue both during the school day and with the greater

community. Virtue, as defined by the Catechism of the Catholic Church, is foundational to a positive school climate. Likewise, a sustainable, positive school climate nurtures the environment essential for a productive, contributing and satisfying life both within the parish and school community and in society. It embraces modelling a life of virtue in thought, word and deed, in keeping with norms, values and expectations that support spiritual growth and social, emotional and physical safety. People are involved and treated with reverence. Students, families and educators work collaboratively to develop, live and contribute to a shared school mission. Educators model and cultivate attitudes that emphasize the welfares and contentment gained from learning. Each person contributes as steward to the good of the school and the care of the physical environment (Lang, 2012).

As the Holy Family Catholic School (2012) aims to establish a school climate that reflects family life through trust, spirituality, closeness, collaboration and responsibility, where faith, culture, and life are brought into harmony, it expects to live up to its name. All students, staff, parents and community members are called upon to show unity of purpose, as well as other characteristics of holy families such as respect for all things sacred, respect for all life, inclusiveness, responsibility, collaboration, and having each other's best interest at heart. Additionally, the following are the lists of indicators of high quality school climate that Tasmanian Catholic Education Commission (2012) promotes. The school climate supports the flourishing of each person in a spirit of love, justice, and compassion. Its educational program explicitly aims to develop

young people who act out of a deep sense of justice, compassion, ecological awareness and a genuine desire to make a positive difference in the world. To celebrate and feel pride in the school's identity, opportunities are provided for students and staff. The school is committed to promoting a positive climate where students and staff morale is regularly monitored, and identified needs are addressed. The organization collaborates with all stakeholders to build common purpose and a sense of belonging. It recognizes and appreciates the diversity of cultures within its community in a spirit of inclusivity, and accommodates this understanding in the curriculum. Indigenous culture and the special place of First Peoples are acknowledged and celebrated as the same with achievement, including services, justice and community involvement.

The researchers conclude that there is need to support the purpose of education in a society and demonstrate how school stakeholders can use evaluating and improving school climate as a springboard to develop the skills, knowledge and dispositions that provide the foundation for active citizenship and school climate improvement. Standards for schools climate assessment procedures and guidelines for selecting a school climate should be put in place. Makewa & et., al. (2011) stress that policy makers must become aware of school climate research and the importance of positive school climate and encourage teacher preparation programs that give teachers and administrators the tools to evaluate classroom and school climate and take steps to use these findings to promote a climate for learning in schools.

Practically all researchers suggest there are four essential areas of focus in school climate. These are 1) safety (rules and regulations, physical safety, social-emotional safety), 2) relationships (respect for diversity, school connectedness/engagement, social support-adults and students, leadership), 3) teaching and learning (social, emotional, ethical and civic learning, support for learning, professional relationships, and 4) the institutional environment (physical surrounding) (Cohen and Geier, 2011). Moreover, Hopson and Lee (2011) advocate that most researchers agree that climate is determined by perceptions of safety, relationships within the school, goals related to teaching and learning, and the learning environment which comprises school structure and feelings of connectedness to school.

Furthermore, Cohen (2010) defines school climate as it refers to the quality and character of school life. School climate is based on patterns of people's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organizational structures. He explains that a sustainable, positive school climate nurtures youth development and learning necessary for a useful, contributing and satisfying life in a democratic society. This climate comprises norms, values, and expectations that support people feeling socially, emotionally, intellectually and physically safe. People are involved 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 focuses the benefits and contentment from learning. As Cohen continues, he stressed that each person contributes to the

operations of the school as well as the care of the physical environment. He also presented four essential dimensions of school climate. First, safety which includes rules and norms, physical and social-emotional security. Second, relationships with respect for diversity, and social support – adults and students. Third, teaching and learning that tackle support for learning, social and civic learning, professional development and leadership. And fourth, environmental which involves school connectedness and physical surroundings.

Figure 1 below demonstrates the different dimensions and components of school climate.

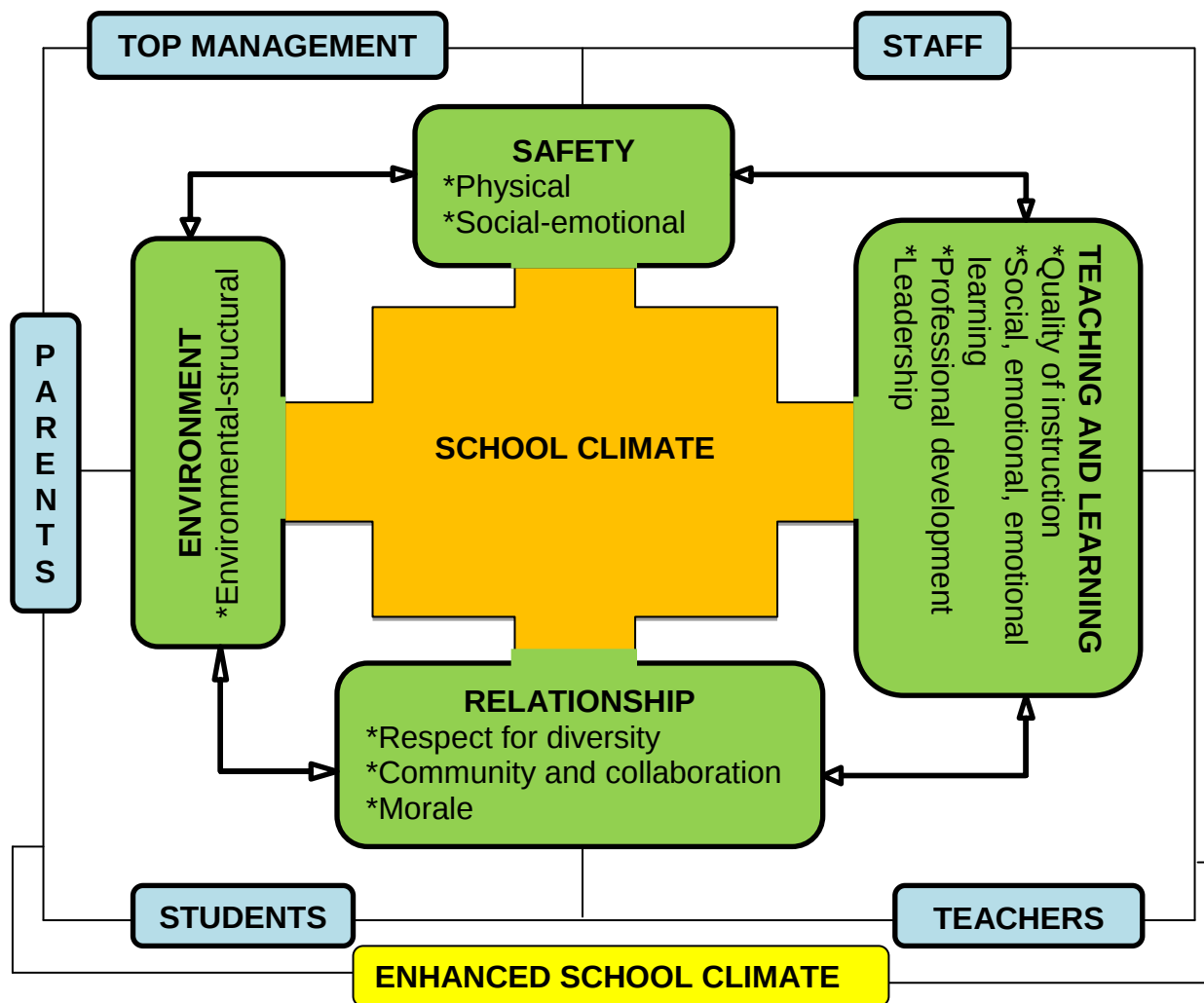


Figure 1: Conceptual Framework of the Study

School climate is the central part of the framework. It comprises four varied major dimensions; safety, teaching and learning, relationship and environment, with specific different elements. Each element of the various school climate dimensions interrelates and affects each other as the doubled arrow connectors symbolize. These comprise the holistic school climate experiences and assessment. Top management, staff, teachers, students and parents were the partakers who experience the climate of the learning institution connect and collaborate as well as support and work together in a continuous active participation and involvement for enhancing the school climate.

Safe learning institutions promote student achievement as well as school success. Article 19 of the Convention on the Rights of the Child (1989) affirms that State Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. Protective measures should include prevention and identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment. In addition, one of the four essential health components to be available in all schools in order to ensure child-friendliness from the framework developed by four UN agencies (2006, 2000) is the health-related policies in schools that help ensure a safe and secure physical environment and a positive psycho-social environment, and address all types of school violence, such as the abuse of students, sexual harassment and bullying, and that help maintain the education system in the face of HIV and AIDS.

Furthermore, UNICEF added from their basic planning and design standards for educational facilities (2009) protective element of child-friendly school design with two main aspects which include the following; A. To counteract bullying and abuse, teachers and parents must be trained in non-violent, child-based strategies and interventions. This means no beatings, canings or other humiliating forms of punishment. Designing classrooms and other spaces so that activities are readily visible from the outside can deter child abuse. B. Depending on location and context, the enclosure and boundaries of schools can vary in form and function. The goal is to find balance where a fence can provide protection to the child from outside elements (such as traffic, animals), can define boundaries to keep children within the school and can also serve to section off an area for gardening and orchards. *(Please see Appendices H1-Convention on the Rights of the Child, H2-Focusing Resources on Effective School Health, FRESH and H4-Additional Functional Elements for a Child-Friendly School).*

Safety is the first dimension of school climate. This dimension composed of two elements such as physical and social-emotional safeties. Physical safety focuses on the degree to which people feel physically safe in the school building and in the area surrounding the school. It also focuses on the clarity of the rules that the school has for maintaining safety and the consistency and fairness with which they're enforced. Physical safety deals on crisis plan, clearly communicated rules, clear and consistent violation response, people in the school feel physically safe and attitudes about violence.

According to the safety provisions on the basic planning and design standards for educational facilities by UNICEF (2009), fire prevention and emergency evacuation plans must be part of the design process and built into school programme. Combustible materials should not be used for structural purposes unless treated to resist fire. Construction materials should be free of components or elements that that can be hazardous to children. *(Please see Appendix H3)*. In addition, the Department of Education through its Educational Facilities Manual (2010) listed hazard specific reduction measures. *(Please see Appendix H7-Hazard Specific Reduction Measures)*. In response to the inclusion of emergency drills in the school, the Department of Science and Technology together with the Philippine Institute of Volcanology and Seismology (2005) released the processes on how to conduct an earthquake drill in school. *(Please see Appendix E-Safety Dimension Programs/Activities)*.

On the other hand, social-emotional safety emphasizes on the degree to which people feel safe in social-emotional terms. This encompasses both feelings about safety and judgments about rules and enforcement. It indicates attitudes about individual differences, students' and adults' attitude about and responses to bullying, conflict resolution taught in school as well as belief in school rules.

Article 28 of the Convention on the Rights of the Child dictates that State Parties are obliged to take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity. *(Please see Appendix H1-Convention on the Rights of the Child)*. Locally, to

ensure the safeties of children, the Department of Education (DepEd) issued DepEd Order No. 180, s. 2013 which contains Republic Act 10627, An Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of Bullying in their Institution and DepEd Order No. 40, s. 2012 which pertains to the Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying and Other Forms of Abuse entitled “DepEd Child Protection Policy. *(Please see Appendix E-Safety Dimension Programs/Activities).*

It is declared in Article 24 of the Convention on the Rights of that Child (1989) that States Parties recognize the rights of children to the enjoyment of the highest attainable standard of health and agree to take appropriate measures to ensure the provision of necessary medical assistance and health care to all children, to combat disease and malnutrition, to provide adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution, to ensure that parents and children are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, hygiene and environmental sanitation and the prevention of accidents. *(Please see Appendix H1-Convention on the Rights of the Child).*

Environmental-structural belongs to the environment dimension, the second dimension of school climate, which points on the cleanliness, adequate space and materials, inviting aesthetic quality and size of school, curricular and extracurricular offerings.

Provision of safe water and sanitation facilities, as first steps in creating a healthy school environment that reinforces hygienic skills and behaviours; providing separate sanitation facilities and privacy for girls is an important contributing factor in reducing dropout during and before menses according to Focusing Resources on Effective School Health (FRESH) program of UNESCO, UNICEF, WHO and the World Bank (2006, 2000). Additionally, UNICEF (2006) details standards for water, sanitation and hygienic (WASH) in schools and provides basic planning and design standards for educational facilities. Moreover, the Department of Education through its Educational Facilities Manual provides specifications for building design standards and structural soundness by following Building Code of the Philippines. *(Please see Appedices H2-Focusing Resources on Effective School Health, H3-Basic Planning and design Standards for Educational Facilities, H4-Additional Functional Elements for a Child-Friendly School, H5-Standads for Water, Sanitation and Hygienic (WASH) in Schools, H6-Essential Short-Term Measures Required to Protect Health in Schools, H7-Hazard Specific Reduction Measures (2,3 and 4) and H9-Building Code of the Philippines).*

According to ASEAN (2013), eco-schools are recognised institutions of learning at the primary / secondary level that recognises values of environmental sustainability practices and carries out environmentally friendly school policies, teaching programmes and practices for the benefit of the school and surrounding communities. Eco-friendly facilities, environmental innovations, green spaces, teaching aids/resource materials (availability of environment-related instructional

materials) and environment-friendly practices were the indicators for facilities and environmental practices. As the Department of Education continues to play a lead role in ensuring integration of protection/conservation of the environment in the school curricula, particularly on the advocacies for climate change adaptation, war on waste, tree planting, cleanliness campaign and overall environmental care and protection, the National Environmental Awareness and Education Act of 2008 or RA 9512, Philippine Ecological Solid Waste Management Act of 2000, various DepEd memoranda and orders were disseminated such as; DepEd Memorandum No. 234, s. 2008, directing the planting of horse radish in schools, DepEd Memorandum No. 2, s. 2009, disseminating Republic Act (R.A.) No. 9512 (National Environmental Awareness and Education Act of 2008); DepEd Memorandum No. 480, s. 2010: 2011 National Search for Sustainable and Eco- Friendly Schools; DepEd Order No. 93, s. 2011: Mandated Programs, Projects and Activities of the Youth for Environment in Schools Organisation. *(Please see Appendix F-Republic Acts, DepEd Memoranda and Orders for Environment)*.

The third dimension which quality of instruction, social, emotional and ethical learning, professional development and leadership belong is the teaching and learning aspect. Quality of instruction highlights adults' and students' interactions in the learning process. It denotes high expectations for student achievement, all learning styles honoured, help provided when needed, learning linked to real life, engaging materials, use of praise/encouragement, opportunities for participation, varied teaching methods, instructional leadership

and creativity valued. Social-emotional and ethical learning describes the extent to which social and emotional skills are explicitly taught in school and how ethical dispositions are recognized and valued. In social, emotional and ethical learning major indicators are the following; social-emotional and academic learning valued/taught, varied intelligences appreciated and connections across disciplines. Article 29 of the Convention on the Rights of the Child stipulates that States Parties agree that the education of the child shall be directed to: (a) the development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own; (d) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; (e) the development of respect for the natural environment. *(Please see Appendix H1-Convention on the Rights of the Child).*

Professional development and leadership dimensions are intended only for school employees. Professional development concentrates on the support in school for professional development programs and the degree to which teachers and other school employees have input in defining their needs and their

evaluations of professional development programs. It also tackles the nature of professional development programs – the focus and the approaches. In addition, this aspect points on the standards and measures used to support learning and continual improvement, professional development is systematic and on-going, data-driven decision making linked to learning, school systems evaluated and teachers feel that this is relevant and helpful. Leadership aspect discusses on the school's administration and their relationship with other school personnel. Compelling and clearly communicated vision, administrative accessibility and support as well as school leader honours people at school are in the leadership facet's indicators.

The last dimension where respect for diversity, community and collaboration and morale fit in is the relationship. Relationships are the foundation of school experiences. The extent to which individuals feel listened to, respected, communicated and collaborated shapes the school community, learning, teaching and school connectedness. Respect for diversity focuses on the extent to which adults and students in the school respect each others' differences with regard to such factors as gender, race/ethnicity, or physical differences. Its indicators are positive adult-adult relationships between/among teachers, administrators, and staff, positive adult-student and student-student relationships, shared decision making, common academic planning opportunities, diversity valued, student participation in learning and discipline, peer norms linked to learning, cooperative learning, conflict-violence prevention and being able to say no.

As UNESCO (2005) views inclusion as a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning, it was pronounced in the Universal Declaration of Human Rights (1948) that everyone has the right to education... Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace (Article 26-Universal Declaration of Human Rights). Additionally, the Convention on the Rights of the Child (UN, 1989), stated in Article 2 that education must be provided without any discrimination while Article 23 indicates that children with disabilities should have effective access to and receive education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development. *(Please see Appendices H1-Convention on the Rights of the Child and H8-Conventions, declarations and recommendations related to inclusive education).*

Mutual support and on-going communication, school-community involvement, parent participation in school decision-making, shared parent-teacher norms vis-à-vis learning and behaviour and student family assistance

programs comprise the school community and collaboration aspect. Community and collaboration aspect deals with the nature of the school community and adult collaborations. To what extent do people feel that the school is a community? To what extent do parents and educators work together to support student learning development? To what extent does the school keep parents/guardians informed and helpfully involved? Whereas, students are engaged learners, staff are enthusiastic about their work, students connected to one or more adults and students/staff feel good about school and school community encompass the morale/connectedness phase. This phase focuses on how we feel about being in school. Do we look forward to coming to school and feel there is a positive sense of purpose? To what extent do we feel engaged in school life?

UNICEF as cited by Shaeffer (1999) developed a framework of rights-based, child-friendly educational systems and schools that are characterized as healthy for children, effective with children, protective of children, and involved with families and communities -- and children. The framework contains the following important points; A) the school is a significant personal and social environment in the lives of its students. A child-friendly school ensures every child an environment that is physically safe, emotionally secure and psychologically enabling. B) Teachers are the single most important factor in creating an effective and inclusive classroom. C) Children are natural learners, but this capacity to learn can be undermined and sometimes destroyed. A child-friendly school recognizes, encourages and supports children's growing capacities as learners by providing a school culture, teaching behaviours and

curriculum content that are focused on learning and the learner. D) The ability of a school to be and to call itself child-friendly is directly linked to the support, participation and collaboration it receives from families. E) Child-friendly schools aim to develop a learning environment in which boys and girls are motivated and able to learn, and staff members are friendly and welcoming to children and attend to all their health and safety needs.

Statement of the Problem

The main purpose of this study was to describe the school climate at Mt. Carmel School of Infanta, the data from which served as bases in proposing a strategic plan to improve the school's climate.

Specifically, it aimed to answer the following questions:

1. How can the school climate of Mt. Carmel School of Infanta as perceived by top management, teachers, staff, students and parents be described in terms of the following variables:
 - 1.1. Safety
 - 1.1.1. Physical safety
 - 1.1.2. Social, emotional safety
 - 1.2. Teaching and learning
 - 1.2.1. Quality of instruction
 - 1.2.2. Social, emotional, ethical learning
 - 1.2.3. Professional development
 - 1.2.4. Leadership

1.3. Relationship

1.3.1. Respect for diversity

1.3.2. Morale

1.3.3. Community and collaboration

1.4. Environment

1.4.1. Environmental-structural

2. What are the weaknesses in the school climate according to top management, teachers, staff, students, and parents?
3. Based on findings of the study, what strategic plan can be proposed to improve the school climate of Mt. Carmel School of Infanta?

Scope and Delimitation of the Study

This study focused on describing the school climate experiences at Mt. Carmel School of Infanta, Quezon particularly its high school unit. Twenty five percent (25%) of the enrolled high school boys and girls students S.Y. 2013-2014, teachers, staff, top management and parents were the participants of the study.

School Climate Inventory from the National School Climate Centre (NSCC) formerly the Centre for Social and Emotional Education (CSEE) was adapted and used to determine the level of the subjects' school climate particularly on its different dimensions with specific elements such as safety which involves physical and social-emotional safeties, environment which deals on environmental-structural of the learning institution, teaching and learning

which includes quality of instruction, social, emotional, ethical learning, professional development and leadership, and relationship dimension which comprises of respect for diversity, morale, and community and collaboration. Professional development and leadership of teaching and learning dimension were intended only for school personnel. Based on the respondents' weaknesses perceptions of the school climate, a strategic plan was designed.

No attempts were made to control other factors such as the socio-economic status, vicinity of the residence on the school, class standing of the students, academic achievement of parents and religion.

Significance of the Study

The findings of the study are deemed beneficial to the following:

School Administrators. This study provides information on the status of school climate as perceived by top management, teachers, staff, students and parents. It also offers strategic plan to improve the school climate. Gaining varied perceptions from the different participants of this study may be important to school administrators as these serve as basis on designing and planning school programs and activities. It could also broaden their horizon of school supervision wherein principals could select the strategy adaptive to their school situations for upgrading their plan and development.

Teachers. As teachers are the front liners in the teaching and learning process, part of this study evaluates teaching and learning dimension of school

climate. It also provides strategic plan that enhances school climate. Through this study teachers would be aware that their everyday actions in dealing and inculcating knowledge to their students create a huge influence on the engagement and motivation to their students. Recognition and better understandings of the school climate would enable teachers to utilize varied activities that are applicable to their school setting or serve as added activities to the regular routine to help students' motivation, involvement and maximize students' potentials.

Parents. This study assesses and recognizes parent as part of the school community and their perception of the school climate. School and home partnership and collaboration would be developed as this study proposes a strategic plan to improve the school climate which community and collaboration includes. Through this study, parents could be enlightened that they are part of the school environment that nurtures and develops learners.

Students. This study gives importance and evaluates students' perception of the school climate as they are one of the major partakers of school environment and beneficiaries of school efforts. As they take part in the learning process, acquiring and participating in the different activities from the proposed strategic plan, this study could encourage students to be more involved in school programs and activities and develops awareness that their school climate experiences affect their development.

Staff. This study recognizes staff as one of the groups of school stakeholders and values their perception of the school climate. It also offers

developed strategic plan which contains varied programs and activities to improve school climate. Recognizing strengths and weaknesses of the school climate as perceived by staff from this study could cultivate and develop consciousness on their role in developing positive school climate and foster collaborative effort and participation in making the school a safe, happy, conducive and inviting learning institution.

Future researchers. This study evaluates and identifies strengths and weaknesses of the school climate as perceived by top management, teachers, staff, students and parents. The strategic plan proposed in this study offers numerous programs to improve school climate, thus, they can adapt activities that are suited or applicable to their setting and find this study as a model for similar tasks.

Definition of Terms

The following terms are defined either conceptually or operationally:

Community and collaboration. This occurs when group or agencies come together to establish an educative community. In this study, it deals with nature of the MCSI community and parents/guardians collaborations to support student learning and development.

Environment. This pertains on all of the surrounding things, conditions, and influences affecting the growth or development of living things. In this study, it refers to the area that surrounds MCSI, cleanliness, repair of the school facilities and the adequacy of the space, resources and schedule.

Leadership. It refers to the condition of being a leader. In this study, it focuses on the MCSI's administration and their relationship with other school personnel.

Morale. This refers to the amount of confidence felt by a person or group of people, especially when in a difficult situations. In this study, it focuses on how school stakeholders feel about being in MCSI.

Physical safety. It involves work environments, equipment and practices which may expose participants to potential hazards. In this study, it refers on the degree to which people feel physically safe in the MCSI building and in the area surrounding it. It also focuses on the clarity of the rules that MCSI has for maintaining safety and the consistency and fairness with which they're enforced.

Professional development. This refers to the acquisition of skills and knowledge both for personal development and for career advancement. In this study, it emphasizes on the support in school for professional development programs and the degree to which teachers have input in defining their needs and their evaluations of professional development programs derived through a formal graduate schooling, in-service trainings, workshops, conferences and other ways of continuing growth.

Quality of instruction. It is purposeful instruction provided through the culture, conditions and competencies of the environment, and is deeply rooted in the instructional core where the relationship of the teacher, student and content are at the center of the efforts to improve performance through engagement,

rigor, relevancy and results. In this study, it highlights teachers', other adults' and students' interactions in the learning process.

Respect for diversity. It focuses on the extent to which adults and students in the school respect each other's differences with regard to such factors as gender, religion, race/ethnicity, or physical differences. It also emphasizes on peer relationships among students and adults and the relationships between adults and students.

School Climate. This refers to the feel, atmosphere, tone, ideology or milieu of a school. In this study, it refers to the character of MCSI specifically to its major dimensions such as safety, environment, teaching and learning and relationship.

Sectarian School. It refers to the school affiliated with a specific religious denomination. In this study, it pertains to catholic school which is Mt. Carmel School of Infanta manage by Notre Dame De Vie congregation.

Social, emotional, ethical learning. It is a process for learning life skills, including how to deal with oneself, others and relationships, and work in an effective manner. In this study, it describes the extent to which social and emotional skills are explicitly taught in MCSI and how ethical dispositions are recognized and valued.

Social, emotional safety. This refers to an emotional state achieved in attachment relationships wherein each individual is open and vulnerable. In this study, it refers on the degree to which people feel safe in social-emotional terms within MCSI. It also encompasses both feelings about safety and judgements

about rules and enforcement related to behaviour, including verbal bullying and harassment in school.

Strategic plan. It is a document used to communicate with the organization the organizations goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise. In this study, it refers to the plan that aimed to enhance the weaknesses in the school climate of MCSI.

Teachers and staff. This pertains to a group of people who teach and assist the school administration. In this study, it refers to the teaching and non-teaching employees of Mount Carmel School of Infanta.

Top management. It represents the highest ranking executive responsible for the entire enterprise. In this study, It pertains to the principal, registrar officer, finance officer, year level coordinators and guidance counsellor of Mount Carmel School of Infanta.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of foreign and local literature and studies that support the statement of the researcher. The related literature assists the researcher to comprehend ideas and gain background to the elements that are included in his study.

School Climate

Dary and Pickeral (2013) state on their school climate practices for implementation and sustainability that 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.

In addition, Hughes and Pickeral from Dary and Pickeral (2013) shared that through empowering teachers, staff, students and parents to work and collaborate towards a common goal; it makes them aware of their responsibilities and the important role each one of them plays in the work. Engage school climate needs active involvement of school stakeholders from decision making to implementation and monitoring progress. The researchers also posited that leaders willing to tap the wealth of knowledge and skill sets of everyone in the school develop an engaging and participative school climate as the school becomes a place where adults collaborate and create a sense of belonging, inclusiveness is both a vision and practice to ensure everyone is engaged and students learn more and are connected to the adults in the schools.

California Department of Education (2012) considers school climate as a broad term that commonly describes a variety of dimensions that characterize the “spirit” of the school. It refers to the conditions or quality of the learning environment, which are created and maintained by the values, beliefs, interpersonal relationships, and the physical setting shared by individuals within the school community. Communities in school with positive climates value diversity of all types as well as encourage shared experiences and purpose, promote transparent and unbiased norms and expectations, and provide numerous opportunities for growth and success.

To provide students a supportive school environment that promotes excellence in learning, Abansi (2011) suggests the following goals and strategies during 2011 International Convention on Executive Management Education for All School Managers held in Baguio City. First goal is supportive school which includes strategies such as share the mission and goals, involve stakeholders and develop partnerships and make information available and accessible. Additionally, she detailed specific actions that refer to different strategies. In share the mission and goals, the following actions are enumerated. Ensure that mission is absolutely clear, written down and visible around the school. Focus the mission on academic development appropriate to the needs of the particular school populations; contains core values, such as treating each student as an individual, and the goals for the school related to student performance. Ensure that mission is known and accepted as legitimate by teachers throughout the school as mission sets a priority for the work of teachers, teachers and

stakeholders of the school are involved in writing the mission statement and goals, teachers make the mission more meaningful by bringing it into the classroom and giving it vision. Manager/principal articulates, actively supports, and model/live the mission, during the school year, use the mission statement as the opening for faculty meeting and have an open discussion about it and at the end of school year, use the mission statement for an hour-long reflective discussion about progress or setbacks in relation to the mission statement. Frame the school's goal as focus on manager's role in determining the central purposes of the school. Work with staff to ensure that the school has clear, measurable, time-based goals focused on the academic progress of students. Researcher cited that as Morhman et. al., (1994) state process for developing goals is data-driven such as school demographics and student achievement test scores, and relevant research about what works in school. Communicate the school's goals, ensure the goals are widely known, owned and supported throughout the school community and incorporate into daily practice.

The following are actions on how to involve stakeholders. Explore a variety of mechanisms to involve parents, teachers, and the community as schools can create school councils or decision-making bodies as a way to involve stakeholders. Schools delegate decision-making responsibilities into subcommittees to involve more people. Develop partnerships with local government, NGOs and other institutions. Furthermore, schools create different kinds of opportunities for different groups depending on their abilities, time available and role in order to get them involved in school management and

improvement. Abasi added that involving stakeholders reduces burnout and keeps people actively participated and involved.

To make information available and accessible actions, the suggested actions should be taken. Maintain consistent communication with parents. Monitor closely student performance and communicate regularly to all stakeholders. Make available to school staff information on measurement of goal attainment, trend data to measure progress, and benchmark data to know how well the school is doing compared to similar schools. Perform a contextual analysis of the strengths and weaknesses of the school like the characteristics of the students, major historical and sociological factors that affect how the school function, and others.

Second goal is the excellent student performance that includes develops strong teacher professional culture, conduct practice-oriented training, supervise and evaluate the curriculum and instructional program and monitor student progress. Through the following actions, strong teacher professional culture will be developed. Develop a problem-solving orientation on teachers as if what they are doing with students isn't working they identify obstacles and try something else to overcome them and modify current practices and other approaches to reach and respond to students. Require teachers to share information about teaching, practices and student performance as peer teaching and mentoring. Conduct practice-oriented teaching and development by means of developing a training program that fits the specific needs of the teachers through collaborative planning. Conduct regular in-service training and other forms of staff

development at the school site focused on practical considerations in improving implementation of the instructional; integrate and cross-grade level meetings and planning session at which teachers work together to improve coordination of instruction, develop learning activities or work on other school wide objectives. Provide opportunities for training in new skills needed for increased leadership and decision-making authority in areas such as meeting facilitation, and consensus building. Spend time orienting new teachers to the school culture and provide parents with training and development to increase the effectiveness of their role in helping their children.

As Schmoker (2006) mentioned that instruction is the single greatest determinant of learning, not socio-economic factors or funding levels, Abasi (2011) includes supervise and evaluate instruction as the third strategy. The researcher listed the following actions. Protect instructional time, maximize availability and use of the time as well as establish clear rules and expectations for the use of time allotted to instruction, and monitor effective use of classroom time. Maintain high visibility as the principal serves as the instructional leader for the school. Show high visibility on the campus and even in classrooms and demonstrate expertise in teaching and learning. Develop high expectations and standards through assisting teachers in setting and reaching personal goals. Provide thorough, defensible and insightful evaluations, making recommendations for personal and professional growth. Make regular classroom observation and provide feedback thru post conferences, develop a coaching program as well as provide support for teachers both in the form emotional encouragement and

practical assistance in acquiring materials, handling difficult teaching assignments, and functioning successfully.

Establishing policies on student progress relative to homework grading, monitoring and reporting progress, remediation, retention/ promotion is one of the actions to monitor students' progress. Moreover, provide extended learning opportunities for students who need them as well as monitor and analyze data on general student achievement such as school performance on division, national average and other benchmarks. Implement a reward system for high achieving students as well as develop and implement rigorous discipline policies.

According to McCabe and Cohen (2010) that as to define positive school climate it was also stated in the summary that generic definitions of climate and culture such as a climate conducive to student achievement, tend to leave readers with vague notions of what positive school climate looks and feel like, and do little to transfer definitions into effective practice. On the other hand, the more prescriptive definitions describe characteristics of positive school climate, such as respect for diversity, collective decision making, a sense of community, specific indicators of physical safety and others. These specific definitions provide clearer objectives and lead to measurable outcomes for schools. They also added that since climate is a whole school reform issue, it should be treated as an essential ingredient of academic improvement planning. Furthermore, they stressed that climate is not a supplemental element of schooling outside of teaching and learning but rather positive school climate is an essential factor in student achievement. As States assesses schools' improvement efforts and

overall quality, in terms of academic improvement climate should be directly involved.

Moreover, Pennsylvania State Education Association (PSEA, 2010) emphasized that students learn best and achieve their full potential when they are physically, socially, emotionally, and academically safe – in safe and orderly schools and classrooms. PSEA supported the comprehensive, evidence-based efforts to increase student achievement by establishing a positive school climate as reflected in the character and quality of school life. The association added that school climate reflects multiple aspects of people's experience of school life, including norms, goals, values and interpersonal relationships. Safe school climate indicators are directly linked to student academic performance. A positive school climate is key to fostering healthy child development and high-level learning and is directly connected to student academic performance. It is also associated with fewer student behavioural and emotional problems.

To provide a positive and safe school climate, the association offered the following recommendations. One, build a system of standards and accountability that takes account of school climate measures. This includes adopting state wide, evidence-based standards for school climate, developing tools to help measure school climate, creating accountability expectations that extend beyond academics to account for all the needs of children, and provide resources and technical assistance to help all schools achieve the school climate standards. Within this structure of standards and accountability, school should be required to ensure that professionals also are safe. Staff should have

a constant communications device while teaching, a system to locate students who are in the school building but not attending class, security cameras, and other appropriate equipment where necessary.

Two, support and disseminate evidence-based models of school practices. Schools need to ensure every student will have a supportive relationships with at least one adult in school, design academic and extracurricular programs with the specific goal of providing adult role models; provide students with the tools and resources to know how to communicate with adults about rumours, threats, or abusive behaviour; and ensure that all students and staff know how to identify and respond to potentially violent students. Schools also need successful models to create pro-active partnerships with law-enforcement and social-service agencies, including deliberate strategies to prevent bullying, gang activity, and other issues that put students at risk.

Third, provide funding to ensure adequate staffing. Ensure that all schools have a sufficient number of clearly identified security guards and that security staff receive adequate training and supervision from trained professionals. Schools also require resources to expand access to counselling, anger management, and peer mediation services. Four, require that schools plan for a safe, positive school climate. Require that each school establish a safety committee to bring staff, students, administrators, and parents together in a cooperative effort to maximize safety in each school building. Ensure that schools engage in planning and professional development and have adequate

resources to address safe school issues. Five, enact a legislative package that addresses gaps in current statute, such as: establishing a Safe School Advocate for school districts which traditionally have a higher number of violent incidents, provide civil and criminal immunity to school employees when they exercise in loco parentis authority in disciplining students, and requiring every school vehicle and school bus to be outfitted with backup warning devices to provide additional safety protections for students and staff on and around school property. And six, establish policies such as placement in an alternative school, for students who place other students or staff at risk for serious bodily injury or who are habitually disruptive. Require that all districts establish alternative schools and provide training to teachers assigned to those schools.

Additionally, Cohen, McCabe, Mitchelli and Pickeral (2009) define school climate as it refers to spheres of school life such as safety, relationships, teaching and learning, the environment, as well as to larger organizational patterns; fragmented to cohesive or shared vision, healthy or unhealthy, conscious or unrecognized. In addition, school climate is an education variable that can be created and sustained through district policies, quality practices, alignment with priorities and accountabilities, encouragement and support.

Importance of School Climate

According to Duckenfield and Reynolds from Dary and Pickeral (2013) that school leaders need to ensure all school stakeholders know that school's climate provides a safe and nurturing environment for students and adults to feel connected to the school. In addition, Cohen and Brown as they cited Cohen &

et., al., from Dary and Pickeral posit that a collaborative school climate and collegial adult climate focused on the well-being and growth of all learners provides an essential foundation for effective teaching and supportive learning environment.

Moreover, Cohen (2012) on his school climate implementation road map explains that school climate contributes to the relationships adults and youth have in schools – the better the relationship – the more engaged youth and adults become contributing to higher student achievement and connection to the community. The school climate improvement process recognizes and powerfully supports the social and civic as well as intellectual student learning and whole school improvement efforts. A positive climate not only fosters youth development and learning but as importantly contributes to positive relationships among adults, their sense of connectedness and success (Pickeral, Evans, Hughes and Hutchison, 2009). In addition, Cohen (2010) also stated that positive school climate is strongly correlated and/or predictive of high quality teaching and student academic achievement. Effective risk prevention and health promotion efforts are positively correlated with safe, caring, participatory and responsive school climate settings. Cohen (2010); Cohen, Pickeral and McCloskey (2009) also mentioned that positive school climate affects students' self-esteem, self-concept in positive ways as well as associated with greater teacher retention.

Furthermore, Makewa & et., al. (2011) advocate that a sustainable, positive school climate promotes youth development and learning necessary for a productive, contributing and satisfying life in the society. Similarly, when

students, together with educators and parents, work to improve school climate they uphold essential learning skills as well as life and career skills that provide the foundation for the 21st century learning. Likewise, Bullard (2010) states that the environment that individuals are in affects their mood, ability to form relationships, effectiveness in work and even their health.

The National School Climate Centre (NSCC), Centre for Social and Emotional Education (CSEE) and National Centre for Learning and Citizenship (NCLC) at Education Commission of the States (ECS, 2010) combined their efforts as they express that positive school climate needs to be actively created and sustained by members of the student, parent and school personnel groups, and supported by the community at large. When the school community works together to understand and improve school climate, collective action powerfully supports positive youth development and learning and promotes the underlying skills and values for healthy adult relationships, and the capacity to work and participate in a democracy. Activities like community service-learning and student councils value student engagement and enhance the learning environment by providing students with opportunities to participate in the learning process and construct their own knowledge of social and government systems as positive school climate affects student motivation and learning. Fortunately, when such activities are presented in a supportive and collaborative learning environment, school adults encourage students to build upon one another's ideas in productive and engaging ways.

Realistically, it represents the social situation that they may find themselves part of in the greater community. Thus, positive school climate promotes cooperative, collaborative learning, group/team cohesion, respect and mutual trust. The institutions added that through this safe, caring, participatory and responsive school climate, it tends to foster greater school connectedness as well as provide the optimal foundation for social, emotional and academic learning. How connected people feel to one another in school and how connected the school to the community is one of the fundamentally important dimensions of school climate. School connectedness is a powerful prediction of adolescent health and academic results, and behavioural problems.

Moreover, the World Health Organization (2003) promotes that a school's environment can enhance social and emotional well-being, and learning when it is warm, friendly and rewards learning, promotes cooperation rather than competition, facilitates supportive, open communications, views the provision of creative opportunities as important, prevents physical punishment, bullying, harassment and violence, by encouraging the development of procedures and policies that do not support physical punishment and promote non-violent interaction on the playground, in class and among staff and students and promotes equal opportunities and democratic processes.

Factors Related to School Climate

Hughes and Pickeral as cited by Dary and Pickeral (2013) mentioned that successful schools require the substantial engagement and participation of those who make it a community. They discuss that leadership is when school

leader, other school personnel, students and parents collaborate to solve problems. Other school stakeholders are invited to share the responsibility for leadership and develop a positive school climate. They also elaborate that in accomplishing safe, equitable, engaging and high quality school climate; shared leadership is a vital factor. Experts summarized that schools need to recognize and develop leadership among many individuals representing all education stakeholders to effectively model and develop a school climate that engages adults and students in a shared mission that improves student progress.

In addition, Ross from Dary and Pickeral (2013) established that equity or fairness is intrinsic to all aspect of school climate act. Expert added that an equitable school climate responds to the wide range of cultural norms, goals, values, interpersonal relationships, leadership practices, and organizational structures within the broader community. Specialists suggested the following practises to enhance equitable school climate; encouraging reflective practice and building cultural awareness in students and adults, increasing in understanding of diverse cultures, keeping diverse schools physically and emotionally safe, making high expectations culturally responsive, designing multiple pathways to meaningful participation and demonstrating caring by knowing students' unique emotional needs.

Additionally, the US Department of Education as cited by Ross states that reducing a racially or sexually hostile environment means not only improving the district's incident reporting process, but also educating students and staff about bias and stereotypes. He also quoted National School Climate Council's

definition that equitable school climate refers to the quality and character of school life that foster children's, youth's and families' full access to appropriately supported, high expectations for learning and achievement, emotionally and physically safe, healthy learning environments, caring relationships with peers and adults as well as participation that meaningfully enhances academic, social-emotional, civic and moral development.

To increase teachers and other school staff active teaching knowledge and skills as how to contribute to corresponding school climate, school leaders should provide quality professional development program (Duckenfield and Reynolds from Dary and Pickeral, 2013). Furthermore, Cohen and Freiberg as cited by Dary and Pickeral (2013) marked that school leaders together with the other school partakers need to publically and authentically support comprehensive efforts not only to prevent mean, cruel ,or bullying behaviours but also commit to create and maintain safe, supportive, and engaging climates for working/learning development. They suggest to get involve the whole community in preventing bullying. School employees, parents/guardians, students and community members or leaders need to be co-leaders in preventing bullying for effective school climate improvement efforts because lack of engagement is of the most common reasons why so many school reform actions fall. Engagement is essential to support positive school climate as family engagement has a direct, positive effect on children's achievement and serves accurate predictor of a student's success.

According to California Department of Education (2012) that there are different elements or dimensions that comprise a school's climate which ranging from the quality of teacher-student interactions to characteristics of the school's physical and organizational structure, as well as perceived safety, and teaching and learning practices. As the growing body of research provides support for the impact of school climate factors on student academic, behavioural and social-emotional outcomes, positive school climate students' perception are related to a variety of school adjustment indicators which include academic motivation and school connectedness, attitudes toward learning and conflict resolution skills. Students engage in fewer risk-taking and violent behaviours, fewer discipline referrals and school suspension, and report feeling safer at school with positive climates as well as they are more willing to report potential threats to safety.

Researchers from CEP together with the support from the National Association of Elementary School Principals (2012) have identified three major dimensions of school climate and enumerate its specific components. First, the physical dimension of school climate includes appearance of the school building and its classrooms, school size and ratio of students to teachers in the classroom, order and organization of classroom in the school, availability of resources and safety and comfort. Second, the social dimension of school climate composes of the following; 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 degree to which students, teachers, and staff contribute to

decision-making at the school. On the third dimension which is the academic dimension of school climate consists of quality of instruction, teacher expectations for student achievement and monitoring student progress and promptly reporting results to students and parents. Moreover, the organization added that a school's climate is the school community's dynamic effort-how everyone fits and works together. When a school is a positive place to be, people are happy to be there, to do their best, and to make their best. The following are some effective ways in improving school climate; creating a caring community, providing students with opportunities for moral action, fostering self-motivation, engaging staff as a learning community, and appealing families and community members as partners.

Likewise, Lang (2012) states that while there has been no formal research on the link between Catholic school climate and parish life, it is evident that school climate is inextricably linked to engagement in extra-curricular activities and in parish life. A stronger parish community can be cultivated through a vibrant, caring parish environment can spill over into the school environment, and a positive school climate, thus increasing a desire for community engagement. Welcome and safe in school provides a good foundation for continues involvement in other areas of parish life. Integral to a positive parish climate is the process of nurturing a healthy school climate.

Furthermore, as an active learning is important, Copple and Bredekamp as cited by Bullard (2010) state that always mentally active in seeking to understand the world around them, children learn in variety of ways; range of

teaching strategies and interactions are effective in supporting all these kinds of learning. A well-designed environment provides children with multiple opportunities to construct their knowledge through first-hand experiences. It allows multiple forms of interaction like peer to peer, student and teacher, and in a small group discussion. When learners have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers, they develop best. Additionally, Bullard as she mentioned Greenman points out that well-designed environment is a place where learners and adults can find sanctuary, nurturance, comfort, compassion, and community. Relationships flourish as learners have the opportunity to deal with peers in self-chosen activities. The one-on-one time with an adult that often occurs as learners interact in learning centers also facilitates positive relationship. Bullard (2010) and Tyre (2007) conclude that school's administrators, teachers, staff, and parents should help and share a mission with each other in designing positive climate for the learners' learning and development.

From Warhuus and Poynor (2010), the fundamentals of a positive school climate are characteristics of family, school and community environments that elicit and foster the natural ability of children and youth to learn and develop. They listed four general factors to consider such as positive physical environment, caring relationships, high expectations and opportunities for meaningful participation. Experts explained that positive school climates are physically and psychologically safe environments that enhance creativity, cooperative behaviour, exploration and positive risk-taking. As building and

grounds where children and youth identify as places conducive to learning serve as starter, feeling of connectedness is nurtured in safe school and classrooms. They also added that real safety comes from building an inclusion school community in which diversity is honoured and all students are welcomed into the circle.

Researchers posited that quality of caring relationships at work in a school is also a character of a positive school climate and the aspect most associated with positive academic, behavioural, developmental and health outcomes. The process of creating a positive school climate is one that requires all school employees to work as a team and actively engage students, parents, and the community.

With all the theory and researches conducted, evaluating school climate has been demonstrated to be an effective way to measure the condition of learning and working environment from physical, emotional and psychological aspects of the school, as well as the interactions among all school stakeholders.

Johns Hopkins Bloomberg School of Public Health (JHBSPH, 2010) elaborates why school environment or climate matters. According to them, school environment or climate refers to the social, academic and emotional contexts of a school – the personality of the learning context – and how it is perceived by students, staff and community. This climate is influenced by a broad range of factors, from disciplinary policies to instructional quality to student and teacher morale. A positive school climate creates an optimal setting for teaching and learning. The following are the concluded four components as being critical for

successful schools from the Johns Hopkins Bloomberg School of Public Health (2010) extensive study and review of school climate materials.

1. Caring Environment: A Precondition for Learning

A positive school environment is built upon caring relationships among all participants, students, teachers, staff, administrators, parents, and community members. A warm morning greeting from the custodian can help determine a child's mood for the day, just as a teacher's cheerful send-off at day's end can help motivate the child to do homework. Learning requires a personal touch, and teaching fundamentally depends on interpersonal communication. Below are the different relationships that affect learning and school success as explained by Johns Hopkins Bloomberg School of Public Health.

Student – Teacher Relationships. No factor is more important for positive school outcomes than the children's perception of the teacher's attitude toward them. Students tend to work toward fulfilling high expectations when they believe that their teachers care about them, see them as competent, respect their views and desire their success. A study conducted by the Coalition of Urban Boards of Education, Maryland (2010) revealed that nearly two-thirds of the students surveyed were either not sure they trusted their teachers, or worse, were certain they did not trust their teachers. More than one students in six felt their teachers did not respect them. More than a third believed their teachers did not care whether or not they were successful. Such discouraging results are a recipe for individual and social disaster.

Student – Student Relationships. School is the primary social structure for children. Friendships and social relationships with peers are a central part of students' lives. A positive school environment encourages communication and interaction and does not tolerate harassment, bullying or violence of any kind. Social norms are often established and spread by members of the popular crowd, who tend to have a disproportionate influence on school climate. When popular students get good grades, the general sense of school attachment is strong, and more students emulate these leaders. However, if the popular cliques favour fun over future, sports over studies or popularity over inclusiveness, they will undermine a positive learning environment. Because student leaders have a powerful impact on school culture, adult educators must pay close attention to the messages and attitudes conveyed from student to student. Teachers need to recruit those influential young people as allies. School attachment is particularly difficult for the transfer students, who are concerned about making new friends and being included in extracurricular school activities. When friendship networks are disconnected, stratified or segregated by race, students' relationships and school attachment both suffers.

Teacher – Staff – Administrator Relationships. Positive relationships, based on trust, respect and support, among school adults are essential to professional fulfilment and school success. An atmosphere of collegiality influences teachers' efficacy, satisfies emotional needs, and leads to personal and professional learning. Teachers and staff need to enjoy their work and be willing to contribute to the school's positive learning environment. Furthermore,

teachers cannot create a democratic classroom in an autocratic school. They cannot teach interpersonal respect when they are treated disrespectfully by administrators, and they cannot set high standards for students if administrators set low standards for them. In a study conducted by Johns Hopkins Bloomberg School of Public Health (2010) of Chicago schools, they found out that nearly all the teachers in schools with the highest achievement reported strong relationship with the principal, and three-quarters reported strong relational trust with fellow teachers. By contrast, fewer than half of the teachers in schools with the lowest achievement reported a strong relationship with the principal, and only a third reported strong relationships with peers. They also stressed that in any organization there is no substitute for good leadership, and schools are no exception. Principals and administrators create the vision, establish the agenda, communicate the goals and lead by example. The best teachers are well organized, task oriented and well informed. Effective principals are good listeners and are open to suggestions from every stakeholder in the school. They encourage progress toward goals and foster healthy interpersonal relationships, provide constructive criticism and bestow generous and genuine praise.

School – Parent – Community Relationships. Parents and community members should feel that their school has a welcoming environment. It should be accessible and open to parent participation, recognize parents' expertise and provide opportunities for their contributions (Hurst, Reding, 2009). Effective communication and collaboration with parents and the community will promote better outcomes for students. Johns Hopkins Bloomberg School of Public

Health's (2010) research demonstrated that parental support and value of education is consistent predictors of children's academic achievement. They emphasize that these outcomes are enhanced when the entire community values education and demonstrates support for its school.

The following are the enumerated strategies to promote a caring, and respectful school environment (JHBSPH, 2010). First, create more opportunities for student – student and student- teacher interaction through, a) small learning communities, as lower student – teacher ratios promote interaction, b) block scheduling, with longer classes that foster greater interaction, c) looping, in which a teacher is with the same class for more than one year, d) class meetings, where students share their thoughts daily or weekly, e) staff members who are assigned as mentors as advisor to individual students or groups and cooperate learning projects, which studies show eliminate cliques and widen friendship networks. Two, build students' social and emotional competencies – self-awareness, self -management, social awareness, relationship skill and decision making capacities. These skills are predictive of a child's ability to learn and solve problems non-violently, and studies indicate that the vast majority of children can improve these competencies. Third, support positive peer relationships through teachers' modelling positive and supportive interactions and developing class rules that value kindness and discourage exclusion. And fourth, promote relationships among teachers by establishing common planning time, interdisciplinary work teams and collaborative work opportunities.

The Grand Street Campus (2010) once one of New York's most dangerous high school, implemented innovative leadership program which aims to empower students in leadership, self-concept, conflict management, cooperation and social responsibility. After the implementation, they found out that along with dividing the school into smaller units, the leadership is credited with a significant reduction in violence. Mentors show genuine concern for the students and are viewed with respect. Student interests are reflected in programs and in school activities. Another school, Cossitt Avenue School in LaGrange, IL, has relied on the benefits of social emotional learning (SEL) to support academics and develop a positive climate. Recognizing and managing emotions and behaviours, showing concern for others, establishing positive relationships, making responsible decisions and handling challenging situation are parts of Cossitt's SEL program. It focuses on creating a safe and orderly environment where students can grow. Their home side assignments engage parents and students in joint projects, and the heightened respect for differences creates a more positive educational environment for students with learning disabilities. Cossitt students gather daily for student-led class meetings, participating listening and communication skills and showing respect for others. The school also implemented buddies system where younger students are paired with older students in a buddy system, building a stronger relationship network within the school community. Students generate norms for discipline, behaviour and partnerships in cooperative learning.

2. Safe and Structured Environment

In a safe, structured environment, students can focus their attention on learning. Many factors combine to promote a feeling of safety, ranging from the physical environment to discipline policies to perceptions of fairness.

The Physical Environment. A school's physical structure and appearance send important messages. When the physical plant is well maintained and the surrounding grounds are well kept, they convey respect for the school community and the educational mission. Bloomberg noted that in low-resource communities, students and parents often help in maintaining the facility to keep it looking good. Likewise, the physical organization of a school can create obstructions to engagement or foster opportunities for a positive learning climate. When teachers have easy access to materials and classroom are arranged for optimum student learning, the focus remains on the core goals. On the other hand, when the necessary materials for learning are not present, the message is also clear that in their community, students don't matter.

The Importance of Safety. When students do not feel safe in school, they are more likely to become truant, carry weapons, get distracted and experience lower achievement. A sense of safety for the entire school community has both physical and emotional aspects.

Physical safety comes from a sense of community, which decreases a feeling of personal risk. Environment that experience conflict are often those that accept unhealthy behaviour. For instance, bullying is an all too common scenario and must not be accepted and tolerated. In school nationwide school-climate

study, cited by JHBSPH (2010), involving 30,000 students in Maryland, about three-fourths said they themselves were not bullied at school, but half said they saw other students being bullied at least once a month. Children who feel threatened in school can't learn. The school states that if schools ignore even the most subtle forms of aggression, they convey the message that school is an arena of safety. They also described that a safe community is built through clear expectations for personal conduct; respect for others, conflict resolution techniques; and fair, enforceable and equally applied consequences for violations.

Academic safety as defined by JHBSPH (2010) is an atmosphere in which both students and teachers feel free to take intellectual risks. Students can raise their hands and present an idea without fear of ridicule. Teachers feel they can bring new ideas to the classroom and concerns to the administration without reprisal. Every person in the school community feels free to innovate with the knowledge that fresh ideas will be welcomed and valued, even if they are not all equally successful. On the other hand, emotional safety occurs in an environment where bullying is not allowed, neither is teasing. Additionally, it is an environment where one does not feel threatened because of the colour of his/her skin or sneakers as well as a school where neither one's language of origin or linguistic disabilities are a source of ridicule.

Safe schools are fair. Accordingly, most individuals have an innate sense of fairness and bristle when rules are unequally applied. Students must feel that treatment is fair and non-discriminatory. Researchers added that a school can

declare its high behavioural expectations through consistent classroom management and clear, fair discipline. When discipline problems are addressed according to a thoughtfully established, well-communicated code of conduct, a sense of order and positive school climate are more likely to prevail. Concern about fairness increased among order students (Council of Urban Boards of Education, Maryland, 2010). The council mentioned that ethnicity was also a factor in the responses, as fewer African-American compared with Hispanic and white students, felt their teachers were fair. Predictability, consistency and structure in students' daily lives promote a sense of emotional safety, particularly for those whose lives outside of school are in turmoil.

Strategies to improve structure and safety as suggested by Johns Hopkins Bloomberg School of Public Health (2010) include the following; a) invest in school maintenance, and involve students, parents and the community in these efforts, b) with input from the students, parents and staff, create a disciplinary system with clear expectations and consequences, c) clearly and briefly state the school rules such as respect for others and for property and post them around the school, with guidelines for their application, d) teach conflict resolution skills and promote academic security by encouraging and rewarding participation from all students, eliciting questions and promoting critical thinking and open debate, e) emphasize constructive feedback and do not allow ridicule, f) work toward policies that are fairly conceived and fairly applied to everyone.

3. Academic environment

As academic environment is concerned, JHBSPH (2010) stated that a sense of belonging is important to student success, but it alone is insufficient to produce desired outcomes. School leaders need to create an environment that is focused on excellence in teaching and learning, and communicate this emphasis to students, teachers and parents. The school also added academic press and creative instruction as parts of academic environment.

Academic Press. It was defined as the positive, but determined, effort to meet high expectations. It describes attitude and does not refer to pressure. Instead, academic press focuses attention on academic work, provides constructive feedback, refuses to accept half-hearted efforts, hold students accountable and provides assistance when needed. It means never giving up on a student and holding firm to the notion that all students are capable of mastering essential skills. Then it provides the support required to get them to that level of mastery, JHBSPH explained. When academic press is accompanied by communality and social support, student achievement improves. On their large study of Chicago Public Schools, they found out that the relationship between social support and performance on standardized math and reading achievement tests was strongest in schools that employed greater academic press. They summed up that high expectations, coupled with strong support, produce desirable outcomes.

Creative Instruction. Effective teachers are very important factor to academic success, as they are able to engage all types of learners in the

classroom. Teachers tend to be flexible and use a variety of instructional methods/strategies to build skills and encourage critical thinking. Teachers design learning environment that is relevant to students' lives and captures their interests. These teachers employ active, experiential and cooperative learning methods as well as discussion and debate rather than pure recall. In JHBSPH (2010) research, it indicates that 80 percent of questions asked in elementary and secondary classrooms demand only quick recall of facts or other short answers. Asking questions that stimulate critical thinking encourages broader participation, as there are fewer right/wrong answers. It has been shown that through quality instructions students improved their sense of belonging to a school as well as boosting academic achievement. On their other research, they mentioned that teachers often unwittingly favour high achievers. In their 10-year study of teachers across the country indicated that teachers used their best skills more often with successful students. They called on high achievers repeatedly, believing that eliciting correct answers benefited the entire class. On the other hand, they called on low achievers less frequently, feeling they were sparing the students embarrassment. As a result, the low achievers simply tuned out.

As to encourage academic excellence, the following are the suggested strategies. First, demonstrate through words and actions that academics are the focus of the school. Free teachers from trivial, non-academic tasks such as hall monitoring and pass writing, to reinforce the message that teaching is the most important aspect of their jobs. Remove obstacles to teaching, such as administrative disruptions and lack of classroom materials. Reward innovation by

recognizing teachers through informal notes and positive comments as well as formal rewards, certificates and evaluations. Provide teachers with in-service training and professional development opportunities, which will be interpreted as a vote of confidence in their potential. Reward students for academic achievement, but also reward improvement and best efforts, as an art teacher noticed dramatic improvement in student work after displaying all students work on a hallway wall.

Second, develop high expectations and support for learning. Eliminate tracking, which communicate low expectations. Hold students accountable for work completion and provide second-try opportunities, based on feedback, for students to improve their assignments. Provide support for attaining academic goals, such as tutoring, study-skill sessions and summer or Saturday catch-up opportunities. Engage students in their future; students who had frequent conversations about their future had an average higher educational expectations for themselves and higher rates of postsecondary education participation. As for the example of expeditionary learning, the Crossroads School, Baltimore, an award winning Title 1 public charter school serving 150 middle school students who live in some of East Baltimore's most challenged communities, provides students with an extended academic day as well as summer programs for intervention and enrichment opportunities. The core mission of the school is to raise student achievement by combining rigorous college-preparatory academic standards with hands-on, project-based learning experiences. Crossroads students learn through in-depth investigations that integrate multiple disciplines,

fieldwork and collaboration with outside experts. For the past several years, the school has been one of Baltimore's highest performing middle schools on the Maryland School Assessment and has been the only 6-8 middle school to make Adequate Year Progress (AYP) in 2004, 2005, and 2006.

4. Participatory Environment

The school shared about participatory environment and stated that a more positive school environment is created when all stakeholders feel they are contributing to the school's success. As for the process, it begins with leadership and a shared agenda, both clearly defined and clearly communicated. Furthermore, they expressed that leadership at its best is not confined to teachers and administrators but also involve parents and students in decision making and planning.

Opportunities to Contribute. Students, teachers and parents feel a stronger connection to a school that welcomes their contributions. Opportunities for involvement abound, from democratic processes in decision making to the inclusion of various stakeholders in school committees to class and town hall meetings that encourage sharing of views. The school added that teachers who are given more autonomy and control over their work have higher morale. On the other hand, students who are given responsibilities and opportunities to lead and contribute build competencies and self-confidence. Delegating responsibility gives signal to students and teachers that their opinions are valuable, and it transmits the expectation that they are capable problem solvers and such attitudes add to a positive school climate.

Activities that engage students. Students can contribute and develop leadership skills through participation in service learning and after-school activities. These activities enable students to be more self-directed, allow them to explore areas of interest and provide opportunities to experience success (Nayak, Rao, 2004). In service learning, it engages students in active civic participation through organized experiences that meet real-world needs. Awareness of social justice issues and the value of collaboration develop through these programs. The school characterized the best service program as if it is integrate social, emotional, ethical and academic learning while promoting civic engagement. In addition, effective programs enable students to process experiences. After-school activities are valuable for a number of reasons, but they are particularly helpful in integrating new students into the school community. It is important that activities welcome newcomers who arrive throughout the school year. These activities foster a sense of community, increase school connectedness, provide an outlet for specific interests and build new skills. The following are lists of strategies that foster participation. One, involve teachers, students, parents and community members in decision making. Designate places for students, teachers, and community members on school committees. Involve students in establishing school rules and consequences for infractions. Encourage students to lead regular class or school meetings with open discussion of issues and give them a choice in which school projects they prefer to complete. Within guidelines, give teachers flexibility to apply a variety of instructional methods in their classrooms. Two, create opportunities for

contribution and responsibility. Assign each student a job, thereby freeing teacher time while nurturing responsibility. Provide service learning opportunities and create peer-tutoring and peer-mentoring programs. Establish inclusive after-school programs and ensure access for students who transfer or those families cannot afford associated fees.

According to Hudson (2010) civic engagement is a valuable component of a democratic society and a complementary element within an effective educational program. It provides essential services to community residents and psychological, social and intellectual benefits to participants. The school added that civic engagement programs vary, but most emphasize the social nature of civic participation and incorporate life skills or a civics curriculum.

In addition, the National School Climate Scan, America authored by McCabe and Cohen, (2010) offers the following ten dimensions that are essentially colour and shape school climate.

1. Environmental – cleanliness, adequate space and materials, inviting aesthetic quality;
2. Structural – size of school, curricular and extra-curricular offerings;
3. Safety – physical as well as social-emotional;
4. Teaching and learning – high expectations for student achievement, all learning styles honoured, help provided when needed, learning linked to real life, use of encouragement, opportunities for participation, varied teaching methods, instructional leadership, creativity valued,

social-emotional as well as academic learning valued/taught, varied intelligences appreciated, connections across disciplines;

5. Relationship – positive and connected adult-adult relationships between/among teachers, administrators and staff, positive adult-student and student-student relationships, shared decision-making, common academic planning opportunities, diversity valued, student participation in learning and discipline;
6. Sense of School Community – students/adults feel and demonstrate sense of community in the school;
7. Morale – students are engaged learners, staff are enthusiastic about their work, students connected to one or more adults, students/staff feel good about school;
8. Peer Norms – students/staff feel learning is important, are vested in caring, appreciate importance of being able to say no, expect collaboration/cooperation;
9. School-Home-Community Partnerships – mutual support and on-going communication, school-community involvement, parent participation in school-decision-making, shared parent-teachers norms vis-à-vis learning and behaviour, student family assistance programs;
10. Learning Community – standards and measures used to support learning and continuous improvement, professional development systematic and on-going, data-driven decision making linked to learning, school systems evaluated.

Moreover, researchers presented different factors that affect school climate. According to Mateias (2010), an early classification of climate factors is made by Anderson as he states that ecology (physical and material aspects), milieu (background of the school, education income, etc.), relationships between persons and cultural aspects are climate factors. Additionally, Sammons et.al, (1995) asserted that an orderly atmosphere and an attractive working environment are the specific characteristics of school climate. On the other hand, Freiberg (1999) formulated new classifications of climate factors in four categories such as physical environment of the school, social system in the school, orderly environment in the school, and expectations about teacher behaviour/student outcomes.

Positive school climate is associated with academic achievement, positive attitudes, health and safety, effective risk prevention efforts and positive youth development as educational research in the public sector has consistently confirmed. In similar ways, it can also affect the adult community, (Pickeral, & et. al., 2009).

Impact of School Climate

As cited by Cohen and Brown (2013), Deal, Peterson and Marzano mentioned that a healthy school climate is necessary for collaborative, job-embedded professional development to be successful. Teachers' productivity and satisfaction strongly correlate with positive climate that cultivates professional, collegial climate for educators. When teachers are included throughout the decision-making process, they are more likely to implement and

sustain change with fidelity to quality practice (Hughes and Pickeral, 2013). In addition, Tadeo (2009) as he cited Martires states that teachers become productive when the school heads keep interpersonal relations pleasant, provide encouragement and support, stimulate self-direction and increase interdependence among members.

Faster and Lopez as cited by Dary and Pickeral (2013) state that when children feel safe, supported and engaged they are able to learn and are more fully equipped with the skills they need to succeed in school and beyond. Additionally, the Center for Social and Emotional Education (2010) expressed that feeling safe socially, intellectually, emotionally and physically is a vital human need. The organization as it cited Devine and Cohen testifies that feeling safe in school powerfully promotes learning and healthy development of students.

According to California Department of Education (2012) children who perceive positive school climates achieve higher scores on measures of academic achievement – including tests in language, reading, math and overall grade point average, in the study conducted by the department. Staff and teachers who perceive that they work in a positive school climate are more willing to implement new curricula and interventions and at the same time report higher rates of job satisfaction and lower rates of burnout and they tend to stay in their profession.

Makewa, Role, Role and Yegoh (2011) as they cited UNESCO state that it is imperative that educational stakeholders foster safe and secure school

environment to facilitate increased learner enrolment, retention and completion and thus attainment of quality education. Perceived schools with positive, safe and caring environments focused on student learning, perform better in examinations regardless of available technology or teacher training. Thus, researchers posit that a school with no textbooks will outperform one with textbooks based solely on environment, but that the learning environment, culture and climate shaped by the school as a whole may help or hinder learning. Continues support and attention be paid by all stakeholders in education towards the creation and continuation of a school climate that is warm, welcoming, supportive and conducive to the learner. When all students feel comfortable, wanted, valued, accepted and secure in an environment where they can interact with caring and trusting people, positive school climate exists.

Furthermore, Johns Hopkins Bloomberg School of Public Health (JHBSPH, 2010) shared the impact of school climate. They found out that school environment or climate affects more than academic performance – it influences students' emotions and health actions as well. Students, who feel socially connected to others, in schools that hold to high academic standards, are more engaged in their education. As the school compares healthy and unhealthy school climate, it states that positive climate enhances motivation, increases educational aspirations and improves attendance and retention while unhealthy school environment which rules are unclear or arbitrary, bullying is accepted if not condoned, and teacher attitudes are indifferent, hostile or unnecessarily punitive, is a likely setting for high absenteeism, misbehaviour and interpersonal

aggression. Their study showed that in schools that were more communal, there were lower dropout rates and less class truancy and absenteeism. Thus, the school established that school climate is a key ingredient in academic success.

In addition, the school's research indicates a strong link between school connectedness and student self-esteem. Osterman (2010) noted that children who experience a sense of relatedness have a stronger supply of inner resources. They perceive themselves to be more competent and autonomous and have higher levels of intrinsic motivation as well as stronger sense of identity but are also willing to conform to and adopt established norms and values. These inner resources in turn predict engagement and performance as Osterman concluded.

Positive school climate not only involve students academically but they are likewise strongly related with a range of positive health and behavioural outcomes. Specifically, in the research done by JHBSPH indicates that students who feel connected to school are less likely to exhibit disruptive or violent behaviour, carry or use weapon, experiment with illegal substances, smoke cigarettes, drink alcohol, experience emotional distress and others. These connected students enjoy the learning process, exhibit greater trust and respect for teachers, show concern for others as well as more likely to employ the techniques of conflict resolution. Likewise, Bonny and colleagues (2000) found in their study among 12-18 year old students in public schools in Ohio, USA, that "school connectedness," or the feeling of closeness to school personnel and the

school environment, decreased the likelihood of health risk behaviours during adolescence, including cigarette use.

Researches on School Climate

As Makewa, Role, Role and Yegoh (2011) declared that school climate is a remarkable and indispensable aspect of the teaching and learning process, their research revealed that school climate had a significant influence on academic performance of students in provincial secondary schools in Nandi-central district, Kenya. They recommended that schools strive to improve the school's ecology, milieu, social climate and school culture, thus creating a positive climate that will encourage and enhance better academic performance among students.

From Johns Hopkins Bloomberg School of Public Health research, it shows that a school can be a stabilizing force for young people, both emotionally and academically, particularly when individuals are experiencing transition or crisis. Moreover, according to their national survey it revealed that, in comparison with their more affluent peers, low-income students feel a more pronounced lack of community and a weaker connection with their schools. Likewise, the institution mentions that school environment or climate and connectedness can be the determining factors in a young person's educational experiences. Researchers explain that when students believe that adults in the school care about them, have high expectations for their education and will provide the support essential to their success, students thrive. School adds that when teachers and staff are deeply engaged in creating a safe, nurturing, challenging

school climate, their job satisfaction increases. Hence, a positive school climate is a result of collaborative and collective effort of all school stakeholders.

Research examining the impact of school climate in high-risk urban environment finds that a safe, supportive school climate can have a particularly strong influence on the academic success experienced by urban students. It also noted that a positive school climate is associated with greater job satisfaction among school staff and higher rates of staff retention (Pennsylvania State Education Association, 2010).

In 2010, the National School Climate Centre (NSCC), Centre for Social and Emotional Education (CSEE) and National Centre for Learning and Citizenship (NCLC) at Education Commission of the States (ECS) joint their efforts to present about the school climate challenge. Their research confirmed what teachers and parents have claimed for decades which is a safe and supportive environment where students have positive social relationships and are respected, engaged in their work and feel competent. Numbers of reports, studies and legislations which emphasize the importance of positive school climate in reducing achievement inequities, enhancing healthy development and promoting the skills, knowledge and dispositions that provide the foundation for life and success sustainable, positive school climates promote student achievement and youth development are growing. When students as well as parents, educators and community members walk into a school, they quickly begin to form judgements about the experience of living and working in that school. The ways in which groups of students, parents and school personnel

deal with the inquiries about the school reflect group norms and values that have a profound impact in creating or undermining a climate for learning.

The organizations characterized positive school climate as a learning communities with strong collaboration. Their research shows that through dialogue and collaboration around engaging classroom instruction, teacher practice improves as well as student learning. In other words, if all school stakeholders will be partnered and combined they will improve school climate that promote and support essential learning skills (creativity and innovation skills, critical thinking and problem solving skills, communication and collaborative skills) as well as life and career skills such as flexibility and adaptability, initiative, social and cross culture skills, productivity and accountability, leadership and responsibility. Studies from the United States and abroad has shown that school climate promotes or complicates students' ability to learn and achieve academically. To the extent that learners feel safe, cared for, appropriately supported and lovingly pushed to learn, academic achievement should increase. Their research also indicates that positive school climate is a critical dimension of effective risk prevention, health promotion efforts and learning. Study shows effective risk prevention and health promotion efforts are correlated with safe, caring, participatory and responsive climates.

It was mentioned that there were series of studies showing a relationship between school climate, student absenteeism and rate of student suspension. Their recent studies showed that the length of school attendance has the highest correlation with health even after socio-economic status and

other variables are taken out and they also expressed that school climate affects the drop-out rates, and therefore related to lifelong health. Positive school climate promotes student learning, academic achievement, school success and development, as well as effective risk prevention, positive youth development and increased teacher retention as the centres ended.

In a study conducted by Mateias (2010) about school climate, it was stated that the physical environment as well as the social system in the school, orderly environment in the school and expectations about teacher behaviour and student outcomes are the essential factors of school climate. The school climate – the heart and soul of a school – has been referred to by researchers in different ways such as learning-environment, work environment, atmosphere, well-being, safety, etc., these metaphors stress both psychological and physical aspects (Mateias, 2010; Baker, 2001; Freiberg, 1999). The cultural, psychological and economical factors are incorporated as different aspects in the study of school climate. Experts have analyzed the scholar factors which lead to desirable outcomes and the method of collecting the data is made by direct interaction with the respective parties directly involved – teachers, students, parents, or indirectly like surveys, observations, interviews. Mateias (2010) cited the work of Reynolds claiming the early studies on school climate that placed the leader's role at the core of the organization where this approach influences the organizational climate. Freiberg as referred by Mateias underlines that different approaches were used by Education Week (1997), which measured the school climate by class size, students to teacher proportion,

school structure, and level of security. In addition, it is also stated on Freiberg's work that Teacher Magazine (1998) evaluated school climate by class size and students' commitment (average of non-attendance, academic results, classroom behaviour). School climate is a real factor in the lives of learners and that measurable, malleable, and material to those that work and learn school (Freiberg, 1999).

Additionally, Zullig, & et. al. (2010) concluded that school is not strictly a building but rather a setting or place of education that includes the people who go there and that all of these interact with one another to affect learning. As addition to positive social and emotional development efforts, school climate affect the academic achievement and success.

Dimarucut (2010) concluded in her study about the relationship of academic performance and perceived school climate that students are generally capable of competing academically and are able to respond to the need of the community as well as students' perception of school climate across different courses is the same. In her study, it was found out that there is a significant relationship between academic performance and the predictor of process determinant and GWA feelings of trust and respect. She also quoted the work of Collantes which described the school climate of Tabaco National High School by identifying its cultural dimensions in terms of passion for education, leadership styles, student learning, school policies and physical conditions and factors affecting the school climate. With 283 respondents that include administrators, teachers, non-teaching staff, students and parents during the S.Y. 2005-2006, it

showed that school culture is affected by factors such as a sound mission and vision statement, administrator's leadership style, students' performance and learning, harmonious relationship among administrators, faculty members, personnel, students, and parents.

According to Nebres (2009) Ateneo Center for Educational Development (ACED) focuses the importance of the engagement of the entire school community as it is important for the whole school family to come together and own the goal of improving their school. ACED's study in their initial set of four to eight schools reveals positively in the 2007 NAT where the scores of eight schools increased and a number of them in the top ten schools.

In a study conducted by Synergeia Foundation as cited by Nebres (2009) where the principal, teachers, parents and the community help each other for the improvement of pupils, it indicates that over 620,000 pupils from grade 1 to 6 in 496 elementary schools in Bulacan pupils had an average score of 39.40 in mathematics and 40.23 in English. After six years, pupils achieved a NAT average score of 64.39 in Mathematics while 65.45 in English.

From the research done by Smith (2009) about school climate and teacher commitment, it appeared that teacher commitment is related to school climate. His study showed that the most significant predictor of teacher commitment was teacher professionalism. He also added that collegial leadership and academic press were predictors of teacher professionalism while socioeconomic status was a predictor of academic press.

According to UNESCO's Second Regional Comparative and Exploratory Study (SERCE, 2008) that the school environment is the factor that make the greatest difference in student learning. A total of 196,040 primary school students in the third and sixth grades were assessed, from 8,854 classrooms in 3,065 urban and rural schools in Latin American countries and the north eastern Mexican state Nuevo León. The subject areas reviewed were reading comprehension, mathematics and science, focusing on life skills. Student performance was evaluated, as well as the factors that might contribute to the differences between their scores. As stated in their study, school ambience explains between 40 and 49 percent of the variation in students' learning attainment, while characteristics of the students themselves explain most of the remaining difference. Organization found that when comparing schools, the school climate is the major factor determining student performance, followed by the average socioeconomic and cultural level of the institution. The SERCE established questionnaires which contribute to the overall climate, questions that extent to which students felt at ease at school, their sense of belonging, and their relationships with other students and with teachers, the degree of order in the classroom, and any physical and verbal aggression in the school. SERCE (2008) emphasizes that the key to improving learning is generating a welcoming and positive environment where individuals are respected; on the other hand, segregation of students with different socioeconomic backgrounds in different schools has a negative impact.

Latin American Laboratory for the assessment of the Quality of Education coordinator Hector Valdes told that the importance of the climate in the school and in the classroom is a recurrent research finding, and it's time that education system pay attention to it, on the understanding that feelings about school must also be worked on. He viewed that SERCE's finding is a source of motivation and optimism, because it means that the school itself can make a huge difference.

According to Henderson and Fisher (2008) as they investigated a group of 157 pupils ages 11-12 years old that pupils' perception of the teacher-pupil interaction plays a decisive role in pupils' school performance. Clear guidance and instruction are showed to support friendly behaviour and the feeling of freedom at school work which in turn increase pupils' motivation to learn.

Discovering what the parents, business leaders and teachers want from a school brought Covey (2008) to quote Fullan's lines; "The research is clear: nothing motivates a child more than when learning is valued by schools and families/community working together in partnership...These forms of involvement do not happen by accident or even by invitation. They happen by explicit strategic intervention." Covey strongly believes that the history and culture of any school or organization is largely grounded in the combined histories and philosophies of the people who walk its hallway. Additionally, he noted in his study that parents wanted their children to gain from school was the ability to get along with others and to be responsible. His example, Columbine High School in

Littleton, Colorado where parents started becoming more concerned about their child's physical and emotional safety at school than were about their academics.

He added that peace of mind shows up on students' faces, in their behaviours and in their test scores. Four basic needs should be met to attain these results. First, physical needs such as safety, good health, food, exercise, shelter and hygiene. Second, social-emotional which include acceptance, kindness, friendship, the desire to love and to be loved. Third, mental needs like intellectual growth, creativity and stimulating challenges and fourth, spiritual needs which entails contribution, meaning and uniqueness.

Uline and Tschannen-Moran (2008) added from their research that structural features of school facilities such as attractive school building and adequate space are linked to student achievement in math and English. Quality facilities are significantly and positively related to three school climate variables, academic press, teacher professionalism, and community engagement. Experts conclude that school climate may act as a mediator between facility quality and student achievement. Similarly, Benner et. al. (2008) found that school structural characteristics (e.g., average school socioeconomic status; school size) influenced student engagement and grade point average indirectly through their influence on youth perceptions of belonging, fairness, academic climate, and interracial climate.

A supportive school environment can improve student learning outcomes. Patton, & et. al. (2000), as they conducted their study in Australia and the United Kingdom, posited that factors like relationships between teachers and

students in classrooms, opportunities for student participation and responsibility, and support structures for teachers, have consistently shown to be associated with student progress. Likewise, in a study of 12-18 year old students in public schools in Ohio, USA by Bonny & et. al. (2000), it appeared that school connectedness, or the feeling of closeness to school personnel and the school environment, decreased the likelihood of health risk behaviours during adolescence, including cigarette use.

Previous studies stated that school climate as it describes a variety of dimensions that characterize the ‘spirit’ of the school, refers to the conditions or quality of the learning environment, which are created and maintained as well as 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, safety and organizational structures (California Department of Education, 2012; Cohen, O’Malley, 2012). Thus, the present study evaluated physical safety, teacher-student relationship and quality of instruction as experienced by top management, teachers, staff, students, and parents.

In addition, it assessed community and collaboration as school and home partnership are involved and school climate is inseparably linked to involvement in extra- curricular activities and in community life. Warmth and safe in school provides a good foundation for continuous contribution and active participation in other areas of community life as the process of nurturing a healthy school climate is considered as an integral to a positive school and community climate (Lang, 2012; Holy Family Catholic School, 2012).

Likewise, as John Hopkins Bloomberg School of Public Health (JHBSPH, 2010) advocates positive relationships among teachers, staff and administrator in learning institution, Laine, Sheratt and Lasagna (2011) emphasized that working conditions incorporate many workplace attributes, but without a school leader's selfless approach to ensuring strong, harmonious and positive working situations even the most effective employee will hesitate. Moreover, as Makewa & et. al., (2011); Owens and Valesky, (2007) state that milieu which centres on the characteristics of the people in the organization such as their skills, motivation, feelings, morale, values and leadership, it is one of the major components of school climate and thus, this study appraised professional development, morale and leadership dimensions. In addition, the present study also evaluated social-emotional safety as John Hopkins Bloomberg School of Public Health (2010) indicates in their study that students who feel connected to school are less likely to exhibit disruptive/violent behaviour, carry or use weapon, experiment with illegal substances, smoke cigarettes, drink alcohol, and emotional distress.

Synthesis

This paper is similar to that of John Hopkins Bloomberg School of Public Health, (2010) as it assesses relationships among all school stakeholders, physical and social-emotional safeties, quality instruction and school partnership with the community. School climate has vital role in a learning institution as it defines and clarifies the communal, educational and emotional frameworks of the organization and its partakers' responses to their experiences, participation and involvement. As this comprises by various comprehensive elements, different

researches done by John Hopkins Bloomberg School of Public Health (JHBSPH, 2010) revealed that the result of students' academic records, behaviour and affective problems as well as job contentment among all school employees are optimistic, encouraging and progressive through positive school climate that all school stakeholders' combined efforts achieved. Active engagement and participation of students, school employees and parents in several school and community activities are improved; thus, healthy school climate brings not only academic, connectedness and good relationships but also affective and social development.

Numerous facets, as JHBSPH (2010) studied and reviewed, are ingredients for fruitful and productive school climate. First requirement for learning is the environment that cares. Harmonious relationships among all school partakers bring positive, warmth and nurturing atmosphere and affirmative working interactions and setting. This factor comprises of the following elements; a) student-teacher relationships, b) student-student connections, c) teacher-staff-administrator interactions and d) school-parent-community relations. Safeties and securities of the school setting help the learners and school workers to concentrate and focus on their study and work, consequently positive result gained. Non-violent working place or safe and structured environment is the second feature of effective school climate which encompasses physical and social-emotional safeties. Studies showed that bullying and other disruptive behaviours are less if students feel safe, secure and calm physically and emotionally in their workplace.

Hence, as many studies conducted (JHBSPH, 2010; Cohen, 2010; Dimarucut, 2010; Mateias, 2010, ACED, 2009; Covey, 2008; Henderson and Fisher, 2008; Crossroads School, Baltimore, 2004-2006; Hudson, 2010; Nayak & Rao, 2004) and demonstrated, positive school climate shows significant role in the learning institution. Assessing school climate is a big help and instrument to measure the positive, strengths, as well as the negative and weaknesses of an organization and therefore assists and supports the planning and designing action to be taken for more fruitful, productive and healthier learning organization where all school stakeholders positively benefit.

Additionally, authorities (Cohen, Pickeral and McCloskey, 2009, 2010) identify positive school climate as influential element in intrapersonal development of learners as well as teachers preservation. Ten features that form and shade school climate are specified such as, environmental-structural, safety, teaching and learning, relationship, sense of school community, morale, peer norms, school-home-community partnerships and learning community by McCabe and Cohen's National School Climate Scan, America (2010). These factors are clustered in the present study where environmental-structural belongs to environmental aspect, safety factor, teaching and learning facet and relationship phase which composes by the following elements; a) sense of school community, b) morale, c) school-home-community partnerships and d) learning community. Thus, the current study is related to the reviewed literature and studies as it evaluates aforementioned facets of school climate.

From the similarities mentioned, therefore, the present study is related to the studies reviewed and described specifically in terms of school climate's four major dimensions and its particular elements. Safety is the first component with physical and social-emotional safeties. Second, environment that deals on environmental-structural aspect of the learning institution. Teaching and learning is the third facet that fits in quality of instruction, social, emotional and ethical learning, professional development and leadership aspect. Fourth, relationship stage which comprises of respect for diversity, community and collaboration and morale phases. Similarly, the current study is comparable with the previous study in terms of respondents who are students, top management, teachers, staff and parents.

CHAPTER III

METHODOLOGY

This chapter presents and explains the study's methodology more specifically the research method, the study's respondents, instrumentation and data gathering procedures and the data analysis.

Research Design

The *descriptive method* of research was used in this study. Calderon and Gonzales (1993) state that descriptive method of research is fact-finding study with adequate and accurate interpretation of the findings. It describes what is. It also emphasizes what actually exists such as current conditions, practices, behavioural patterns, attitudes or opinion, situations or phenomenon. Since the present study is concerned with the assessment of school climate as experienced by students, parents and school personnel in a secondary school, the descriptive method of research proves to be the most appropriate method to use.

Research Locale

This study was conducted at Mt. Carmel School of Infanta or MCSI particularly its high school unit. MCSI is a non-profitable catholic private school that caters both boys and girls from kinder to secondary level and being managed by the members of the Notre Dame de Vie Institute. It is located in San Marcos St., Poblacion 38, Infanta, Quezon.

In November 29, 1962 Carmelite priests bought PAKAI or Pacific Katipunan Institute, the only private high school in Infanta under Col. Pablo

Astilla, through Bishop Patrick Shanley and Fr. Herman Esselman. PAKAI was changed to MT. CARMEL HIGH SCHOOL in honour of the Blessed Mother – the patroness of Carmel and was taken charge by Notre Dame de Vie sisters. Mt. Carmel Kiddie Corner opened Kinder I and Kinder II at St. Emerentiana in 1998-1999. St. Emerentiana Canteen was transformed into classroom and children's study and play area. Year 2000-2001 New Elementary School was opened. Mt. Carmel High School became Mt. Carmel School of Infanta or MCSI. It is a member of CASPI or Catholic Schools of the Prelature of Infanta which has a unified vision, mission in all its members.

VISION OF CASPI. We, the Catholic Schools of the Prelature of Infanta, inspired by the Blessed Trinity, strive towards the holistic formation of the person and society in communion with the church, the community and the family under the maternal care of Our Lady of Mt. Carmel.

MISSION OF CASPI. We commit ourselves to follow Jesus Christ and the Gospel values, with the Carmelian Spirit of prayer, compassion and prophetic action, as we continually strive for quality education in the service of the church and the society.

Population and Sampling Technique

A total of four hundred ten (410) respondents consisting of eight (8) top management people, eighteen (18) high school teachers, twelve (12) staffs members, one hundred ninety-two (192) high school students and one hundred eighty (180) parents were involved in the study. From a total population of one thousand five hundred twenty six (1526), a composite of top management,

teachers, staff members, students and parents, samples were drawn using a stratified random sampling technique, which is done by separating the lists of subgroups in the population and simply drawing randomly the desired sample size from each subgroup. Following is a table showing the distribution of respondents of the study.

Table 1
Distribution of Respondents.

Groups of respondent	Population	Samples	Percent
1.Top Management	8	8	100%
2.Teachers	18	18	100%
3.Staffs	12	12	100%
4.Students	768	192	25%
• Grade 7	212	53	25%
• Grade 8	188	47	25%
• Third year	192	48	25%
• Fourth year	176	44	25%
5.Parents	720	180	25%
Grand Total	1526	410	26.87%

All distributed questionnaires were retrieved (100%) from the different groups of participants such as top management, teachers, staffs, students and parents.

Research Instrument

The instrument used in the study was the Adapted Comprehensive School Climate Inventory from Jericho Middle School, 2007 and Hatboro-Horsham, 2008, developed by the National School Climate Center (NSCC) formerly the Centre for Social and Emotional Education (CSEE).

Adapted Comprehensive School Climate Inventory

This instrument was used to determine participants' school climate experiences. This requires respondents to answer different specific dimensions that comprise school climate inventory. For students, school personnel and parents, the dimensions and specific elements of school climate are the following; a) Safety which involves physical and social-emotional safeties. Physical safety focuses on the degree to which people feel physically safe in the MCSI building and in the areas surrounding it. It also focuses on the clarity of the rules that MCSI has for maintaining safety and on the consistency and fairness with which they are enforced. Social-emotional safety focuses on the degree to which people feel safe in social-emotional aspects. This encompasses both feelings about safety and judgments rules and their enforcement. Statements on this scale probe into perceptions about expectations and rules related to behaviour, including verbal bullying and harassment; b) Teaching and learning involves different elements such as quality of instruction which highlights teachers', staff's and students' interaction in the learning process; social, emotional, ethical learning describes the extent to which social and emotional skills are inculcated in MCSI and how ethical dispositions are recognized and valued; professional development concentrates on the support in MCSI for professional development programs and the degree to which teachers and other employees have input in defining their needs and their evaluations of professional development programs. Statements also address the nature of professional development programs-the focus and the approaches; and

leadership which focuses on the MCSI's administration and its relationship with other school personnel. The professional development and leadership aspects of teaching and learning are intended only for school personnel. c) Relationship composed of three aspects such as respect for diversity which deliberates on the extent to which teachers, staff and students in MCSI respect each other's differences with regard to factors such as gender, religion, race/ethnicity, sexual orientation or physical differences. It also focuses on peer relationships among students and adults and the relationships between teachers, staff and students in MCSI; community and collaboration deals with the nature of the MCSI community and parents collaborations. To what extent do people feel that MCSI is a community? To what extent do parents and educators work together to support student learning and development? To what extent does the MCSI keep parents/guardians informed and helpfully involved? and morale aspect which focuses on how people feel about being in MCSI. Do they look forward to coming to MCSI and feel there is a positive sense of purpose? To what extent do they feel engaged in MCSI life? d) Environment deals on the environmental-structural of the school. Statements on this scale refer on the cleanliness and repair of the MCSI facilities and the adequacy of space, resources, and schedule.

Each group of respondents has different numbers of items to be answered. Each of the survey items is linked to one particular dimension of school climate and the respondents were given a scale score of 1 to 5 based on his/her perception to those particular items; 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = mostly agree, and 5 = strongly agree. The following table is the

distribution of numbers of items according to school climate dimensions and respondents.

Table 2

Distribution of Numbers of items according to school climate dimensions and participants.

Dimensions of School Climate	Top Mng't.	Teachers	Staff	Students	Parents
A. Safety	Number of Items	Number of Items	Number of Items	Number of Items	Number of Items
• Physical safety	9	9	9	10	10
• Social-emotional safety	10	10	10	11	10
B. Teaching and learning					
• Quality of instruction	12	12	12	14	14
• Social, emotional, ethical learning	9	9	9	9	9
• Professional development	6	7	7	N/A	N/A
• Leadership	6	6	6	N/A	N/A
C. Relationship					
• Respect for diversity	6	6	6	9	6
• Community and collaboration	12	12	12	9	8
• Morale	9	9	9	7	4
D. Environment					
• Environmental-structural	17	17	17	18	17
Total Number of Items	96	97	97	87	78

In order to obtain an overall sense of the group's perception of a particular dimension, the mean scores were identified. To help interpret the scores, items were grouped together according to the 5-point scale from the original survey.

Mean Bracket	Verbal Interpretation	Indicator
3.51 – 5.00	Positive	Scores above 3.5 on a 5-point scale
2.51 – 3.50	Neutral	Scores between 2.5 and 3.5 on a 5-point scale
1.00 – 2.50	Negative	Scores lower than 2.5 on a 5-point scale

For the identification of weaknesses in the perception of the school climate according to the different groups of respondents, mean scores were also identified.

Mean	Identification
4.01 – 5.00	Strength
1.00 – 4.00	Weakness

This was used to ensure the total quality school management.

The original Comprehensive School Climate Inventory (CSCI) has been found to possess high internal consistency. Reliability of CSCI is 644 to 869 and the validity is above 60 (CSCI, CSEE, 2011).

Revalidation of the Instrument

Since the CSCI is a foreign instrument it was revalidated to determine its appropriateness to the local setting. To revalidate all developed statements, the researcher sought assistance from the group of experts composed of professors and specialists. The purpose of revalidation was to evaluate the content of each question in terms of its suitability and appropriateness. Using an evaluation form, experts were asked to check *Suitable* which indicates that the item is acceptable and valid in terms of its content and applicability, *Needs revision* which indicates that the statement is acceptable and valid but need some revisions in grammar, spelling and choice of words, *Not suitable* which indicates that the statement is not appropriate for the purpose. Remarks and suggestions from the experts for modifications to every statement were considered, accepted and followed.

Moreover, the instrument was tried out to a school to establish its reliability. It was administered to a group of 100 respondents and the Cronbach alpha reliability coefficients were computed for each scale.

(Please see Appendix D - Questionnaire).

The table below shows the reliability of the instrument.

Table 3
Reliability of the Research Instruments

Instrument	Cronbach Alpha	Interpretation
for parents	0.971	Reliable
for top management	0.970	Reliable
for staff	0.981	Reliable
for teachers	0.978	Reliable
for students	0.751	Reliable

Data Gathering Procedure

The researcher followed three phases in the data gathering procedure.

Phase 1: Design and Preparation Phase

In this phase, preparation was made through:

- a. sending a letter of request to the school principal/administrator asking permission to conduct the study and to parents informing them of their participation as well as their child's involvement
- b. discussing/orienteering with school top management, teachers, staff, students and parents about the background and purpose of the study

Phase 2: Development Phase

This phase includes the following steps:

- a. preparation of an Adapted Comprehensive School Climate Inventory
- b. conducting a try-out to establish the reliability of the questionnaire

Phase 3: Testing and Evaluation Phase

- a. assessing participants' school climate experiences through distributing school climate inventory
- b. retrieving the school climate inventory.
- c. identifying and analysing the weaknesses among the perceptions of the participants of the school climate.
- d. proposing a strategic plan

Phase 4: Writing Report Stage

- a. writing the final report

Figure 2 below shows the research paradigm showing the procedures of the study.

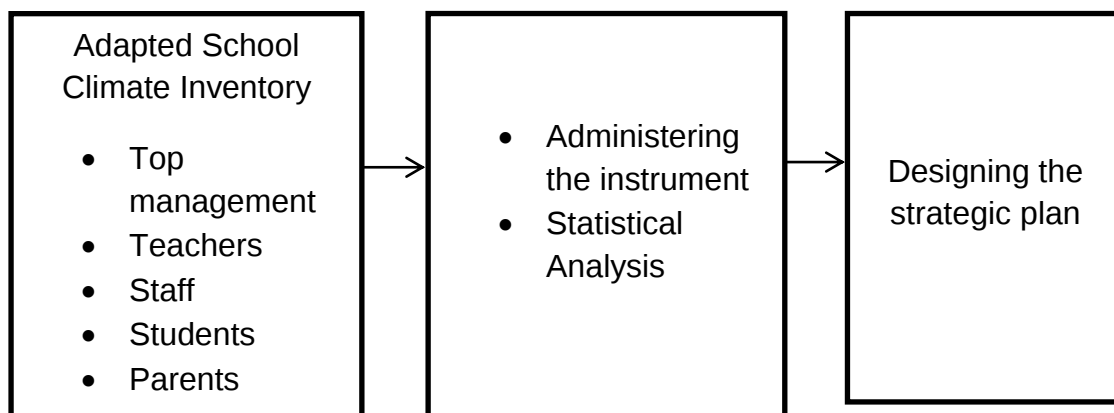


Figure 2: Research paradigm showing the procedures of the study.

An Adapted School Climate Inventory serves an input and it was used to determine the school climate level of all the respondents consisting of top management, teachers, staff, students, and parents. At the core of the diagram were the procedures implemented in the study. Through administration of the instrument and statistical analysis of data gathered, weaknesses among the clienteles' perceptions were identified that determine the level of school climate of all respondents. Based on the findings of the study, a strategic plan was designed to improve the school climate of Mt. Carmel School of Infanta.

Data Analysis Procedure

The following statistical treatments were employed in the study:

1. **Percentage (P).** This was used to describe the profile of the participants and other items in the school climate inventory.
2. **Weighted mean (WM).** This was used to describe the composite rating of the participants on the different aspects of school climate inventory.

Designing the Strategic Plan

As this study wanted to propose a strategic plan for the improvement of school climate of Mt. Carmel School of Infanta, the following steps were conducted.

1. Reporting the result of the study to the school principal and other top management.
2. Meeting and discussing the result of the study with all other school employees.

3. Reporting the students' result to student body through year level assemblies.
4. Meeting and discussing the parents' result of the study to the core group of parents/PTA.
5. Reporting the result of the study to parents' general assembly
6. Soliciting ideas to improve the school climate through brainstorming and asking suggestions by group – top management, teachers and staff, students and parents.
7. Writing the strategic plan draft and consulting the top management for the budget
8. Revising and writing the final strategic design
9. Presenting the final copy to all school employees, PTA and students' representatives.
10. Securing permission and letter of consent to the school principal for the publishing of the result of the study.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the research findings including their analyses and interpretation based on the data gathered in the study. The presentation of the findings follows the order of the specific problems as they appear in Chapter I.

1. Description of school climate of Mt. Carmel School of Infanta as perceived by top management, teachers, staffs, students and parents

Table 4 presents the mean distribution of MCSI school climate in terms of physical safety as perceived by the top management, teachers, staff, students and parents. It reveals that all participants described physical safety aspect positively. As of the nine indicators only one received neutral from the top management in item 6, *“There are no students hitting, shoving, or tipping each other in MCSI.”* Top management surely ranked three top indicators such as item 3, *“Feeling of physically safe in the school yards/areas surrounding MCSI.”*, as 1st; item 1, *“All teachers and staff are strict in making sure that all students follow the rules against physically hurting other people.”*, as 2nd; and item 4, *“There are clearly stated rules against physically hurting others together.”*, with item 7, *“Safe entry and exit points in case of emergency.”*, both ranked 3rd.

Table 4

Mean Distribution of MCSI School Climate in Terms of Physical Safety.

Indicators	Top Mng't.			Teachers			Staff			Students			Parents			Overall	
	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI
1. All teachers and staff of MCSI are strict about making sure that all students follow the rules against physically hurting other people.	4.13	P	2	4.00	P	1	3.92	P	4	3.39	Nt	9	3.67	P	5.5	3.82	P
2. Feeling of physically safe in all areas of the MCSI building.	3.88	P	5.5	3.94	P	2	4.00	P	3	3.59	P	3	NA			3.85	P
3. Feeling of physically safe in the school yards / areas surrounding MCSI.	4.25	P	1	3.89	P	3	3.67	P	6	3.47	Nt	5.5	NA			3.82	P
4. In MCSI, there are clearly stated rules against physically hurting other people, including pinching, grabbing, hitting, and tripping.	4.00	P	3.5	3.72	P	4	4.08	P	1.5	3.45	Nt	7	3.54	P	7	3.76	P
5. Feeling comfortable dealing with the problem if they see students physically hurting each other at MCSI.	3.75	P	7.5	3.44	Nt	7	3.42	Nt	7	NA			NA			3.54	P
6. There are no students hitting, shoving, or tripping each other in MCSI.	3.00	Nt	9	3.06	Nt	9	2.25	N	9	NA			2.91	Nt	10	2.81	Nt
7. Clear with the safe entry and exit points in case of emergency because of earthquake and fire drills conducted by MCSI.	4.00	P	3.5	3.56	P	5.5	4.08	P	1.5	3.86	P	2	3.72	P	4	3.84	P
8. Clear about MCSI's crisis plan, and about what would be expected of me in an emergency (e.g., earthquake and fire).	3.88	P	5.5	3.56	P	5.5	3.83	P	5	3.53	P	4	3.44	Nt	8.5	3.65	P
9. There are enough security personnel in MCSI who safeguard and ensure safety.	3.75	P	7.5	3.28	Nt	8	3.25	Nt	8	3.40	Nt	8	3.44	Nt	8.5	3.42	Nt
10. If teachers and staff of MCSI see students physically hurting each other, they stop it.	NA			NA			NA			3.92	P	1	NA			3.92	P
11. Do something about it if I see another student being physically hurt.	NA			NA			NA			3.47	Nt	5.5	NA			3.47	Nt
12. Have not been physically hurt at MCSI.	NA			NA			NA			3.21	Nt	10	NA			3.21	Nt
13. Aware about the rules that my child is expected to follow at MCSI.	NA			NA			NA			NA			3.77	P	2	3.77	P
14. In MCSI, rules for student behaviour are clearly communicated to my child.	NA			NA			NA			NA			3.76	P	3	3.76	P
15. My child feels physically safe in the school yard/areas surrounding MCSI.	NA			NA			NA			NA			3.83	P	1	3.83	P
16. My child feels physically safe in all areas of MCSI.	NA			NA			NA			NA			3.67	P	5.5	3.67	P
Overall	3.85	P		3.61	P		3.61	P		3.53	P		3.58	P		3.64	P

Legends: M = Mean, VI = Verbal Interpretation (P = Positive, N = Negative, Nt = Neutral), R = Rank, NA= Not Applicable

Though teachers and staff both described majority of the indicators as positive separately, they have the same items which illustrated as neutral and these were item 5, *“Feeling comfortable dealing with the problem if they see students physically hurting each other together.”*; and item 9, *“There are enough security personnel in MCSI.”* Teachers neutrally described item 6, *“There are no*

students hitting, shoving, or tripping each other in MCSI.”, but negative from the staff.

Teachers’ top ranked were item 1, *“All teachers and staffs are strict in making sure that all students follow the rules against physically hurting other people.”*, as 1st; item 2, *“Feeling of physically safe in all areas of the MCSI building.”*, as 2nd ; and item 3, *“Feeling of physically safe in the school yards/areas surrounding MCSI.”*, as 3rd. Staff recognized item 4, *“In MCSI there are clearly stated rules against physically hurting others.”*, together with item 7, *“Clear and safe entrance and exit points in case of emergency.”*, as ranked 1st; item 3, *“Feeling of physically safe in the school yards/areas surrounding MCSI.”*, as 2nd ; and item 1, *“All teachers and staff are strict in making sure that all students follow the rules against physically hurting others.”*, as 3rd.

Students ranked item 10, *“If teachers and staff of MCSI see students physically hurting each other, they stop it.”*, as 1st , item 7, *“Clear with the safe entry and exit points in case of emergency.”*, as 2nd ; and item 2, *“Feeling of physically safe in all areas of the MCSI building.”* 3rd. Meanwhile, item 12, *“Have not been physically hurt at MCSI.”*, detected as the lowest item followed by item 1, *“All teachers and staff are strict in making sure that all students follow the rules against physically hurting others.”*; and item 9, *“There are enough security personnel in MCSI.”*, which ranked 2nd and 3rd to the last indicators respectively.

Majority of the indicators were positively noted by parents. Their first was item 15, *“My child feels physically safe in the school yard/areas surrounding MCSI.”*; item 13, *“Aware about the rules that my child is expected to follow at*

MCSI.”, second and third was item 14, *“Rules for student behaviour are clearly communicated to my child.”* Only three of the ten items were characterized neutral and ranked from the bottom respectively were item 6, *“There are no students hitting, shoving, or tripping each other in MCSI.”*; item 8, *“Clear about MCSI’s crisis plan in case of emergency.”* and item 9, *“There are enough security personnel in MCSI.”*

From the varied results it showed that all five groups of participants were positively conscious of item 7, *“Aware of the safe entry and exit points in case of emergency.”* and item 2, *“Feeling physically safe in all areas of the MCSI building.”* Oppositely, it also appeared that majority of the groups identified item 9, *“There are enough security personnel in MCSI who safeguard and ensure safety.”* and item 6, *“There are no students hitting, shoving or tripping each other in MCSI.”*, as neutral.

The outcomes from the description of physical safety aspect indicated that all school stakeholders should unite to ensure the safety of all partakers. Being safe physically is important as it serves as one factor to enhance working ability of every stakeholder. If the working place is physically safe, everybody feels secured and at ease. As Cohen and Freiberg from Dary and Pickeral (2013) noted school leaders together with the other school partakers need to support comprehensive efforts not only to prevent mean, cruel, or bullying behaviours but also commit to create and maintain safe, supportive, respectful and engaging climates for working and learning development. Moreover, a safe community is built through clear expectations for personal conduct, respect for others, conflict

resolution techniques, and fair, enforceable and equally applied consequences for violations (JHBSPH, 2010).

In addition, Pennsylvania State Education Association (PSEA, 2010) proposes that to provide safety, staff should have a constant communication device, a system to locate students who are in the school building but not attending class, security cameras and other appropriate equipment where necessary.

Table 5

Mean Distribution of MCSI School Climate in Terms of Social-Emotional Safety.

Indicators	Top Mng't.			Teachers			Staff			Students			Parents			Overall	
	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI
1. There are clearly stated rules against verbally hurting others including teasing, name-calling, and spreading rumours.	3.75	P	5.5	3.39	Nt	3	3.42	Nt	4.5	3.29	Nt	8	3.26	Nt	5	3.42	Nt
2. Students who need emotional or psychological help feel comfortable seeking guidance and counselling services in MCSI.	3.88	P	3.5	3.17	Nt	7	3.75	P	1.5	NA			NA			3.60	P
3. All teachers and staff of MCSI are strict about making sure that all students follow the rules against verbally hurting other people (e.g., teasing, name-calling, and spreading rumours).	3.75	P	5.5	3.44	Nt	2	3.50	Nt	3	3.50	Nt	4	3.22	Nt	7	3.48	Nt
4. Feel comfortable dealing with the problem if I see students verbally hurt in MCSI (e.g., teasing, name-calling, or spreading rumours).	3.88	P	3.5	3.28	Nt	5	3.42	Nt	4.5	NA			NA			3.53	P
5. All teachers and staff of MCSI are encouraged to be approachable.	4.25	P	2	3.67	P	1	3.75	P	1.5	NA			NA			3.89	P
6. There are no students being verbally hurt at MCSI repeatedly by the same person or people (e.g., teasing, name-calling, etc).	3.13	Nt	9	2.89	Nt	9	2.58	Nt	9.5	NA			NA			2.87	Nt
7. There are no groups of students in MCSI who exclude others and make them feel bad for not being part of the group.	3.25	Nt	8	2.83	Nt	10	2.67	Nt	8	2.88	Nt	10	3.20	Nt	8	2.97	Nt
8. In MCSI, it is not common for our students to tease and insult one another.	3.38	Nt	7	3.11	Nt	8	2.58	Nt	9.5	NA			3.04	Nt	10	3.03	Nt
9. Some teachers and staff of MCSI do not misuse their power and verbally abuse other school personnel.	3.88	P	3.5	3.33	Nt	4	2.75	Nt	7	NA			NA			3.32	Nt
10. Students could easily get the emotional and psychological help they need in MCSI.	4.38	P	1	3.22	Nt	6	3.25	Nt	6	3.35	Nt	6	3.37	Nt	4	3.51	P
11. Feel alright talking to a guidance counsellor at MCSI if I felt counselling would be helpful to me.	NA			NA			NA			3.34	Nt	7	NA			3.34	Nt

12. Have friends at MCSI who care about me/him/her.	NA			NA			NA			3.83	P	1	3.81	P	1	3.82	P
13. If I needed to talk to a teacher or an adult in MCSI about a problem, there is someone I trust whom I could talk with.	NA			NA			NA			3.58	P	3	NA			3.58	P
14. If I am feeling confused about something in MCSI, I feel comfortable saying so.	NA			NA			NA			3.21	Nt	9	NA			3.21	Nt
15. Do something about it (e.g., tell a teacher in MCSI or say/do something myself) I see another person being hurt with words at MCSI.	NA			NA			NA			3.63	P	2	NA			3.63	P
16. Have not been hurt by words at MCSI.	NA			NA			NA			3.44	Nt	5	NA			3.44	Nt
17. Have not seen students hurt with words by other student or group of students in MCSI (e.g., teasing, name-calling, harassing and spreading rumours).	NA			NA			NA			2.62	Nt	11	NA			2.62	Nt
18. My child's teachers in MCSI notice my child when he/she is not feeling well.	NA			NA			NA			NA			3.44	Nt	3	3.44	Nt
19. My child trusts and feels close to at least one teacher or adult in MCSI.	NA			NA			NA			NA			3.63	P	2	3.63	P
20. My child feels comfortable seeking emotional and psychological help in MCSI when he/she needs it.	NA			NA			NA			NA			3.24	Nt	6	3.24	Nt
21. My child has not been verbally hurt at MCSI repeatedly by the same person or people (e.g., teasing, name-calling, or spreading rumours).	NA			NA			NA			NA			3.12	Nt	9	3.12	Nt
Overall	3.75	P		3.23	Nt		3.17	Nt		3.33	Nt		3.33	Nt		3.36	Nt

Legends: M = Mean, VI = Verbal Interpretation (P = Positive, N = Negative, Nt = Neutral), R = Rank, NA=Not Applicable

Only the top management described social-emotional safety as positive as shown in table above. Top three were item 10, “*Students could easily get the emotional and psychological help they need in MCSI.*”, as 1st; item 5, “*All teachers and staff of MCSI are encouraged to be approachable.*” as 2nd; and item 2, “*Student who need emotional or psychological help feel comfortable seeking guidance and counselling services in MCSI.*”, together with item 4, “*Feel comfortable dealing with the problem if I see students verbally hurt in MCSI.*”, as 3rd. Of the ten indicators only three items identified as neutral and were ranked accordingly from the bottom. These were the item 6, “*There are no students being verbally hurt at MCSI by the same person/people.*”; item 7, “*There are no groups of students in MCSI who exclude others and make them feel bad for not*

being part of the group.”; and item 8, “In MCSI, it is not common for our students to tease and insult one another.”

Oppositely, teachers and staff categorized majority of the indicators as neutral. Only one item received positive remark from teachers which was item 5, *“All teachers and staffs of MCSI are encouraged to be approachable.”*, while this item ranked 1st from the staff together with item 2, *“Students who need emotional or psychological help feel comfortable seeking guidance and counselling services in MCSI.”* Of the eleven indicators students identified only three as positive which were ranked accordingly and these were item 12, *“Have friends at MCSI who care about me.”*; as 1st; item 15, *“Do something about it if I see another person being hurt with words at MCSI.”*, as 2nd and item 13, *“If I needed to talk to a teacher or an adult in MCSI about a problem, there is someone I trust whom I could talk with.”*, as 3rd. The remaining indicators were classified as neutral. Majority of the indicators were neutral as described by parents. Of the ten indicators only two items marked as positive and these were item 12, *“Have friends at MCSI who care about my child.”*, and item 19, *“My child trusts and feels close to at least one teacher or adult in MCSI.”*

Results showed that all participants identified item 7, *“There are no groups of students in MCSI who exclude others and make them feel bad for not being part of the group.”*; and item 8, *“It is not common for our students to tease and insult one another.”*, as both neutral. Also, all school employees rated item 5, *“All teachers and staffs of MCSI are encouraged to be approachable.”*, positively

while item 6, *“There are no students being verbally hurt at MCSI repeatedly by the same person or people.”*, neutrally.

It appeared from the results that school leaders need to strengthen the aspect of social-emotional safety. Bullying is one of the problems in school that should be prevented. It causes absenteeism, passive participation and lack of interest in school among students. School officials should ensure that anti-bullying campaign is strictly implemented in the institution to avoid such problems.

In an effort to prevent bullying, Cohen and Freiberg as cited by Dary and Pickeral (2013) suggest to engage the whole community in preventing bullying. They also noted the work of Fullan, 2011; Mourshed, & et. al., 2010 who stated that school employees, parents/guardians, students and community members need to be co-learners and co-leaders in preventing bullying for an effective school climate improvement efforts. Additionally, Johns Hopkins Bloomberg School of Public Health (2010) remarked that emotional safety happens in an environment where bullying is not allowed, neither is teasing. It is a place where nobody feels threatened because of the color of the skin as well as a school where neither one's language of origin or linguistic disabilities are a source of ridicule.

Table on the next page illustrates the description of quality of instruction aspect. It revealed that all participants characterized the aspect positively. Top management described all indicators positively with three top ranked items. Rank one was item 8, *“What students learn in MCSI will be useful to them in real life.”*;

second, item 7, *“Teachers and staff of MCSI help students to understand how they can learn best.”*; and third was item 1, *“Most teachers and staff of MCSI show students how they learn from their mistakes.”*, together with item 2, *“Most teachers use activities and assignments designed to help determine which teaching methods work best for students.”* On the other side top management placed the following items accordingly from the bottom; item 3, *“Most teachers give students individual attention on schoolwork.”*; item 10, *“Students who need extra help in MCSI could easily get it.”*, with item 12, *“Teachers assign work that students find interesting.”*; and item 6, *“Students are encouraged to try new ideas on academic tasks.”* Majority of the items were considered as positive by teachers.

Of the twelve items three received neutral and these were ranked accordingly from the bottom; item 10, *“Students who need extra help in MCSI could easily get it.”*; item 3, *“Most teachers give students individual attention on schoolwork.”*; and item 5, *“Advanced students are given appropriate challenging work.”*

Top three items by the staff were item 8, *“What students learn in MCSI will be useful to them in real life.”*, as 1st; item 6, *“Students are encouraged to try new ideas on academic tasks.”*, 2nd; and item 1, *“Most teachers and staff show students how they learn from their mistakes.”*, together with item 2, *“Most teachers use activities and assignments designed to help determine which teaching methods work best for students.”*, as 3rd.

Table 6

Mean Distribution of MCSI School Climate in Terms of Quality of Instruction.

Indicators	Top Mng't.			Teachers			Staff			Students			Parents			Overall	
	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI
1. Most teachers and staff of MCSI show students how they learn from their mistakes.	4.25	P	3.5	3.78	P	3.5	3.50	Nt	8.5	3.95	P	1	3.30	Nt	14	3.76	P
2. Most teachers of MCSI use activities and assignments designed to help determine which teaching methods work best for students.	4.25	P	3.5	3.78	P	3.5	3.75	P	5	NA			NA			3.93	P
3. Most teachers of MCSI give students individual attention on schoolwork.	3.63	P	10	3.44	Nt	8	3.42	Nt	10	3.26	Nt	13	3.46	Nt	9	3.44	Nt
4. Most teachers and staff of MCSI encourage students to make decisions about what they learn by offering some choices.	4.00	P	7	3.72	P	5.5	3.67	P	6	3.63	P	7	3.32	Nt	13	3.67	P
5. Advanced students in MCSI are given appropriate challenging work.	4.13	P	5.5	3.50	Nt	7	3.83	P	3.5	NA			NA			3.82	P
6. Students in MCSI are encouraged to try new ideas on academic tasks.	3.75	P	8.5	3.94	P	2	3.92	P	2	3.67	P	5	3.78	P	2	3.81	P
7. Teachers and staff of MCSI help students to understand how they can learn best.	4.38	P	2	3.72	P	5.5	3.83	P	3.5	3.62	P	8	3.47	Nt	7.5	3.80	P
8. What students learn in MCSI will be useful to them in real life.	4.63	P	1	4.06	P	1	4.00	P	1	3.92	P	2	3.54	P	5	4.03	P
9. In MCSI, working well with others is more important than getting good grades.	4.13	P	5.5	3.72	P	5.5	3.50	Nt	8.5	3.48	Nt	11	3.41	Nt	11	3.65	P
10. Students who need extra help in MCSI could easily get it.	3.75	P	8.5	3.28	Nt	9	3.17	Nt	12	3.28	Nt	12	3.42	Nt	10	3.38	Nt
11. Most teachers and staff of MCSI care more about students' individual growth than about their test scores.	4.13	P	5.5	3.72	P	5.5	3.33	Nt	11	3.49	Nt	10	3.59	P	4	3.65	P
12. Most teachers of MCSI assign work that students find interesting.	3.75	P	8.5	3.72	P	5.5	3.58	P	7	NA			NA			3.68	P
13. Satisfied with the recognition I get from my teachers in MCSI whenever I do a good job.	NA			NA			NA			3.79	P	4	NA			3.79	P
14. Feel challenged in MCSI to do more than I thought I could.	NA			NA			NA			3.64	P	6	NA			3.64	P
15. Teachers in MCSI give useful feedback on students' schoolwork.	NA			NA			NA			3.60	P	9	3.51	P	6	3.56	P
16. Teachers and staff of MCSI are always available for consultation for my schoolwork.	NA			NA			NA			3.25	Nt	14	NA			3.25	Nt
17. My child's teachers in MCSI let him/her know when he/she does a good job.	NA			NA			NA			NA			3.47	Nt	7.5	3.47	Nt
18. I/ My child find studying in MCSI interesting.	NA			NA			NA			3.90	P	3	3.82	P	1	3.86	P
19. My child gets happy when he/she makes correct on schoolwork in MCSI.	NA			NA			NA			NA			3.71	P	3	3.71	P
20. My child's teachers in MCSI challenge him/her.	NA			NA			NA			NA			3.33	Nt	12	3.33	Nt
Overall	4.07	P		3.70	P		3.63	P		3.61	P		3.51	P		3.70	P

Legends: M = Mean, VI = Verbal Interpretation (P = Positive, N = Negative, Nt = Neutral), R = Rank, NA = Not Applicable

Oppositely, lowest items which ranked from the bottom were item 10, *“Students who need extra help could easily get it.”*; item 11, *“Most teachers and staff care more about students’ growth than about their test scores.”*; and item 3, *“Most teachers give students individual attention on schoolwork.”*

For students’ highest were item 1, *“Most teachers and staff show students how they learn from their mistakes.”*, as 1st; item 8, *“What students learn in MCSI will be useful to them in real life.”*, 2nd ; and item 18, *“I find studying in MCSI interesting.”* On the other hand, students considered the three succeeding items as the lowest and ranked from the bottom. These were item 16, *“Teachers and staffs of MCSI are always available for consultation for my schoolwork.”*; item 3, *“Most teachers give students individual attention on schoolwork.”*; and item 10, *“Students who need extra help in MCSI could easily get it.”*

Majority of the indicators were described by parents neutrally. For the parents item 18 *“My child finds studying in MCSI interesting.”*, ranked 1st; item 6, *“Students in MCSI are encouraged to try new ideas on academic tasks”*. In contrast, the items which received lowest spots and ranked from the bottom were item 1, *“Most teachers and staff show students how they learn from their mistakes.”*; item 4, *“Most teachers and staff of MCSI encourage students to make decisions about what they learn by offering some choices.”*; and item 20, *“My child’s teachers in MCSI challenge him/her.”*

According to the different description of the quality of instruction aspect, it was portrayed that all participants illustrated item 8, *“What students learn in MCSI will be useful to them in real life.”*; and item 6, *“Students in MCSI are*

encouraged to try new ideas on academic tasks.”, positively. Oppositely, the following items achieved neutral from the majority of the participants; item 10, *“Students who need extra help in MCSI could easily get it.”*; item 3, *“Most teachers of MCSI give students individual attention on schoolwork.”*; and item 4, *“Most teachers and staff encourage students to make decisions about what they learn by offering some choices.”*

The outcomes showed that school officials need to increase their time and interaction to the students for their academic performance. The CSEE (2010) posited that teacher assistance is necessary to support student achievement as it cited Pianta, Steinberg, & Rollins, (1995); Hamre & Pianta’s (2001) research which revealed that student-teacher relationship in pupils is related to later academic and behavioural outcomes for students. Henderson and Fisher (2008) stated that students’ perception of the teachers-student interaction plays a decisive role in students’ school performance. Student-teacher interaction helps to enhance and create positive learning among students. If student feels that their teacher accepts and respects their views and support them, they actively participate in school.

Table 7

Mean Distribution of MCSI School Climate in Terms of Social, Emotional, Ethical Learning

Indicators	Top Mng't.			Teachers			Staff			Students			Parents			Overall	
	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI
1. Students have learned about the importance of understanding emotions.	4.25	P	5	3.67	P	5.5	3.33	Nt	5.5	3.41	Nt	8	3.54	P	5.5	3.64	P
2. Have lessons that offer students an opportunity that will help them think about what is right and wrong.	4.50	P	3	4.11	P	1.5	3.83	P	2	3.73	P	2.5	3.79	P	2	3.99	P
3. Students are better at working with other people because of what they learned in MCSI.	4.38	P	4	3.72	P	4	3.25	Nt	7.5	3.45	Nt	6	3.23	Nt	9	3.61	P
4. Have lessons that give students an opportunity to think about how to be good persons.	4.75	P	1.5	4.11	P	1.5	3.92	P	1	3.75	P	1	3.86	P	1	4.08	P
5. Students have learned effective time management skills in MCSI.	3.75	P	8.5	3.67	P	5.5	3.25	Nt	7.5	3.73	P	2.5	3.54	P	5.5	3.59	P
6. Students have been taught ways to resolve disagreement so that everyone will be satisfied with the outcome.	3.75	P	8.5	3.61	P	7	3.42	Nt	3.5	3.29	Nt	9	3.33	Nt	8	3.48	Nt
7. Students have been taught skills that will make them better listener.	3.88	P	7	3.44	Nt	8.5	3.42	Nt	3.5	3.68	P	4	3.61	P	3	3.61	P
8. MCSI students are aware of the consequences of their actions.	4.00	P	6	3.44	Nt	8.5	3.25	Nt	7.5	NA			3.43	Nt	7	3.53	P
9. MCSI students' academic lessons are focused not only on what they need to know for national tests like NCAE, and NAT.	4.75	P	1.5	3.89	P	3	3.33	Nt	5.5	3.56	P	5	3.59	P	4	3.82	P
10. Have classes in MCSI that work on thinking about how my actions will affect others.	NA			NA			NA			3.42	Nt	7	NA			3.42	Nt
Overall	4.22	P		3.74	P		3.44	Nt		3.56	P		3.55	P		3.70	P

Legends: M = Mean, VI = Verbal Interpretation (P = Positive, N = Negative, Nt = Neutral), R = Rank, NA = Not Applicable

Table above displayed that majority of the respondents positively described social, emotional, ethical learning aspect. Top management illustrated all indicators positively with item 4, *“Have lessons that give students an opportunity to think about how to be good persons.”*; and item 9, *“MCSI students’ academic lessons are focused not only on what they need to know for national tests like NCAE, and NAT.”*, which shared on 1st and 2nd top items; and item 2, *“Have lessons that offer students an opportunity that will help them think about what is right and wrong.”*, as 3rd. Alternatively, three items which ranked accordingly from the bottom were item 5, *“Students have learned effective time*

management.”; item 6, “Students have been taught ways to resolve disagreement so that everyone will be satisfied with the outcome.”; and item 7, “Students have been taught skills that will make them better listener.”

Teachers noted two items which were neutrally described. These were item 7, *“Students have been taught skills that will make them better listener.”* and item 8, *“MCSI students are aware of the consequences of their actions.”* On the other side, top indicators were item 2, *“Have lessons that offer students an opportunity that will help them think about what is right and wrong.”*, together with item 4, *“Have lessons that give students an opportunity to think about how to be good persons.”*, which shared as 1st and 2nd; and item 9, *“MCSI students’ academic lessons are focused not only on what they need to know for national tests like NCAE and NAT.”*, as 3rd.

Oppositely, staff described majority of indicators neutrally with only two items as positive. First was item 4, *“Have lessons that give students an opportunity to think about how to be good persons.”*; and item 2, *“Have lessons that offer students an opportunity that will help them think about what is right and wrong.”*, as second. Indicators in the bottom three with equally positioned were item 5, *“Students have learned effective time management skills in MCSI.”*; item 8, *“Students are aware of the consequences of their actions.”*; and item 3, *“Students are better at working with other people because of what they learned in MCSI.”*

On the side of the students, they described the aspect positively with item 4, *“Have lessons that give students an opportunity to think about how to be*

good persons.”, as 1st; followed by item 2, *“Have lessons that offer students an opportunity that will help them think about what is right and wrong.”*; together with item 5, *“Students have learned effective time management skills in MCSI.”*, which shared 2nd and 3rd rank respectively. In contrast, three indicators which ranked properly from the bottom were item 6, *“Students have been taught ways to resolve disagreement so that everyone will be satisfied with the outcome.”*; item 1, *“Students have learned about the importance of understanding emotions.”*; and item 10, *“Have classes in MCSI that work on thinking about how my actions will affect others.”*

The last group of participants which was parents described the aspect positively with three top items. Item 4, *“Have lessons that give students an opportunity to think about how to be good persons.”*, as 1st; item 2, *“Have lessons that offer students an opportunity that will help them think about what is right and wrong.”*, 2nd ; and item 7, *“Students have been taught skills that will make them better listener.”*, as 3rd. The group also described neutrally and ranked the bottom three items from the lowest. These were item 3, *“Students are better at working with other people because of what they learned in MCSI.”*; item 6, *Students have been taught ways to resolve disagreement so that everyone will be satisfied with the outcome.”*; and item 8, *“MCSI students are aware of the consequences of their actions.”*

It appeared from the results that all participants described items that deal with lessons that offer students an opportunity that will help them think about what is right and wrong and lessons that give students an opportunity to think

about how to be good persons positively. It also discovered that ways to resolve disagreement, awareness of the consequences of students' actions and ability to work with other people need to strengthen since majority of the participants categorized these indicators neutrally.

As the research of Battistich & et.al., as cited by Center for Social and Emotional Education (2010), revealed the influence of social and emotional learning programs, Bouffard and Jones from Dary and Pickeral (2013) noted to provide opportunities for students to develop and practice skills like empathy, compassion and conflict resolution. Experts suggested that well-designed social and emotional learning programs can include role plays, skills practice, and civic mission which encourage and enhance trust relationship among all school partakers and community as well.

Recognizing and managing emotions and behaviours, showing genuine concern for others, establishing positive relationships, making responsible decisions and handling challenging situations are parts of social emotional learning to support academic and positive school climate, Cossitt Avenue School as quoted by Johns Hopkins Bloomberg School of Public Health (2010).

Teaching social, emotional, ethical aspect serves as the foundation for social awareness and responsibility. Through this, students learn how the value of what should be the priority and important for themselves and for the others.

Table 8 below showed that all school employees recognized item 4, *"MCSI uses a range of methods for professional development as team teaching and collaboration workgroups."*; item 5, *"MCSI provides opportunities for teachers*

and other school employees to participate in professional development activities specially related to social and emotional issues.”;

Table 8
Mean Distribution of MCSI School Climate in Terms of Professional Development.

Indicators	Top Mng't.			Teachers			Staff			Overall	
	M	VI	R	M	VI	R	M	VI	R	M	VI
1. MCSI encourages teachers and other employees to participate in professional development activities.	4.38	P	1	4.28	P	1	3.33	Nt	7	3.99	P
2. The professional development activities that MCSI offers are helpful to me as a teacher /school employee.	4.13	P	3.5	4.17	P	2	3.50	Nt	4	3.93	P
3. I voluntarily share input regarding what kinds of professional development opportunities are provided by MCSI.	3.63	P	5	3.61	P	6	3.42	Nt	5.5	3.55	P
4. MCSI uses a range of methods for professional development (e.g., team teaching and collaboration workgroups).	4.13	P	3.5	3.67	P	5	3.58	P	2.5	3.79	P
5. MCSI provides opportunities for teachers and other school employees to participate in professional development activities specially related to social and emotional issues (e.g., conflict resolution, bullying and respect for diversity).	4.13	P	3.5	3.78	P	4	3.58	P	2.5	3.83	P
6. MCSI provides opportunities for teachers to participate in a wide range of professional activities (e.g., classroom management and subject-pedagogy).	4.25	P	2	3.83	P	3	3.67	P	1	3.92	P
7. MCSI provides an opportunity for teachers to suggest professional development program.	NA			3.33	Nt	7	3.42	Nt	5.5	3.38	Nt
Overall	4.11	P		3.81	P		3.50	Nt		3.81	P

Legends: M = Mean, VI = Verbal Interpretation (P = Positive, N = Negative, Nt = Neutral), R = Rank, NA = Not Applicable

and item 6, “MCSI provides opportunities for teachers to participate in a wide range of professional activities like classroom management and subject-pedagogy.”, positively. On the other hand, both teachers and staff neutrally described item 7, “MCSI provides an opportunity for teachers to suggest professional development program.” Though it revealed that majority of the indicators were neutrally illustrated by the group of staff, professional development aspect achieved positive description from top management and teachers.

To increase teachers and other school staff active teaching knowledge and skills as well as how to contribute to a corresponding school climate, Duckenfield and Reynolds as cited by Dary and Pickeral (2013) suggested that school leaders should provide quality professional development program. Provide teachers with in-service training and development opportunities, which will be interpreted as a vote of confidence in their potential. Providing school staff professional training activities and involvement in school matters result to a collaborative positive school climate. It also be noted that an atmosphere of collegiality influences teachers' efficacy, satisfies emotional needs, and lead to personal and professional learning. Providing school staff professional training activities and involvement in school matters result to a collaborative positive school climate (JHBSPH, 2010).

Table 9 revealed on the succeeding page that leadership aspect received positive decription only from top management while neutral from teachers and staff. All indicators illustrated positively by top management and item 5, *"MCSI administration places a high priority on curriculum and instructional issues."*, as 1st. Next in rank were item 4, *"MCSI administration is accessible to teachers and staff."*; and item 1, *"MCSI administration is supportive of teachers and staff members."*, together with item 2, *"MCSI administration effectively communicates a strong and compelling vision, mission, and goals for what they want MCSI to be."*; and item 6, *"The work I do in MCSI is appreciated."*, as 2nd and 3rd respectively.

Table 9
Mean Distribution of MCSI School Climate in Terms of Leadership.

Indicators	Top Mng't.			Teachers			Staff			Overall	
	M	VI	R	M	VI	R	M	VI	R	M	VI
1. MCSI administration is supportive of teachers and staff members.	4.00	P	3.5	2.92	Nt	6	3.39	Nt	4.5	3.44	Nt
2. MCSI administration effectively communicates a strong and compelling vision, mission, and goals for what they want MCSI to be.	4.00	P	3.5	3.58	P	2	3.61	P	2	3.73	P
3. MCSI administration communicates openly with teachers and staff.	3.63	P	5	3.25	Nt	4.5	3.28	Nt	6	3.39	Nt
4. MCSI administration is accessible to teachers and staff.	4.25	P	2	3.33	Nt	3	3.39	Nt	4.5	3.66	P
5. MCSI administration places a high priority on curriculum and instructional issues.	4.38	P	1	3.83	P	1	3.78	P	1	4.00	P
6. The work I do in MCSI is appreciated.	4.00	P	3.5	3.25	Nt	4.5	3.56	P	3	3.60	P
Overall	4.04	P		3.36	Nt		3.50	Nt		3.63	P

Legends: M = Mean, VI = Verbal Interpretation (P = Positive, N = Negative, Nt = Neutral), R = Rank, NA = Not Applicable

Lowest was item 3, *"MCSI administration communicates openly with teachers and staff."*

Two indicators were positively described by teachers. Item 5, *"MCSI administration places a high priority on curriculum and instructional issues."*, as 1st; and item 2, *"MCSI administration effectively communicates a strong and compelling vision, mission, and goals for what they want MCSI to be."*, 2nd. While, item 1, *"MCSI administration is supportive of teachers and staff members."*; item 3, *"MCSI administration communicates openly with teachers and staff."*; and item 6, *"The work I do in MCSI is appreciated."*, were ranked from the bottom appropriately.

Three items were described positively and ranked accordingly by the staff. Item 5, *"MCSI administration places a high priority on curriculum and instructional issues."*, as 1st; item 2, *"MCSI administration effectively communicates a strong and compelling vision, mission, and goals for what they want MCSI to be."*, 2nd; and item 6, *"The work I do in MCSI is appreciated."*, 3rd. Neutral items which ranked from the bottom were item 3, *"MCSI administration*

communicates openly with teachers and staff.”, item 1, *“MCSI administration is supportive of teachers and staff members.”*; and item 4, *“MCSI administration is accessible to teachers and staff.”*

Results showed that support and communication of administration to teachers and staff need to be enhanced. In a study by Tadeo (2009) as he cited Martires, he noted that school heads should keep interpersonal relations pleasant, provide encouragement and support, stimulate self-direction and increase independence among school employees for them to become productive. Communication between teachers and school management leads to transparency and harmonious relationships which is needed for positive school climate.

Table 10
Mean Distribution of MCSI School Climate in Terms of Respect for Diversity.

Indicators	Top Mng't.			Teachers			Staff			Students			Parents			Overall	
	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI
1. MCSI teachers and staff treat each other with respect, regardless of individual differences.	4.00	P	3.5	3.50	Nt	2.5	3.50	Nt	1	3.63	P	1	3.73	P	1	3.67	P
2. MCSI teachers and staff treat all students with respect, regardless of individual differences.	4.25	P	1	3.61	P	1	3.42	Nt	2	3.61	P	2	3.58	P	2	3.69	P
3. MCSI students treat each other with respect, regardless of individual differences.	4.00	P	3.5	3.33	Nt	4	3.17	Nt	3	3.30	Nt	6	3.54	P	3	3.47	Nt
4. Students treat all adults in MCSI with respect, regardless of individual differences.	4.13	P	2	3.50	Nt	2.5	2.83	Nt	5	3.42	Nt	3.5	3.47	Nt	4	3.47	Nt
5. I have not seen people at MCSI treated unfairly because of their gender, religion, culture, sexual orientation, and physical differences.	4.00	P	3.5	3.17	Nt	5	3.08	Nt	4	3.13	Nt	8	3.34	Nt	5	3.34	Nt
6. I have not heard teachers, staff, and students at MCSI make insensitive remarks related to another person's gender, religion, culture, sexual orientation, and physical differences.	3.75	P	5	3.00	Nt	6	2.58	Nt	6	3.27	Nt	7	3.24	Nt	6	3.17	Nt
7. MCSI provides activities that help me to recognize, respect, understand and value differences among students.	NA			NA			NA			3.12	Nt	9	NA			3.12	Nt
8. MCSI provides equal respect and opportunities for all students in developing our potentials.	NA			NA			NA			3.31	Nt	5	NA			3.31	Nt
9. MCSI provides materials and resources that are free from ethnic, gender and religious stereotypes.	NA			NA			NA			3.42	Nt	3.5	NA			3.42	Nt
Overall	4.02	P		3.35	Nt		3.10	Nt		3.36	Nt		3.48	Nt		3.46	Nt

Legends: M = Mean, VI = Verbal Interpretation (P = Positive, N = Negative, Nt = Neutral), R = Rank, NA = Not Applicable

Table 10 revealed that only top management described all indicators of respect for diversity aspect as positive. First in rank was item 2, “*MCSI teachers and staff treat all students with respect regardless of individual differences.*”, followed by item 4, “*Students treat all adults in MCSI with respect regardless of individual differences.*”; and item 1, “*MCSI teachers and staff treat each other with respect regardless of individual differences.*”, together with item 5, “*I have not seen people at MCSI treated unfairly because of their gender, religion,*

culture, sexual orientation and physical differences.” But item 6, *“I have not heard teachers, staff and students at MCSI make insensitive remarks related to another person’s gender, religion, culture, sexual orientation and physical differences.”*, was the least among indicator.

Of the six indicators, one which was item 2, *“MCSI teachers and staff treat all students with respect regardless of individual differences.”*, described as positive by teachers. Among the five neutral items three were identified as the least ranked from the bottom. These were item 6, *“I have not heard teachers, staff and students at MCSI make insensitive remarks related to another person’s gender, religion, culture, sexual orientation and physical differences.”*; item 5, *“I have not seen people at MCSI treated unfairly because of their gender, religion, culture, sexual orientation and physical differences.”*; and item 3, *“MCSI students treat each other with respect regardless of individual differences.”*

On the other hand, staff neutrally categorized all items with item 6, *“I have not heard teachers, staff and students at MCSI make insensitive remarks related to another person’s gender, religion, culture, sexual orientation and physical differences.”*, as the least item. Students identified only two positive indicators which were item 1 *“MCSI teachers and staffs treat each other with respect regardless of individual differences.”*, as 1st; and item 2, *“MCSI teachers and staffs treat all students with respect regardless of individual differences.”*, 2nd. Oppositely, item 7, *“MCSI provides activities that help me recognize, respect, understand and values differences among students.”*, was the lowest indicator with neutral description.

Parents noted three points with positive description with item 1, *“MCSI teachers and staffs treat each other with respect regardless of individual differences.”*, as 1st. Item 2, *“MCSI teachers and staffs treat all students with respect regardless of individual differences and students treat each other with respect regardless of individual differences.”*, as 2nd and 3rd respectively. Alternatively, item 6, *“I have not heard teachers, staff and students at MCSI make insensitive remarks.”*; item 5, *“Have not seen people treated unfairly related to another person’s gender, religion, culture, sexual orientation and physical differences.”*; and item 4, *“Students treat all adults in MCSI with respect regardless of individual differences.”*, were considered neutral and ranked accordingly from the bottom.

The results showed that majority of the participants expressed that teachers and staff of MCSI treat each other and all students with respect and respect regardless of individual differences as the result depicted. On the contrary, they identified that students treat all adults in MCSI with respect as well as they have not seen people treated unfairly and not heard teachers, staff and students in MCSI make insensitive remarks related to another person’s gender, culture, religion, sexual orientation and individual differences neutrally. To resolve these, Dary and Pickeral (2013) as they cited Ross, suggested practices to for equitable school climate such as encouraging reflective practice and building cultural awareness in students and adults, increasing in understanding of diverse cultures, making high expectations culturally responsive, designing

multiple pathways to meaningful participation and demonstrating caring by knowing students' unique emotional needs.

In addition, John Hopkins Bloomberg School of Public Health (2010) advocated that positive school climate is built upon caring relationships among all participants, administration, teachers, staff, students, parents and community members. In a student-teacher relationship, the agency pointed that no factor is more important for positive outcomes than the children's perception of the teachers' attitude toward them. Students tend to work toward fulfilling high expectations when they believe that their teachers care about them, as they are competent and respect their views and desire their success. Positive relationships, based on trust, respect and support among school adults are essential for professional fulfilment and school success. Institution regarded that teachers cannot teach interpersonal respect and set high standards when they are treated disrespectfully by school administrators and set low standard for them. It is important that respect be started among and between school employees to model by the students. It is vital aspect of school climate that everyone respect and support each other for pleasant collaboration.

From the table on next page, it was gleaned that all participants were happy being part of MCSI community since it was the only indicator which positively described by all of them. Top management which rated all indicators positively ranked item 4, *"Teachers and parents/guardians meet regularly or talk personally or on the phone about the children's work in school."*, as 1st. Followed by combined item 1, *"I am happy being a part of MCSI community."*; item 5, *"I*

can get support from other school personnel of MCSI if I am having a difficult time with a student and need help.”; and item 10, “Most teachers and staff of MCSI are able to discuss individual student progress and needs on a regular basis.”, for 2nd and 3rd.

Table 11

Mean Distribution of MCSI School Climate in Terms of Community and Collaboration.

Statements	Top Mng't.			Teachers			Staff			Students			Parents			Overall	
	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI
1. I am happy being a part of MCSI community.	4.25	P	2.5	3.94	P	1	4.17	P	1	3.81	P	1	3.72	P	2	3.98	P
2. Teachers and staff of MCSI are encouraged to participate actively in making decisions that affect students.	4.13	P	4.5	3.39	Nt	6.5	3.50	Nt	6.5	NA			NA			3.67	P
3. Top management, teachers, and staff of MCSI are able to collaborate regularly and systematically.	3.75	P	9.5	3.22	Nt	11	3.25	Nt	10.5	NA			NA			3.41	Nt
4. Teachers and parents/guardians meet regularly (e.g., parents' gen. assembly, homeroom, regular parents' meeting, etc.) or talk personally or on the phone about the children's work in school.	4.75	P	1	3.67	P	2	4.08	P	2	3.33	Nt	8	3.40	Nt	8	3.85	P
5. I can get support from other school personnel of MCSI if I am having a difficult time with a student and need help.	4.25	P	2.5	3.50	Nt	3.5	3.42	Nt	8.5	NA			NA			3.72	P
6. Our parents / guardians are supportive because they attend MCSI activities.	3.88	P	8	3.44	Nt	5	3.42	Nt	8.5	3.52	P	7	NA			3.57	P
7. I have influence over MCSI events or situations that affect me.	3.75	P	9.5	3.39	Nt	6.5	3.58	P	4.5	NA			NA			3.57	P
8. I am comfortable asking for help from teachers and staff in MCSI.	4.00	P	6.5	3.33	Nt	8	3.58	P	4.5	NA			NA			3.64	P
9. I am comfortable asking for help from MCSI top management (principal, registrar, finance officer, guidance counsellor, and level coordinators).	4.00	P	6.5	3.28	Nt	9.5	3.25	Nt	10.5	NA			NA			3.51	P
10. Most teachers and staff of MCSI are able to discuss individual student progress and needs on a regular basis	4.25	P	2.5	3.50	Nt	3.5	3.50	Nt	6.5	NA			NA			3.75	P
11. My colleagues and I can share input regarding the MCSI discipline policy.	4.13	P	4.5	3.50	Nt	3.5	3.83	P	3	NA			NA			3.82	P
12. I am comfortable sharing my ideas at MCSI faculty/staff meetings.	4.13	P	4.5	3.28	Nt	9.5	3.08	Nt	12	NA			NA			3.50	Nt
13. I am satisfied that my teachers in MCSI notice if I'm having bad day.	NA			NA			NA			3.16	Nt	9	NA			3.16	Nt

14. All teachers and staff of MCSI are friendly with each other.	NA			NA			NA			3.63	P	2.5	NA			3.63	P
15. My teachers in MCSI inform my parents/guardians about policies and codes of conduct in the school.	NA			NA			NA			3.63	P	2.5	NA			3.63	P
16. Parents / guardians feel welcome at MCSI.	NA			NA			NA			3.58	P	5	3.62	P	4	3.60	P
17. MCSI provides opportunities for my parents/guardians to be involved in activities linked to the school life and work (e.g., family day).	NA			NA			NA			3.55	P	6	NA			3.55	P
18. My teachers in MCSI regularly communicate news to my parents about the school and its activities.	NA			NA			NA			3.62	P	4	NA			3.62	P
19. I am well informed by MCSI about my child's academic progress.	NA			NA			NA			NA			3.67	P	3	3.67	P
20. I am contacted by MCSI about any behavioural problems my child has.	NA			NA			NA			NA			3.52	P	6	3.52	P
20. I am informed by MCSI about my child's school activities (e.g., feast day, recollection, retreat).	NA			NA			NA			NA			3.88	P	1	3.88	P
21. MCSI makes decisions about how to discipline my child by consulting me.	NA			NA			NA			NA			3.61	P	5	3.61	P
22. I am aware that MCSI makes important decisions that affect my child by consulting me.	NA			NA			NA			NA			3.50	Nt	7	3.50	Nt
Overall	4.11	P		3.45	Nt		3.56	P		3.54	P		3.62	P		3.66	P

Legends: M = Mean, VI = Verbal Interpretation (P = Positive, N = Negative, Nt = Neutral), R = Rank, NA = Not Applicable

On the other side, three last indicators were ranked appropriately from the bottom were item 3, *“Top management, teachers and staff of MCSI are able to collaborate regularly and systematically.”*; item 7, *“I have influence over MCSI events or situations that affect me.”*; and item 6, *“Our parents/guardians are supportive because they attend MCSI activities.”*

Teachers distinguished two points positively as item 1, *“I am happy being a part of MCSI community.”*, placed 1st ; and item 4, *“Teachers and parents/guardians meet regularly or talk personally or on the phone about the children's work in school., as 2nd.* While, item 3, *“Top management, teachers and staff of MCSI are able to collaborate regularly and systematically.”*; item 9, *“I am comfortable asking for help from MCSI top management.”*; and item 12, *“I am comfortable sharing my ideas at MCSI faculty/staff meeting.”*, were the lowest

indicators which ranked from the bottom. Staff agreed with teachers that item 1, *“Happy being part of MCSI community.”*; and item 4, *“Teachers and parents/guardians meet regularly or talk personally/on the phone about children’s work in school.”*, as these items ranked 1st and 2nd accordingly by them. Item 11, *“My colleagues and I can share input regarding the MCSI discipline policy.”*, was 3rd. From the bottom, staff recognized item 12, *“I am comfortable sharing my ideas at MCSI faculty and staff meeting.”*, as the least item; followed by item 3, *“Top management, teachers and staff of MCSI are able to collaborate regularly and systematically.”*; and item 9, *“I am comfortable asking for for help from MCSI top management.”*, respectively.

Students also distinguished as the top indicator was item 1, *“I am happy being part of MCSI community.”* It was followed by item 14, *“All teachers and staff of MCSI are friendly with each other.”*; and item 15, *“My teachers in MCSI inform my parents/guardians about policies and codes of conduct in the school,”*, as 2nd and 3rd respectively. In contrast, they ranked properly the following from the bottom as the lowest item 13, *“I am satisfied that my teachers in MCSI notice if I’m having bad day.”*, item 4, *“Teachers and parents/guardians meet regularly or talk personally or on the phone to talk about the children’s work and our parents/guardians are supportive because they attend MCSI activities.”*

Parents recognized item 20, *I am informed by MCSI about my child’s school activities.”*, as top indicator. It was followed by item 1, *“I am happy being part of MCSI community.”*, 2nd ; and item 19, *“I am well informed by MCSI about my child’s academic progress.”*, as 3rd. Oppositely, three items were identified

and ranked from the bottom as the least items. These were item 4, *“Teachers and parents/guardians meet regularly or talk personally or on the phone about the children’s work in school.”*; item 22, *“I am aware that MCSI makes important decisions that affect my child by consulting me.”*; and item 20, *“I am contacted by MCSI about any behavioural problems my child has.”*

The outcomes displayed that all participants were happy as being part of MCSI community as it the only indicator that gained positive description from all of them. It also exposed that of the five groups of participants only the group of teachers described community and collaboration aspect as neutral. The result also suggested that communication between school and parents need to be strengthened as these indicators received the lowest ranked. Dary and Pickeral (2013) as they cited Hughes and Pickeral noted that collaborating and empowering teachers, staff, students and parents make them aware of their responsibilities and the important role each one of them plays in the school. Everyone has responsibility as active involvement of school partakers from decision making to implementation and monitoring progress need for an engage school climate.

It was added by Abasi (2011) that in achieving positive and supportive school keep and maintain consistent communication and collaboration with parents.

On the succeeding page, table 12 showed that all participants were positively described morale aspect of school climate. Top management illustrated all indicators positively and ranked top items accordingly which started with item

3, *“I believe that MCSI is a good school.”*, as 1st; item 1, *“I like going to MCSI.”* together with item 2, *“I am satisfied that I belong to MCSI.”*; and item 4, *There is high morale among the MCSI top management, teachers and staff.”*, as 2nd and 3rd.

Table 12
Mean Distribution of MCSI School Climate in Terms of Morale.

Statements	Top Mng't.			Teachers			Staff			Students			Parents			Overall	
	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI
1. I like going to MCSI.	4.38	P	2.5	3.78	P	3	4.25	P	3.5	3.96	P	3	3.52	P	4	3.98	P
2. I am satisfied that I belong to MCSI.	4.38	P	2.5	3.72	P	4.5	4.33	P	2	3.98	P	2	3.97	P	2	4.08	P
3. I believe that MCSI is a good school.	4.63	P	1	4.06	P	1	4.25	P	3.5	4.08	P	1	3.90	P	3	4.18	P
4. There is high morale among the MCSI top management, teachers, and staff.	4.38	P	2.5	3.72	P	4.5	3.92	P	7	3.83	P	6	NA			3.96	P
5. I look forward to coming to MCSI every working/school day.	4.13	P	4	3.50	Nt	6	4.17	P	5	3.91	P	4	NA			3.93	P
6. It easy to balance the demands of parents, students, and the MCSI administration.	3.63	P	5.5	2.94	Nt	9	3.33	Nt	8	NA			NA			3.30	Nt
7. I am emotionally satisfied with MCSI's spiritual activities (e.g., mass, recollection, retreat, etc.).	4.38	P	2.5	3.83	P	2	4.42	P	1	NA			NA			4.21	P
8. I would not prefer to work in another school.	3.63	P	5.5	3.28	Nt	7	4.00	P	6	NA			NA			3.64	P
9. I feel happy that MCSI personnel get fair treatment.	3.63	P	5.5	3.11	Nt	8	3.17	Nt	9	NA			NA			3.30	Nt
10. I believe that students in MCSI are happy to be there.	NA			NA			NA			3.85	P	5	NA			3.85	P
11. I would prefer to study in MCSI.	NA			NA			NA			3.37	Nt	7	NA			3.37	Nt
12. I would prefer MCSI for my child.	NA			NA			NA						4.00	P	1	4.00	P
Overall	4.13	P		3.55	P		3.98	P		3.85	P		3.85	P		3.87	P

Legends: M = Mean, VI = Verbal Interpretation (P = Positive, N = Negative, Nt = Neutral), R = Rank, NA = Not Applicable

In contrast, three were identified as equally lowest items and these were item 6, *“It easy to balance the demands of parents, students and the MCSI administration.”*; item 8, *“I would not prefer to work in another school.”*; and item 9, *“I feel happy that MCSI personnel get fair treatment.”* Teachers perceived item 3, *“I believe that MCSI is a good school.”*, as top indicator. It was followed by item

7, *“I am emotionally satisfied with MCSI’s spiritual activities.”* and item 1, *“I like going to MCSI.”*, as 2nd and 3rd respectively.

On the other hand, the following were the lowest items which ranked properly from the bottom; item 6, *“It easy to balance the demands of parents, students and the MCSI administration.”*; item 9, *“I feel happy that MCSI personnel get fair treatment.”*; and item 8, *“I would not prefer to work in another school.”* For the staff, of the nine indicators two items recognized as neutral. These were item 9, *“I feel happy that MCSI personnel get fair treatment.”* And item 6, *“It easy to balance the demands of parents, students and the MCSI administration.”* Oppositely, three top items were item 7, *“I am emotionally satisfied with MCSI’s spiritual activities.”*, as 1st; item 2, *“I am satisfied that I belong to MCSI.”* as 2nd ; and item 1, *“I like going to MCSI.”*, together with item 3, *“I believe that MCSI is a good school.”*, as 3rd.

Item 3, *“I believe that MCSI is a good school.”*, recognized as top item by students. It was followed by item 2, *“I am satisfied that I belong to MCSI.”*; and item 1, *“I like going to MCSI.”*, as 2nd and 3rd respectively. Their three lowest items which ranked from the bottom were item 11, *“I would prefer to study in MCSI.”*; item 4, *“There is high morale among the MCSI top management, teachers and staff.”*; and item 10, *“I believe that students in MCSI are happy to be there.”* Meanwhile, parents noted that item 12, *“I would prefer MCSI for my child.”*; item 2, *“I am satisfied that I belong to MCSI.”*; and item 3, *“I believe that MCSI is a good school.”*, as 1st, 2nd, and 3rd top items. Item 1, *“I like going to MCSI.”*, was the least item.

Results presented that all participants were like go to, satisfied that they are belong to MCSI and believe that MCSI is a good school. It was also revealed that all school employees were emotionally satisfied with MCSI's spiritual activities. On the contrary, the outcomes suggest that balancing the demands of parents, students and the MCSI administration and fair treatment for them need to be improved as the majority of the school personnel expressed these as the least indicators. The results challenged by the study of Havlinova and Scheidrova as cited by WHO (2003) who found that schools with a climate of high morale , confidence and respect among school employees, students and parents had the least number of negative characteristics, including general/school anxieties, emotional and psychosomatic balance and attitudes toward school. Boosting morale for all school partakers is necessary as it develops confidence, trust and discipline among themselves to do enthusiastically and positively their actions.

For environment aspect as shown on the next page, top management describe all indicators positively with three top items. Ranked 1st was item 8, *"MCSI has enough size of classroom with adequate lighting, desks, desks and proper ventilation for students."* Item 7, *"MCSI has adequate numbers of clean comfort rooms with sufficient supply of water and other equipment."*; and item 2, *"MCSI building is always in good condition and kept clean."*, were 2nd and 3rd respectively. In contrast, three were distinguished lowest items and ranked accordingly from the bottom. These items were item 6, *"I have an access to essential supplies in MCSI and an adequate site and space including areas for botanical and gardening activities."*; item 13, *"The corridors and stairways of*

MCSI are wide enough to ensure traffic flow.”; and item 15, “MCSI has adequate facilities for sewage and garbage disposal.”

Item 11, *“MCSI is well-located in relation to other community facilities.”*, as the only one with positive description by the teachers. On the other side, lowest items were recognized and ranked accordingly from the bottom. These were item 1, *“MCSI provides sufficient and potable drinking areas.”*, together with item 6, *“I have access to essential supplies in MCSI and adequate site and space including areas for botanical and gardening activities.”*; item 8, *“MCSI has enough size of classroom with adequate lighting, desks and proper ventilation for students.”*; item 4, *“MCSI has up-to-date computers and other technological equipment for the teachers/students to use.”*, with item 14, *“MCSI has an adequate auditorium large enough to accommodate all employees, parents, and students, with satisfactory sound system, and sufficient number of well-marked entrances and exits.”*

Table 13
Mean Distribution of MCSI School Climate in Terms of Environment.

Statements	Top Mng't.			Teachers			Staff			Students			Parents			Overall	
	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI
1. MCSI provides sufficient and potable drinking water areas.	3.88	P	10.5	2.83	Nt	14.5	3.75	P	6.5	3.26	Nt	16.5	3.23	Nt	14	3.39	Nt
2. MCSI building is always in good condition and kept clean.	4.38	P	3	3.28	Nt	7.5	4.17	P	1	3.40	Nt	12	3.47	Nt	7	3.74	P
3. MCSI library has enough books and other resources for the teachers and students to use.	3.88	P	10.5	3.28	Nt	7.5	4.08	P	2.5	3.42	Nt	10	3.51	P	5.5	3.63	P
4. MCSI has up-to-date computers and other technological equipment for the teachers/students to use.	4.00	P	8.5	3.17	Nt	11.5	3.58	P	10.5	3.43	Nt	9	3.57	P	3	3.55	P
5. MCSI provides clean canteen large enough to eat safe and nutritious snacks and lunch.	4.25	P	4.5	3.33	Nt	5.5	3.92	P	4.5	3.29	Nt	14.5	3.54	P	4	3.66	P
6. I have access to essential supplies in MCSI and an adequate site and space including areas for botanical and gardening activities.	3.38	P	14	2.83	Nt	14.5	3.58	P	10.5	NA			NA			3.26	Nt
7. MCSI has adequate numbers of clean comfort rooms with sufficient supply of water and other equipment.	4.50	P	2	3.22	Nt	9.5	3.92	P	4.5	3.26	Nt	16.5	3.29	Nt	11.5	3.64	P
8. MCSI has enough size of classroom with adequate lighting, desks, and proper ventilation for students.	4.63	P	1	3.11	Nt	13	3.92	P	4.5	3.31	Nt	13	3.29	Nt	11.5	3.65	P
9. MCSI ensures necessary first-aid equipment is available and equips the school clinic with the needed medicine and facilities.	4.00	P	8.5	3.33	Nt	5.5	3.75	P	6.5	3.55	P	6	3.67	P	2	3.66	P
10. I have enough time in my daily schedule in MCSI to get from one class to another and eat snacks and lunch.	3.88	P	10.5	3.22	Nt	9.5	3.58	P	10.5	3.29	Nt	14.5	NA			3.49	Nt
11. MCSI is well-located in relation to other community facilities (e.g., athletic field, community center, government agencies).	4.13	P	6.5	3.67	P	1	4.08	P	2.5	3.58	P	4	4.17	P	1	3.93	P
12. MCSI is sufficiently free from pollution; noise, smoke, dust and odor.	4.00	P	8.5	3.44	Nt	2	3.67	P	8.5	3.57	P	5	3.24	Nt	13	3.58	P
13. The corridors and stairways of MCSI are wide enough to ensure easy traffic flow.	3.75	P	12.5	3.39	Nt	3.5	3.42	Nt	13	3.50	Nt	7	3.51	P	5.5	3.51	P
14. MCSI has an auditorium large enough to accommodate all employees, parents, and students, with satisfactory sound system, proper ventilation, and with sufficient number of well-marked entrances and exits.	4.13	P	6.5	3.17	Nt	11.5	2.92	Nt	15	3.29	Nt	14.5	3.21	Nt	15	3.34	Nt
15. MCSI has adequate facilities for sewage and garbage disposal.	3.75	P	12.5	3.39	Nt	3.5	3.17	Nt	14	3.46	Nt	8	3.16	Nt	16	3.39	Nt
16. MCSI is friendly and welcoming to visitors.	4.13	P	6.5	3.28	Nt	7.5	3.50	Nt	12	3.72	P	1	3.51	P	5.5	3.63	P

17. MCSI is an appealing place to work and study.	4.25	P	4.5	3.28	Nt	7.5	3.67	P	8.5	3.71	P	2	3.33	Nt	9	3.65	P
18. MCSI has adequate space for gardening and playing sports and games.	NA			NA			NA			3.41	Nt	11	3.31	Nt	10	3.36	Nt
19. MCSI encourages students to welcome and assist newcomers to the school.	NA			NA			NA			3.59	P	3	NA			3.59	P
20. I am satisfied that my child has enough time in MCSI to eat snacks and lunch.	NA			NA			NA			NA			3.34	Nt	8	3.34	Nt
Overall	4.05	P		3.25	Nt		3.69	P		3.45	Nt		3.43	Nt		3.57	P

Legends: M = Mean, VI = Verbal Interpretation (P = Positive, N = Negative, Nt = Neutral), R = Rank, NA = Not Applicable

Staff categorized majority of the indicators positively. Top item was item 2, *“MCSI building is always in good condition and kept clean.”* It was followed by item 3, *“MCSI library has enough books and other resources for the teachers/students to use.”*, together with item 11, *“MCSI is well-located in relation to other community facilities.”*, as 2nd, 3rd. Their lowest items ranked from the bottom were item 14, *“MCSI has an auditorium large enough to accommodate all employees, parents and students with satisfactory sound system, proper ventilation and with sufficient number of well-marked entrances and exits.”*; item 15, *“MCSI has adequate facilities for sewage and garbage disposal.”*; and item 13, *“The corridors and stairways of MCSI are wide enough to ensure easy traffic flow.”*

Meanwhile, students categorized item 16, *“MCSI is friendly and welcoming to visitors.”*; item 17, *“MCSI is an appealing place to work and study.”*; and item 19, *“MCSI encourages students to welcome and assist newcomers to the school.”*, as top three items and ranked 1st, 2nd, and 3rd respectively. Oppositely, classified and ranked from the lowest were item 1, *“MCSI provides sufficient and potable drinking water areas.”*; together with item 7, *“MCSI has*

adequate numbers of clean comfort rooms with sufficient supply of water and other equipment.”; item 5, “MCSI provides clean canteen large enough to eat safe and nutritious snacks and lunch.”, together with item 10, “I have enough time in my daily schedule in MCSI to get from one class to another and eat snacks and lunch.”; and item 14, “MCSI has an auditorium large enough to accommodate all employees, parents and students, with satisfactory sound system, proper ventilation and with sufficient number of well marked entrances and exits.”

For the parents, top were item 11, *“MCSI is well-located in relation to other community facilities.”* as 1st; item 9, *“MCSI ensures necessary first-aid equipment is available and equips the school clinic with the needed medicine and facilities.”* as 2nd; and item 4, *“MCSI has up-to-date computers and other technological equipment for the teachers/students to use.”* On the other hand, parents identified three lowest items and ranked from the bottom. These were item 15, *“MCSI has adequate facilities for sewage and garbage disposal.”*; item 14, *“MCSI has an auditorium large enough to accommodate all employees, parents and students, with satisfactory sound system, proper ventilation, and with sufficient number of well-marked entrances and exits.”*; and item 1, *“MCSI provides sufficient and potable drinking areas.”*

The results showed that MCSI is well located in relation to other community facilities such as athletic field, community center and government agencies since all participants noted the item positively. In contrast, it also portrayed that potable drinking areas, auditorium and its features, facilities for

sewage and garbage disposal, condition of building in terms of cleanliness, comfort rooms and its features, lighting, desks and ventilation of classrooms, corridors and stairways, and space for gardening and playing/gaming areas were need to be enhanced and increased as the majority of the participants neutrally described the items.

Johns Hopkins Bloomberg School of Public Health (2010) noted that school's physical structure and appearance send important messages. When the physical plant is well maintained and the surrounding grounds are well kept, they convey respect for the school community as well as its mission. The institution added that the physical organization of school can impede or foster opportunities for a positive learning climate. Moreover, the Center for Social and Emotional Education (2010) remarked that school space is another environmental element that impacts students' feeling about safety as it cited the work of Astor and his colleagues which demonstrated that students felt unsafe in unsupervised areas of the school building. Physical environment of an institution speaks of who and what are inside of the building. It conveys values that the organization upholds, its priority and the formation and attitude of the people inside. It speaks of what the institution wants to achieve.

Table 14

Summary of the Mean Distribution of MCSI School Climate according to top management, teachers, staffs, students and parents.

Dimensions of School Climate	Top Mng't.			Teachers			Staff			Students			Parents			TM	VI	OR
	M	VI	R	M	VI	R	M	VI	R	M	VI	R	M	VI	R			
1. Safety	3.80	P	4	3.42	Nt	3	3.39	Nt	4	3.43	Nt	4	3.46	Nt	3	3.50	Nt	4
1.1. Physical	3.85	P	9	3.61	P	4	3.61	P	4	3.53	P	5	3.58	P	3	3.64	P	
1.2. Social-emotional	3.75	P	10	3.23	Nt	10	3.17	Nt	9	3.33	Nt	8	3.33	Nt	8	3.36	Nt	
2. Teaching and learning	4.11	P	1	3.69	P	1	3.48	Nt	3	3.59	P	1.5	3.53	P	2	3.71	P	1
2.1. Quality of instruction	4.07	P	5	3.70	P	3	3.63	P	3	3.61	P	2	3.51	P	5	3.70	P	
2.2. Social, emotional, ethical learning	4.22	P	1	3.74	P	2	3.44	Nt	7	3.56	P	3	3.55	P	4	3.70	P	
2.3. Professional Development	4.11	P	3.5	3.81	P	1	3.50	Nt	6	N/A	N/A		N/A			3.81	P	
2.4. Leadership	4.04	P	7	3.50	Nt	6	3.36	Nt	8	N/A	N/A		N/A			3.63	P	
3. Relationship	4.09	P	2	3.45	Nt	2	3.55	P	2	3.58	P	1.5	3.65	P	1	3.66	P	2
3.1. Respect for Diversity	4.02	P	8	3.35	Nt	8	3.10	Nt	10	3.36	Nt	7	3.49	Nt	6	3.46	Nt	
3.2. Community and collaboration	4.11	P	3.5	3.45	Nt	7	3.56	P	5	3.54	P	4	3.62	P	2	3.66	P	
3.3. Morale	4.13	P	2	3.55	P	5	3.98	P	1	3.85	P	1	3.85	P	1	3.87	P	
4. Environment	4.05	P	3	3.25	Nt	4	3.69	P	1	3.45	Nt	3	3.43	Nt	4	3.57	P	3
4.1. Environmental-structural	4.05	P	6	3.25	Nt	9	3.69	P	2	3.45	Nt	6	3.43	Nt	7	3.57	P	
Total Mean	4.01	P		3.45	Nt		3.53	P		3.51	P		3.52	P				
Total Grand Mean	3.60 Positive																	

Legends: M = Mean, VI = Verbal Interpretation (P = Positive, N = Negative, Nt = Neutral), OR = Overall Ranking

In summary, table 14 illustrates the different perceptions of the five groups of participants on the various dimensions of school climate of Mt. Carmel School of Infanta. Among the participants, only the top management interpreted safety dimension positively while teachers, staffs, students and parents characterized it neutrally. Safety dimension was fourth from the overall ranking. It signifies that

safeties were generally recognized and perceived insecurely by the majority of the participants.

Predominantly, respondents identified teaching and learning as positive and ranked first from the over-all ranking. Of the five groups of participants only staff categorized teaching and learning as neutral. It suggests that majority of the participants categorized the dimension positively.

Relationship dimension ranked number two from the over-all ranking with the general description of positive since majority of the participants distinguished the dimension positively. Only teachers recognized relationship dimension neutrally. It denotes that respondents' perception on the relationship aspect of the school climate was encouraging.

Lastly, environment dimension of school climate received its positive category from the top management together with the staff. In contrast, teachers, students and parents described environment aspect as neutral. Though it was generally categorized as positive from the overall verbal interpretation, it entails that majority of the respondents hesitantly satisfied with the environment of Mt.Carmel School of Infanta. It ranked third among the four dimensions of school climate.

From the several descriptions of the various school climate dimensions, it revealed that the overall school climate of MCSI was positively illustrated generally by the five groups of participants.

The result showed that each school stakeholder has an important role in developing and enhancing positive school climate as what National School

Climate Centre (NSCC), Centre for Social and Emotional Education (CSEE) and National Centre for Learning and Citizenship (NCLC) at Education Commission of the States (2010) expressed that positive school climate needs to be actively created and sustained by members of the students, parents and school personnel groups, and supported by the community at large. Furthermore, the organizations added that when the school community works together to understand and improve school climate, united action powerfully supports youth development and learning, promotes the underlying skills and values for healthy adult relationships, and the capacity to work and participate with equality.

2. Weaknesses in the school climate according to top management, teachers, staff, students and parents

On the next table were the weaknesses in the school climate by its dimension according to the different groups of participants from Mt. Carmel School of Infanta. For the identification of these, items with the mean of 4.00 and below considered weaknesses. This was used to ensure the total quality school management.

To be cleared with table the following legends were used.

Arrow (→) = the weak indicator was according to the participant/s where the arrow started and extended.

NA = the indicator was not given to the participant/s.

Vacant space = the indicator was considered strength according to the participant/s where the vacant space located.

These weaknesses were the basis for the designed strategic plan aimed to improve the school climate of MCSI.

Table 15

Weaknesses in the School Climate according to top management, teachers, staff, students and parents.

School Climate Weaknesses by its Dimension	Top Mng't.	Teachers	Staff	Students	Parents
1. Safety					
1.1. Physical Safety					
MCSI's crisis plan and about what would be expected in an emergency.					→
Security personnel in MCSI.					→
Physical safety in all areas of the MCSI.				→	
Clearly stated rules against physically hurting other people.		→			→
Dealing with the problem if students physically hurting each other.		→		NA	NA
Assurance that no students hitting, shoving, or tripping each other in MCSI.		→		NA	→
Safe entry and exit points in case of emergency like earthquake and fire.		→			→
All teachers/staff of MCSI are strict about making sure that all students follow the rules against physically hurting other people.					→
If MCSI teachers and staff see students physically hurting each other, they stop it.	NA	NA	NA	→	NA
Do something about it if I see another student being physically hurt.	NA	NA	NA	→	NA
Have not been physically hurt at MCSI.	NA	NA	NA	→	NA
Parents awareness about the rules that their child is expected to follow at MCSI.	NA	NA	NA	NA	→
Communicated rules for student behaviour.	NA	NA	NA	NA	→
Students' physical safety in the school yard/areas surrounding MCSI.	NA	NA	NA	NA	→
Parents' feeling on physical safety of their child in all areas of MCSI.	NA	NA	NA	NA	→
1.2. Social-emotional Safety					
Clearly stated rules against verbally hurting others including teasing, name-calling, spreading rumours.					→
Students feel comfortable seeking guidance and counselling services in MCSI.			→	NA	NA
All teachers and staff of MCSI are strict about making sure that all students follow the rules against verbally hurting other people.					→
Comfortable dealing with the problem if they see students verbally hurt in MCSI.		→		NA	NA
All teachers and staff are encouraged to be approachable.		→		NA	NA
No groups of students in MCSI who exclude others and make them feel bad for not being part of the group.		→		NA	NA
It is not common for MCSI students to tease and insult one another.		→		NA	NA
Some MCSI teachers and staff do not misuse their power and verbally abuse other school personnel.		→		NA	NA
Students could easily get the emotional and psychological help they need in MCSI.				→	→

• Skills that will make them better listener. • MCSI students are aware of the consequences of their actions. • Importance of understanding emotions. • Students are better at working with other people because of what they learned in MCSI. • MCSI students' academic lessons are focused not only on what they need to know for national tests. • Have lessons that offer students an opportunity that help them think about what is right and wrong. • Have classes in MCSI that work on thinking about how my actions will affect others.	NA	NA	NA	→	NA
2.3. Professional Development • I voluntarily share input regarding what kinds of professional development opportunities are provided by MCSI. • MCSI uses a range of methods for professional development. • MCSI provides opportunities for teachers and other employees to participate in professional development activities specially related to social and emotional issues. • MCSI provides opportunities for teachers to participate in a wide range of professional activities. • MCSI provides for teachers an opportunity for teachers to suggest professional development program. • MCSI encourages teachers and other employees to participate in professional development activities. • The professional development activities that MCSI offers are helpful. 2.4. Leadership • MCSI administration is supportive of teachers and staff members. • MCSI administration effectively communicates a strong and compelling vision, mission, and goals for what they want MCSI to be. • MCSI administration communicates openly with teachers and staff. • MCSI administration places a high priority on curriculum and instructional issues. • The work I do in MCSI is appreciated. • MCSI administration is accessible to teachers and staff.	NA	NA	NA	→	NA
3. Relationship 3.1. Respect for Diversity • MCSI teachers and staff treat each other with respect regardless of individual differences. • MCSI students treat each other with respect. • Have not seen people at MCSI treated unfairly. • Have not heard teachers, staff and students at MCSI make insensitive remarks related to another person's religion, gender, culture, sexual orientation and physical differences. • MCSI teachers and staff treat all students with respect regardless of individual differences. • Students treat all adults in MCSI with respect. • MCSI provides activities that help to recognize, understand and value differences among students.	NA	NA	NA	→	NA

- MCSI ensures necessary first-aid equipment is available and equips the school clinic with the needed medicine and facilities. - Sufficiently free from pollution, noise, smoke, dust and odor. - Corridors and stairways of MCSI are wide enough to ensure easy traffic flow. - Adequate facilities for sewage and garbage disposal. - I have enough time in my daily schedule in MCSI to get from one class to another and eat snacks and lunch. - MCSI library has enough books and other resources for the teachers and students to use. - MCSI provides clean canteen large enough to eat safe and nutritious snacks and lunch. - MCSI has adequate numbers of clean comfort rooms with sufficient supply of water and other equipment. - MCSI has enough size of classroom with adequate lighting, desks and proper ventilation for students. - Has an auditorium large enough to accommodate all employees, parents and students, with satisfactory sound system, proper ventilation, and with sufficient number of well-marked entrances and exits. - MCSI is friendly and welcoming to visitors. - MCSI is an appealing place to work and study. - I have access to essential supplies in MCSI and an adequate site and space including areas for botanical and gardening activities. - MCSI building is always in good condition and kept clean. - MCSI is well-located in relation to other community facilities (athletic field, community center, government agencies). - MCSI has adequate space for gardening and playing sports and games. - MCSI encourages students to welcome and assist newcomers to the school. - I am satisfied that my child has enough time in MCSI to eat snacks and lunch.					→
					→
					→
					→
					→
			→		NA
	→			→	→
					→
					→
					→
					→
					→
					→
					→
					→
			→	NA	NA
	→			→	→
	→			→	→
NA	NA	NA		→	→
NA	NA	NA	→		NA
NA	NA	NA	NA	→	→

Legends: Arrow (→) = the weak indicator was according to the participant/s where the arrow started and extended;
 NA = the indicator was not given to the participant/s; Vacant space = the indicator was considered strength according to the participant/s where the vacant space located.

Though there were several groups of participants who expressed varied perceptions on the various elements of school climate of Mt. Carmel School of Infanta, it appeared on the table that almost all indicators were weak and need to be enhanced and strengthen.

Assessing the school climate is a big help and instrument to measure the strengths together with the weaknesses of an organization and therefore assists and supports the planning and designing action to be taken for more fruitful,

productive and healthier learning institution where all school stakeholders collaboratively and positively benefit.

On the subsequent pages were activities and strategies suggested that aim to reinforce and strengthen the school climate of MCSI.

**A PROPOSED
DESIGNED THREE YEAR
STRATEGIC PLAN**

Background:

School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, values, interpersonal relationship, teaching and learning practices and organizational structures (Cohen, 2010; Dary and Pickeral, 2013). As the researches cited Hughes and Pickeral, they discussed that engage school climate needs dynamic participation and involvement of all school stateholders from various school matters. Experts added that empowering school partakers to unite and work together towards school improvements makes them aware of their duties, responsibilities and vital role for school development. Authorities recognized different factors that shapes and color school climate as safety, teaching and learning, relationships and environment.

Enhancing the school climate of Mt. Carmel School of Infanta is necessary as the results of the present study revealed. From its first dimension, safety, it shows that security personnel, crises plan and physical bullying are the indicators which need to be addressed from physical safety while emotional bullying and excluding other classmates in social-emotional safety. According to Article 19 of of the Convention on the Rights of the Child (1989) that State Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse. In addition, UN agencies (2006, 2000) identified health related policies as one of the components to be available in

schools that help ensure a safe and secure physical environment and a positive psycho-social environment and address all types of school violence.

In response, the following activities were presented to enhance safety dimension such as anti-bullying, anti-sexual harassment, and child protection policy awareness campaigns, emergency drill actions through DepEd Memo. No. 180, s. 2013, R.A. 7877, DepEd Memo. No. 40, s. 2012 and DepEd Order No. 26, s. 2006; (PHIVOLCS/DOST Drill), as well as security support system which deals on adding security personnel and cameras and social-emotional caring activities through guidance class which focus on forming and sustaining positive relationships, experiencing, managing and expressing emotions. It provides the foundation for how we feel about ourselves and how we feel others.

As Article 29 of the Convention on the rights of the Child it declared that States Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; ... (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for the natural environment.

It is revealed in quality of instruction aspect of teaching and learning that students need extra time and help from teachers for their schoolwork and the encouragement to make decisions about what they learned. A time with my

teacher or consultation time and remedial/tutorial classes are included in the plan for the welfare of the students. Salamanca Statement and Framework For Action on Special Needs Education (par. 29 & 32, 1994) stated that children with special needs should receive additional instructional support in the context of the regular curriculum, not a different curriculum. The guiding principle should be to provide all children with the same education, providing assistance and support to children requiring it (par 29); For children with special educational needs a continuum of support should be provided, ranging from minimal help in regular classrooms to additional learning support programmes within the school and extending, where necessary, to the provision of assistance from specialist teachers and external support staff (par 32).

In 1993 Kuala Lumpur Declaration of the Ministers of Education of the Asia-Pacific Region it was stated their overarching concern was the importance of values, ethics and culture in education. Moreover, the Universal Declaration of Human Rights (1948), Article 26 (2) states that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

The progress in the development of a culture of peace comes through values, attitudes, modes of behaviour and ways of life conducive to the promotion of peace among individuals, groups and nations. It is also recommended that a culture of peace be fostered through education by ensuring

that children benefit from education on the values, attitudes, modes of behaviour and ways of life enabling them to resolve disputes peacefully.... instilling in them the values and goals of a culture of peace, (The UN Declaration on a Culture of Peace, 1999). The present study offered activities such as conflict resolution, time management and better listening activities which aim to develop the value of peace and life skills that appeared to be enhanced in social, emotional, ethical learning aspect.

It is just to give and allocate enough budgets for the development of teachers professionally - seminars, workshops, in-service trainings and hear them for their suggestions. Code of Ethics of Professional Teachers' Article IV, section 3 (1997) proclaimed that every teacher shall participate in the continuing professional education program of the PRC, and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession and strengthen his competence, virtues and productivity in order to be nationally and internationally competitive. In addition, Article VII, section 3 of the Code stated that school officials shall encourage and attend to the professional growth of all teachers under them such as recommending them for promotion, giving them due recognition for meritorious performance, and allowing them to participate in conferences and training programs. Furthermore, school personnel has the right to free expression of opinion and suggestions, and to effective channels of communication with appropriate academic and administrative bodies of the school or institution (Batas Pambansa Blg. 232, 1982, chapter 2, section 10, 1).

Communication and accessibility of school administration to teachers and other school personnel need to be strengthened as what the present study showed. In an Article VII sections 1 and 2 of the Code of Ethics of Professional Teachers dictated that school officials shall at all times show professional courtesy, helpfulness and sympathy towards teachers and other personnel, such practices being standards of effective school supervision, dignified administration, responsible leadership and enlightened direction. School officials, teachers and other school personnel shall consider it their cooperative responsibility to formulate policies or introduce important changes in the system at all levels. Team building and evaluating leadership and staff development activities were included in the plan as to enhance shared leadership.

Results showed from respect for diversity that insensitive remarks, unfair treatment and respect with regards to another person's gender, religion, culture, sexual orientation and physical differences are need to be eliminated. Social well-being caring activities through guidance class are included in the activity to eliminate aforementioned problems. Each girl and boy is born free and equal in dignity and rights; therefore, all forms of discrimination affecting children must end, (A World Fit For Children-Leave No Child Behind, UNICEF, 2002). Article 2 of the Convention on the Rights of the Child (1989) posited that (1) States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property,

disability, birth or other status; (2) States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Seminar on creating supportive strategies for increasing parent engagement and school and family climate support systems were included in the activity to toughen the collaboration and communication between school and parents as the result of the present study dictates. According to Article IX of the Code of Ethics of Professional Teachers (1997), sections 1, 2 and 3; A teacher shall establish and maintain cordial relations with parents, and shall conduct himself to merit their confidence and respect; A teachers shall inform parents, through proper authorities, of the progress or deficiencies of learners under him, exercising utmost candor and tact in pointing out learners' deficiencies and in seeking parent's cooperation for the proper guidance and improvement of learners; and A teacher shall hear parent's complaints with sympathy and understanding and shall discourage unfair criticism.

It is from the result of the present study that fair treatment from school administration and balancing the demands of parents, students and other school employees need to be nourished. Team morale building and creative ways for boosting morale activities are added in the plan. Article V, section 1 of the Code of Ethics of Professional Teachers (1997) dictated that teachers shall, at all times, be imbued with the spirit of professional loyalty, mutual confidence and faith in one another, self-sacrifice for the common good and full cooperation with

colleagues. When the best interest of the learners, the school or the profession is at stake in any controversy, teachers shall support one another.

According to Systematic Monitoring of Education For All of UNESCO (2014), the quality of a school's environment and its facilities has a strong influence on student's learning. Results from the present study revealed that cleanliness and waste management programs, water supply and comfort rooms beautification and other facilities need to be enhanced and strengthen. Chapter II section 7 of the Magna Carta of Students declares that it shall be the responsibility of the school administration to provide the students with adequate welfare and academic facilities commensurate to the school fees paid, and for State Colleges and Universities, public subsidies granted. It shall be the responsibility of school authorities to provide students with adequate laboratory, library, research, recreation and physical education facilities.

Furthermore, Article 24 of the Convention on the Rights of the Child (1989) proclaimed that States Parties recognize the rights of children to the enjoyment of the highest attainable standard of health and agree to take appropriate measures to ensure the provision of necessary medical assistance and health care to all children, to combat disease and malnutrition, to provide adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution, to ensure that parents and children are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, hygiene and environmental sanitation and the prevention of accidents.

Introduction:

The present study aimed to evaluate the school climate condition of Mt. Carmel School of Infanta which includes top management, teachers, staff, students and parents as participants. It revealed from the results of the study and description of the participants that school climate of the aforementioned learning institution need to be enhanced and strengthen as items with the mean of 4.00 and below which considered weaknesses dictate. These weaknesses were the basis of the designed three year strategic plan.

Evaluating school climate is an essential action to assess the condition of the school as it perceived and experienced by all school stakeholders. The designed strategic plan presented in this study aims to enhance school climate of Mt. Carmel of Infanta. It illustrates and explains different programs and activities appropriate for the different dimensions and specific aspect of school climate that need to be strengthened such as safety with physical and social-emotional safeties; teaching and learning with quality of instruction, social, emotional, ethical learning, professional development and leadership; relationship with respect for diversity, community and collaboration and morale; and environment.

Moreover, the designed plan is presented into of three sets and features actions suited; for school employees – top management, teachers and staff, for students and for parents. Each set of plan shows the areas of concern or the school climate dimension which needs to be enhanced, programs and activities for specific aspect of school climate, objectives of the activities, strategies on how to disseminate/implement the program/activity, time frame, persons involved

and budget for the action, expected outcome and the evaluative monitoring. Below explains the features of the different programs.

School Security Program deals on the awareness, dissemination and implementation of the contents of the different national memorandum, order and act pertaining to the promotion and campaign for safety and welfare of the students and school employees. Additionally, Emergency Safety Program involves actions in preparation in case of calamity and emergency situations like fire and earthquake; and Security Support Plan is adding personnel and equipment as supplementary preventive measures.

Guidance hour program comprises varied activities which aim to increase self-knowledge and how to relate effectively to others, teach responsible behaviour, provide opportunities for career exploration, planning and decision making and help students reach their fullest potential.

Special Time with my Students and My Teacher Program refers to separate time between teachers and student with special academic need for consultation, remedial and tutorial hours.

In-Service Training, Seminar Sending, Echoing of Seminar Attended and Graduate Study Programs are intended for school employees to uplift professionalism and develop collaboration between them. Team Building and Leadership Development Activities aim to evaluate leadership skills among top management, teachers and staff. These also provide actions that help to improve and develop leadership skills, enhance teamwork and shared leadership among and between school employees.

Creating Supportive Strategies for Increasing Parent Engagement and School and Family Climate Support System are activities which aim to develop and strengthen collaboration between the school and family. These offer activities on how parents and school can support and work each other for the good of students and learning institution.

Morale Boosting Program offers team building activities uplifting morale, engagement and motivation among students and school employees.

Clean Environment Campaign Program includes national actions pertaining to ecological waste, air pollution and environmental management which aim to develop awareness and sense of responsibility and stewardship on school environment. It also involves forming groups among students and school employees who monitor the cleanliness of the learning institution and its premises. Moreover, Facilities Enhancement Plan refers to the beautification, repairing and building more attractive and healthy school facilities and structures for better learning and working place.

Objectives:

1. To enhance and reinforce the school climate of MCSI.
2. To develop active participation, collaboration and communication among school stakeholders in developing positive school climate.
3. To cultivate role and responsibilities among the participants in strengthening and establishing positive MCSI school climate.

DESIGNED STRATEGIC PLAN FOR TOP MANAGEMENT, TEACHERS AND STAFF

Areas of Concern/ School Climate Dimension	Programs/ Activities	Objectives	Strategies	Time Frame	Persons Involved/ Budget	Expected Outcome	Evaluative Monitoring
1. SAFETY 1.1. Physical	SCHOOL SECURITY PROGRAM a. Anti-bullying campaign b. Anti-sexual harassment day c. Child protection consciousness day EMERGENCY SAFETY PROGRAM a. Crisis mapping b. Committee identification c. Earthquake and fire drill activities SECURITY SUPPORT PLAN a. Security personnel b. CCTV cameras	1. To develop awareness about Anti-Bullying Act of 2013, anti sexual harassment act and child protection policy. 2. To develop sense of responsiveness in doing their role in preventing physical bullying. 3. To be aware of what to do and familiarize of the entries, exits and evacuation area in case of emergency. 4. To monitor accidents and the flow of actions within the school building and its vicinity.	1. Seminar workshop and implementation of Anti-Bullying Act of 2013, anti-sexual harassment act and child protection policy. 2. Formulation of School Disaster Management Committee. 3. Orientation of what to do and where to go during and after an emergency. 4. Conduct safety drills. 5. Install CCTV cameras and hire additional security personnel.	1. Summer/ whole year 2. Twice every quarter 3. Before the class opens and as need arises	Top management, teachers, staff P 50,000.00 Top management, teachers, staff Top management, security agency P250,000.00	1. All school employees are aware of the different acts and policy for safety and protection, promote collaborative efforts in ensuring safety and fell safe in school and its vicinity. 2. All school employees are aware of the school map and their role in case of emergency. 3. Installed CCTV camers and added security personnel.	Quarterly accomplishment report of the participants' physical safety conditions. Quarterly record of the time used during emergency drill. Daily accomplishment report of the monitored accidents in school and its vicinity.
1.2. Social-emotional	SCHOOL SECURITY PROGRAM a. Anti-bullying campaign GUIDANCE HOUR PROGRAM a. Social-emotional caring activities	1. To develop awareness about Anti-Bullying Act of 2013. 2. To develop sense of responsiveness in doing their role in preventing verbal-emotional bullying. 3. To develop emotional caring ability via regular guidance class.	1. Seminar and implementation of Anti-Bullying Act of 2013. 2. Implementation of a regular guidance hour/class where social-emotional caring skills will be taught.	1. Twice a year/ whole year 2. Once a week	Guidance counselor P 50,000.00	1. All school employees promote collaborative efforts in ensuring emotional safety through Anti-Bullying Act of 2013. 2. A regular guidance class.	Quarterly accomplishment report of the participants' social-emotional safety conditions. Daily accomplishment report of the monitored bully

							accidents in school and its vicinity.
2.TEACHING AND LEARNING 2.1. Quality of instruction	SPECIALTIME WITH MY STUDENTS PROGRAM a. Consultation time b. Remedial/tutorial activity	1. To build a positive engagement and connectedness between teachers and students with special academic needs.	1. Scheduling and implementation of regular consultation, remedial/tutorial hours between teachers and students with special academic needs.	1. Three times a week/ as need arises	Teachers	1. Students feel the support and help from their teachers. 2. All students pass and get high grades. 3. No students feel left behind academically.	Records of students with special needs and their improvement. Quarterly reports of the quality of instruction conditions.
2.2. Social, emotional, ethical learning	GUIDANCE HOUR PROGRAM a. Conflict resolution activities b. Time management activities c. Better listening activities	1. To develop engagement in conflict resolution, time management and better listening activities. 2. To enhance healthy interaction among students and strengthen self-awareness and recognize emotions of others.	1. Teach conflict resolution, time management and better listening activities through regular guidance class.	1. Once a week/ as need arises	Guidance counselor	1. All students are more participative in school activities. 2. Teacher-students connections enhanced. 3. Regular guidance class.	Quarterly accomplishment report of the participants' social, emotional, ethical learning conditions.
2.3. Professional Development	In-service training and seminar sending program Echoing of seminar-workshops Graduate study program	1. To gain inputs about new trends in teaching, leadership and management. 2. To boost sense of professionalism, acquire and share various skills in teaching and learning. 3. To gain advance skills in a specific field of interest.	1. Provide school employees in-service training and send employees to different seminars related to their specialization. 2. Provide enough time for employees to echo their acquired learning to other school workers. 3. Encourage all	1. Every summer/ as need arises 2. After every seminar 3. Every semester or summer	Top management, teachers, staff P100,000.00 Top management, teachers, staff Top management, teachers, staff P200,000.00	1. All employees keep abreast with the new trends in their specific field of interest. 2. All employees facilitate collaborative working group. 3. All employees share their input from their seminars. 4. All employees	List of employees attending seminars and in-service programs. Records of employees' echoed seminar. List of enrolled/finished employees from their graduate

			employees to pursue graduate study through giving incentives.			enrol and finish their graduate study.	study. Quarterly reports of the professional development conditions.
2.4. Leadership	1. Team building and leadership development activities 2. Evaluating and improving leadership and staff development activities	1. To develop teamwork and shared leadership. 2. To assess and improve leadership skills.	1. Conduct team building activities. 2. Conduct evaluation and development activities	1. Once every quarter 2. Once every quarter	Top mng't., teachers and staff P 50,000.00 Top mng't., teachers and staff P 50,000.00	1. All school employees engage and collaborate with each other. 2. All employees improve leadership skills.	Quarterly reports of the leadership conditions.
3.RELATIONSHIP 3.1. Respect for Diversity	GUIDANCE HOUR PROGRAM a. Social well-being caring activities	1. To develop sense of belongingness and respect in the strengths and weaknesses of others.	1. Teach social well- being caring activities through regular guidance class.	1. Once a week	Guidance counselor	1. No students' exclusion problem record. 2. Regular guidance class.	Quarterly reports of the respect for diversity conditions.
3.2. Community and collaboration	1. Creating supportive strategies for increasing parent engagement and school and family climate support system.	1. To formulate school-family collaborative workgroups. 2. To develop active engagement and sense of appreciation between school and family.	1. Conduct seminar about school role in achieving success among students/of the school.	1. Once every quarter	Top mng't., teachers, staff and parents P 25,000.00	1. All employees are engaged in school-community activities. 2. Active and collaborative teachers-parents partnership.	Records of school workers participation in school-community activities. Quarterly reports of the community and collaboration condition.
3.3. Morale	MORALE BOOSTING PROGRAM a. Team morale building activities	1. To develop and boost morale among school employees.	1. Conduct team morale building activities.	1. Once a month	Top management, teachers and staff 25,000.00	1. All school employees are engaged with the school, its activity and triumph.	Quarterly reports of the morale aspect condition and employees' involvement in school

							activities.
4. ENVIRONMENT 4.1. Environment-structural	CLEAN ENVIRONMENT CAMPAIGN PROGRAM a. Ecological solid waste management awareness activity b. Air pollution consciousness day c. Environmental consciousness day d. Cleaning brigade monitor FACILITIES ENHANCEMENT PLAN a. Water supply, comfort rooms beautification b. Auditorium, classroom, canteen, gardening and sports facilities enrichment action	1. To develop awareness about ecological solid waste management, air pollution and environmental acts. 2. To foster the value of cohesive hard work and cleanliness. 3. To enhance the cleanliness and promote healthy school environment. 4. To enhance school areas and features for more encouraging and productive working/learning experiences.	1. Seminar and implementation of ecological solid waste management, air pollution and environmental acts. 2. Formulate employee-monitor for cleaning brigade. 3. Install/built equipment for water supply and provide necessary toilet materials like hand sanitizers, soap, tissue paper, etc. 4. Acquire/install necessary equipment like fan/coolers and clear sound system, provide more enough space for canteen and gardening activities and redesign sports facilities.	1. Twice a year/ whole year 2. Everyday 3. Everyday /as need Arises 4. Before the classes start/as need arises	Top management, teachers and staff P50,000.00 Top management, teachers and staff P500,000.00	1. All school employees are aware of the acts about ecological solid waste management, pollution and environment management and actively engage keeping cleanliness in school. 2. Elected cleaning brigade employee-monitor. 3. Installed drinking outlet around the school and stocks of materials for sanitized comfort rooms. 4. Enhanced/ improved school facilities /features.	Quarterly reports of the environmental aspect condition. Daily evaluation of the cleanliness of classrooms and other areas. Daily monitor of water supply and evaluation of the cleanliness of comfort rooms. Documents/rec ords of the improved school facilities and features.

DESIGNED STRATEGIC PLAN FOR STUDENTS

Areas of Concern/ School Climate Dimension	Programs/ Activities	Objectives	Strategies	Time Frame	Persons Involved	Expected Outcome	Evaluative Monitoring
1. SAFETY 1.1. Physical	CHILD SECURITY PROGRAM a. Anti-bullying campaign b. Anti-sexual harassment day c. Child protection consciousness day EMERGENCY SAFETY PROGRAM a. Earthquake and fire drill activities	1. To develop awareness about Anti-Bullying Act of 2013, anti sexual harassment act and child protection policy. 2. To develop sense of responsiveness in doing their role in preventing physical bullying. 3. To be aware of what to do and familiarize of the entries, exits and evacuation area in case of emergency.	1. Orientation and implementation of Anti-Bullying Act of 2013, anti-sexual harassment act and child protection policy. 2. Orientation of what to do and where to go during and after an emergency. 3. Conduct safety drills.	1. Twice a year/ whole year 2. Twice every quarter	Students	1. All students are aware of the different acts and policy for safety and protection, uphold collaborative efforts to ensure safety and feel safe in school and its vicinity. 2. No bully and bullied students. 3. All students are aware of the school map and safe in case of emergency.	Quarterly accomplishment report of the participants' physical safety conditions. Daily accomplishment report of the monitored bully accidents in school and its vicinity. Quarterly record of the time used during emergency drill.
1.2. Social-emotional	CHILD SECURITY PROGRAM a. Anti-bullying campaign GUIDANCE HOUR PROGRAM a. Social-emotional caring activities	1. To develop awareness about Anti-Bullying Act of 2013. 2. To develop sense of responsiveness in doing their role in preventing verbal-emotional bullying. 3. To develop emotional caring ability via regular guidance class.	1. Orientation and implementation of Anti-Bullying Act of 2013. 2. Implementation of a regular guidance hour/class where social-emotional caring skills will be taught.	1. Twice a year/ whole year 2. Once a week	Students	1. Participants promote collaborative efforts to ensure emotional safety and aware of Anti-Bullying Act of 2013. 2. A regular guidance class. 3. No bully and bullied students.	Quarterly accomplishment report of the participants' social-emotional safety conditions. Daily accomplishment report of the monitored bully incidents in school and its vicinity.

2.TEACHING AND LEARNING 2.1. Quality of instruction	TIME WITH MY TEACHER PROGRAM a. Consultation time b. Remedial/tutorial activity	1. To build a positive engagement and connectedness between teachers and students with special academic needs.	1. Implementation of regular consultation, remedial/tutorial hours between teachers and students with special academic needs.	1. Three times a week/ as need arises	Students	1. Students feel the support and help from their teachers. 2. All students pass and get high grades. 3. No students feel left behind academically.	Records of students with special needs and their improvement. Quarterly reports of the quality of instruction conditions.
2.2. Social, emotional, ethical learning	GUIDANCE HOUR PROGRAM a. Conflict resolution activities b. Time management activities c. Better listening activities	1. To develop engagement in conflict resolution, time management and better listening activities. 2. To enhance healthy interaction among students and strengthen self-awareness and recognize emotions of others.	1. Perform conflict resolution, time management and better listening activities through regular guidance class.	1. Once a week/ as need arises	Students	1. All students are more participative in school activities. 2. No students' discipline problem record. 3. Regular guidance class.	Quarterly accomplishment report of the participants' social, emotional, ethical learning conditions.
3.RELATIONSHIP 3.1. Respect for Diversity	GUIDANCE HOUR PROGRAM a. Social well-being caring activities	1. To develop sense of belongingness and respect in the strengths and weaknesses of others.	1. Perform social well- being caring activities through regular guidance class.	1. Once a week	Students	1. No students' exclusion problem record. 2. Regular guidance class.	Quarterly reports of the respect for diversity conditions.
3.2. Morale	MORALE BOOSTING PROGRAM a. Team morale building activities	1. To develop and boost morale among students.	1. Conduct team morale building activities by means of regular guidance class.	1. Once a week	Students	1. All students are engage with the school, its activity and triumph.	Quarterly reports of the morale aspect condition and students' involvement in school activities.
4. ENVIRONMENT 4.1. Environment-structural	CLEAN ENVIRONMENT CAMPAIGN PROGRAM a. Ecological solid waste management awareness activity b. Air pollution consciousness	1. To develop awareness about ecological solid waste management, air pollution and	1. Orientation and implementation of ecological solid waste management, air pollution and	1. Twice a year/ whole year	Students	1. All students are aware of the acts about ecological solid waste management,	Quarterly reports of the environmental aspect condition.

	day c. Environmental consciousness day d. Cleaning brigade monitor	environmental acts. 2. To foster the value of cohesive hard work and cleanliness. 3. To enhance the cleanliness and promote healthy school environment.	environmental acts. 2. Formulate employee-monitor for cleaning brigade.	2. Everyday		pollution and environment management and actively engage keeping cleanliness in school. 2. Elected cleaning brigade student-monitor.	
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DESIGNED STRATEGIC PLAN FOR PARENTS

Areas of Concern/ School Climate Dimension	Programs/ Activities	Objectives	Strategies	Time Frame	Persons Involved/ Budget	Expected Outcome	Evaluative Monitoring
1. SAFETY 1.1. Physical	SCHOOL SECURITY PROGRAM a. Anti-bullying campaign b. Anti-sexual harassment day c. Child protection consciousness day SECURITY SUPPORT PLAN a. Security personnel b. CCTV cameras	1. To develop awareness about Anti-Bullying Act of 2013, anti sexual harassment act and child protection policy. 2. To develop sense of responsiveness in doing their role in preventing physical bullying. 3. To be aware of the added security and safety measures.	1. Seminar on Anti-Bullying Act of 2013, anti-sexual harassment act and child protection policy. 2. Orientation about the added security and safety measures.	1. Once every quarter 2. Once a year/as need arises	Parents P10,000.00 Parents P10,000.00	1. All parents are aware of the different acts and policy for safety and protection, promote collaborative efforts in ensuring safety and feel safe in school vicinity. 2. All parents are aware of the added security and safety	Quarterly accomplishment report of the participants' physical safety conditions.

						measures of the school.	
1.2. Social-emotional	SCHOOL SECURITY PROGRAM a. Anti-bullying campaign ADDITIONAL HOUR FOR GUIDANCE PROGRAM	1. To develop awareness about Anti-Bullying Act of 2013. 2. To develop sense of responsiveness in doing their role in preventing verbal-emotional bullying. 3. To inform them on the additional time of their child for regular guidance class.	1. Seminar on Anti-Bullying Act of 2013. 2. Orientation about the additional hour for guidance program of their child.	1. Once every quarter 2. Once per quarter/ as need arises	Parents P 10,000.00	1. All parents promote collaborative efforts in ensuring emotional safety through Anti-Bullying Act of 2013. 2. All parents are aware of the regular guidance class of their child.	Quarterly accomplishment report of the participants' social-emotional safety conditions.
2.TEACHING AND LEARNING 2.1. Quality of instruction	SPECIALTIME OF MY CHILD WITH THE TEACHERS a. Consultation time b. Remedial/tutorial activity	1. To inform all parents about the special time of the students with special academic needs and build collaborative effort between teachers and parents to enhance students' learning.	1. Orientation about the schedule of regular consultation, remedial/tutorial hours for students with special academic needs.	1. Once per quarter/ as need arises	Parents P10,000.00	1. All parents are aware of the schedule for consultation, remedial and tutorial hours of their child. 2. Parents feel the support and help of teachers for their child.	Quarterly reports of the quality of instruction conditions.
2.2. Social, emotional, ethical learning	ADDITIONAL HOUR FOR GUIDANCE HOUR	1. To inform them on the additional time of their child for regular guidance class.	1. Orientation about the additional hour for guidance program of their child.	1. Once per quarter/ as need arises	Parents P10,000.00	1. All parents are aware of the regular guidance class of their child.	Quarterly accomplishment report of the participants' social, emotional, ethical learning conditions.
3.RELATIONSHIP 3.1. Respect for Diversity	ADDITIONAL HOUR FOR GUIDANCE HOUR	1. To inform them on the additional time of their child for regular guidance class.	1. Orientation about the additional hour for guidance program of their child.	1. Once per quarter/ as need arises	Parents P10,000.00	1. All parents are aware of the regular guidance class of their child.	Quarterly reports of the respect for diversity conditions.

3.2. Community and collaboration	1. Creating supportive strategies for increasing parent engagement and school and family climate support system.	1. To formulate school-family collaborative workgroups. 2. To develop active engagement and sense of appreciation between school and family.	1. Seminar about parents' role in achieving success among students/of the school.	1. Once every quarter	Parents P 25,000.00	1. All parents are engaged in school-community activities. 2. Active and collaborative teachers-parents partnership.	Records of parents' participation in school-community activities. Quarterly reports of the community and collaboration condition.
3.3. Morale	MORALE BOOSTING PROGRAM a. Team morale building activities	1. To develop and boost morale among school parents.	1. Conduct team morale building activities.	1. Once per quarter	Parents 20,000.00	1. All parents are engaged with the school, its activity and triumph.	Quarterly reports of the morale aspect condition and parents' involvement in school activities.
4. ENVIRONMENT 4.1. Environment-structural	CLEAN ENVIRONMENT CAMPAIGN PROGRAM a. Ecological solid waste management awareness activity b. Air pollution consciousness day c. Environmental consciousness day FACILITIES ENHANCEMENT PLAN a. Water supply, comfort rooms beautification b. Auditorium, classroom, canteen, gardening and sports facilities enrichment action	1. To develop awareness about ecological solid waste management, air pollution and environmental acts. 2. To foster the value of cohesive hard work and cleanliness. 3. To enhance the cleanliness and promote healthy school environment. 4. To enhance school areas and features for more encouraging and productive working/learning experiences.	1. Seminar of ecological solid waste management, air pollution and environmental acts. 2. Inform parents about the facilities enhancement plan of the school.	1. Once per quarter 3. Once per quarter	Parents P10,000.00 Parents P10,000.00	1. All parents are aware of the acts about ecological solid waste management, pollution and environment management and actively engage keeping cleanliness in school. 2. All parents are aware of the enhanced /improved school facilities.	Quarterly reports of the environmental aspect condition. Documents/records of the improved school facilities and features.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations of the study.

Summary

The main purpose of this study was to describe and propose a plan to improve the school climate of Mt. Carmel School of Infanta. This study used descriptive method of research which involved eight (8) top management, eighteen (18) teachers, twelve (12) staff, one hundred ninety two (192) students and one hundred eighty (180) parents. The data were obtained through the use of an Adapted Comprehensive School Climate Inventory. To establish the reliability of the research instrument, it was tried out to a school and the Cronbach alpha reliability coefficients were computed for each scale. The data were treated using percentage and weighted mean to analyze the data based on the problem identified.

Summary of Findings

The following findings were drawn from the analysis and interpretation of the study.

1. Safety dimension which includes physical and social-emotional aspects was the only facet received neutral verbal interpretation and ranked fourth from the perceptions of top management, teachers, staff, students and parents. From the total grand mean achieved and since it

does not reached the point for positive, the dimension was considered weak.

2. Teaching and learning dimension earned a positive verbal interpretation and ranked first in the over-all ranking. The result total grand mean of the dimension was according to the perceptions of the different groups of participants such as top management, teachers, staff, students and parents. The total grand mean was below the target point and thus the dimension was considered weak.
3. Relationship dimension obtained verbal interpretation of positive and ranking of second. Relationship dimension was weak since the total grand mean achieved was below the target point.
4. Environment dimension gathered a positive verbal interpretation and ranking of third from the overall. Its result was from the total mean achieved of the different groups of respondents. The dimension was weak as its total grand mean achieved did not reach the ceiling for positive.
5. Among the respondents, only the top management considered school climate of MCSI as strength since they perceived it with the total grand mean above negative points. Majority of the respondents perceived school climate of MCSI as weak since the obtained total grand means were below the target points.

6. The school climate of MCSI over-all total grand mean obtained as perceived by top management, teachers, staffs, students and parents was below the target point for positive and thus it was weak.

Conclusions

On the basis of the findings, it was concluded that:

1. Different dimensions of school climate as perceived by top management, teachers, staff, students and parents of Mt. Carmel School of Infanta received varied descriptions. Safety dimension needs to be enriched as the groups of respondents neutrally described while other aspects were described positively. It is very important to strengthen school safety as it reflects how secured and peaceful the school is. As safety is one of the rights of the children (CRC, Art. 19), it is important for the school employees to be aware on how to prevent various forms of violence, exploitation, harassment and abuse. Laws and preventive measures should be properly disseminated and explained.
2. The school climate of Mt. Carmel School of Infanta as described by top management, teachers, staff, students and parents was weak and needs to be enhanced. Evaluating school climate is a vital factor and big help in identifying strengths and weaknesses from different areas of a learning institution. Evaluation helps the school of what points

need to be improved; it assesses the situation, direction and journey of the school.

3. Preparing programs and activities for the enhancement of school climate is not a single person tasks. Active participation and collaboration between and among each group of participants are important for developing positive school climate. Working as partneship in designing a plan is necessary to inform each group of particpants their role and obligations in promoting school climate positively.

Recommendations

One of the objectives of Hyogo Framework for Action 2005 – 2015 is building schools, nations and communities resilient to disaster which serves as a priority policy for implementation by DepEd. UNESCO and ASEAN Agreement for Disaster Management and Emergency Response report (2013) and research toward a child friendly education environment by PWU-CWC-UNICEF for Plan Philippines (2009) identified challenges and gaps in terms of safe school facilities and safety, school disaster management, disaster reduction education and awareness on national standards and guidelines needs enhancement and based on the result of the present study, the following were recommended;

1. As the National Disaster Risk Reduction Management Council directs the integration of Disaster Risk Reduction education in school

curricula and the Department of Education provides guidelines to prepare for and manage impacts of disaster and the aftermath on education provision (DepEd Orders No. 50, s. 2011; 55, s. 2007), these are to be considered to be in need of revision and simplification for widespread promotion and adoption. School Improvement Plan (SIP) at preschool, elementary and secondary levels provide opportunity linkages to school safety.

2. The government's advocacy for stronger involvement of the Department of Education in developing and standardizing child protection policies and mechanisms for school must be intensified and well implemented.
3. Different school stakeholders should concretize the collaboration for the protection of children by establishing clear, functioning mechanisms for violence against children case reporting and processing as well as for school monitoring.
4. Policy makers should provide and disseminate adequate information to local government officials, other community leaders, school officials, teachers, parents and children on relevant laws relating to child abuse and child protection. Capacity building must also be provided across the different stakeholder groups, so that they could facilitate the processing of violence against children cases and ensure justice for children. Local government should enact local legislation and

provisions which would further help protect children from possible abuses and various forms of violence.

5. Policy makers should establish and consolidate national standards for safe school facilities, assessments and ongoing monitoring tools, including approach for prioritization of school retrofit and replacement.
6. Integrate Disaster Risk Reduction into each subject of K-12 curriculum and include parents and communities in disaster risk reduction education.
7. Future study should consider the behaviour of students and the relations between the child's school or peer group and family, mesosystem, that may influence activities and interactions with one another.

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Appendix A
Letter to the Principal

Aug. 17, 2013

Ms. Ma. Sylla Cabrias

Principal

Mount Carmel School of Infanta

Infanta, Quezon

Dear Ms. Cabrias,

I am currently working on my paper, Towards Enhancing the School Climate of a Private Sectarian School, at Philippine Normal University.

In this regard, I would like to ask permission to conduct my study in your school, involving top management, teachers, staff, students and parents at the secondary level. The questionnaire is to be administered at their convenience.

Rest assured that all information will be treated with utmost confidentiality.

Thank you so much and I am hoping for a positive response.

Sincerely,

Dante P. Vargas

PNU MAED-EDUCATIONAL MANAGEMENT

NOTED BY:

Dr. Danilo K. Villena

Adviser

Dr. Rene R. Belecina

Adviser

Appendix B

Letter to Evaluators

Philippine Normal University

The National Center for Teacher Education

College of Education

Department of Educational Management, Measurement and Evaluation

Taft Avenue, Manila

June 29, 2013

Dear Evaluator,

Greetings!

The undersigned Educational Management graduate student of Philippine Normal University is conducting a study entitled "TOWARDS ENHANCING THE SCHOOL CLIMATE OF A PRIVATE SECTARIAN SCHOOL".

In this connection, the researcher would like to seek your assistance to validate the developed instrument that he made for his study. The undersigned believes that your expertise in instrument validation will be a great help in improving the inventory that was designed to evaluate and identify the school climate experiences of top management, teachers, staff, students and parents. Your comments and suggestions will be very much appreciated.

Thank you very much and God bless!

Respectfully yours,

Dante P. Vargas

Student, Ed. 600: Thesis Writing

NOTED BY:

Dr. Danilo K. Villena

Adviser

Dr. Rene R. Belecina

Adviser

Appendix C

Evaluation Form

Philippine Normal University

The National Center for Teacher Education

College of Education

Department of Educational Management, Measurement and Evaluation

Taft Avenue, Manila

EVALUATION FORM

Name: _____

Present Occupation: _____

School: _____

Direction: The following is the developed instrument for school top management, teachers, staff, students and parents to evaluate and identify their school climate experiences. Please evaluate the content of each item in terms of its suitability and appropriateness. The criteria are as follows:

SUITABLE – indicates that the item is acceptable and valid in terms of its content and applicability.

NEEDS REVISION – indicates that the item is acceptable and valid but need some revisions in grammar, spelling, choice of words, etc.

NOT SUITABLE – indicates that the item is not appropriate for the purpose.

Please check the appropriate box. Your remarks and suggestions for modification to every item is highly appreciated and encouraged.

Appendix D

Questionnaires

1. SCHOOL CLIMATE INVENTORY FOR TOP MANAGEMENT

(Adapted from Jericho Middle School, 2007 and Hatboro-Horsham High School, 2008, developed by the National School Climate Centre)

Name: (optional) _____ Sex: _____ Age: _____ Position in school _____

Years of teaching experience _____ Years in school _____ Employees status _____

This survey would like to know how you feel/experience about your school climate in Mt. Carmel School of Infanta (MCSI). This is not a test, what the researcher wants is your honest feeling/opinions about your school life in MCSI. Please answer honestly and rest assured that your answers will be kept confidential.

INSTRUCTION: Each scale below is composed of statements that evaluate your school climate experiences in MCSI. Please give your honest feelings/experiences/opinion by encircling one of the numbers in each line to show your level of agreement with the statement.

1= Strongly Disagree 2= Mostly Disagree 3= Agree 4= Mostly Agree 5=Strongly Agree

PHYSICAL SAFETY: This scale focuses on the degree to which people feel physically safe in the MCSI building and in the areas surrounding it. It also focuses on the clarity of the rules that MCSI has for maintaining safety and on the consistency and fairness with which they are enforced.					
1. I am aware that all teachers and staff of MCSI are strict about making sure that all students follow the rules against physically hurting other people.	1	2	3	4	5
2. I feel physically safe in all areas of the MCSI building.	1	2	3	4	5
3. I feel physically safe in the school yard/areas surrounding MCSI.	1	2	3	4	5
4. I am aware that in MCSI, there are clearly stated rules against physically hurting other people, including pinching, grabbing, hitting, and tripping.	1	2	3	4	5
5. I feel comfortable dealing with the problem if I see students physically hurting each other at MCSI.	1	2	3	4	5
6. I am assured that there are no students hitting, shoving or tripping each other in MCSI.	1	2	3	4	5
7. I am clear with the safe entry and exit points in case of emergency because of earthquake and fire drills conducted by MCSI.	1	2	3	4	5
8. I am clear about MCSI's crisis plan, and about what would be expected of me in an emergency (e.g., earthquake, and fire).	1	2	3	4	5
9. I am assured that there are enough security personnel in MCSI who safeguard and ensure safety.	1	2	3	4	5
SOCIAL-EMOTIONAL SAFETY: This scale focuses on the degree to which people feel safe in social-emotional aspects. This encompasses both feelings about safety and judgments rules and their enforcement. Statements on this scale probe into perceptions about expectations and rules related to behaviour, including verbal bullying and harassment.					
1. I am aware that in MCSI, there are clearly stated rules against verbally hurting others including teasing, name-calling, and spreading rumours.	1	2	3	4	5
2. I believe that students who need emotional or psychological help feel comfortable seeking guidance and counselling services in MCSI.	1	2	3	4	5
3. I am aware that all teachers and staff of MCSI are strict about making sure that all students follow the rules against verbally hurting other people (e.g., teasing, name-calling, and spreading rumours).	1	2	3	4	5
4. I feel comfortable dealing with the problem if I see students verbally hurt in MCSI (e.g., teasing).	1	2	3	4	5
5. I am aware that all teachers and staff of MCSI are encouraged to be approachable.	1	2	3	4	5
6. I am assured that there are no students being verbally hurt at MCSI repeatedly by the same person or people (e.g., teasing, name-calling, or spreading rumours).	1	2	3	4	5
7. I am aware that there are no groups of students in MCSI who exclude others and make them feel bad for not being part of the group.	1	2	3	4	5
8. I am assured that in MCSI, it is not common for our students to tease and insult one another.	1	2	3	4	5
9. I believe that some teachers and staff of MCSI do not misuse their power and verbally abuse other school personnel.	1	2	3	4	5
10. I believe that our students could easily get the emotional and psychological help they need in MCSI.	1	2	3	4	5

QUALITY OF INSTRUCTION: This scale highlights teachers', staff's and students' interactions in the learning process.					
1. I am assured that most teachers and staff of MCSI show students how they learn from their mistakes.	1	2	3	4	5
2. I believe that most teachers of MCSI use activities and assignments designed to help determine which teaching methods work best for students.	1	2	3	4	5
3. I am aware that most teachers of MCSI give students individual attention on schoolwork.	1	2	3	4	5
4. I am aware that most teachers and staff of MCSI encourage students to make decisions about what they learn by offering some choices.	1	2	3	4	5
5. I am aware that the advanced students in MCSI are given appropriate challenging work.	1	2	3	4	5
6. I believe that students in MCSI are encouraged to try new ideas on academic tasks.	1	2	3	4	5
7. I am assured that most teachers and staff of MCSI help students to understand how they can learn best.	1	2	3	4	5
8. I believe that what students learn in MCSI will be useful to them in real life.	1	2	3	4	5
9. I believe that in MCSI, working well with others is more important than getting good grades.	1	2	3	4	5
10. I am assured that students who need extra help in MCSI could easily get it.	1	2	3	4	5
11. I am assured that most teachers and staff of MCSI care more about students' individual growth than about their test scores.	1	2	3	4	5
12. I believe that most teachers of MCSI assign work that students find interesting.	1	2	3	4	5
SOCIAL, EMOTIONAL, ETHICAL LEARNING: This scale describes the extent to which social and emotional skills are inculcated in MCSI and how ethical dispositions are recognized and valued.					
1. I make sure that students have learned about the importance of understanding emotions.	1	2	3	4	5
2. I offer students an opportunity that will help them think about what is right and wrong.	1	2	3	4	5
3. I am assured that students are better at working with other people because of what they learned in MCSI.	1	2	3	4	5
4. I give students an opportunity to think about how to be good persons.	1	2	3	4	5
5. I am assured that students have learned effective time management skills in MCSI.	1	2	3	4	5
6. I am assured that MCSI students have been taught ways to resolve disagreements so that everyone will be satisfied with the outcome.	1	2	3	4	5
7. I am assured that students have been taught skills that will make them better listener.	1	2	3	4	5
8. I am assured that MCSI students are aware of the consequences of their actions.	1	2	3	4	5
9. I am assured that MCSI students' academic lessons are focused not only on what they need to know for national tests like NCAE, and NAT.	1	2	3	4	5
PROFESSIONAL DEVELOPMENT: This scale focuses on the support in MCSI for professional development programs and the degree to which teachers and other employees have input in defining their needs and their evaluations of professional development programs. Statements also address the nature of professional development programs – the focus and the approaches.					
1. I am aware that MCSI encourages teachers and other employees to participate in professional development activities.	1	2	3	4	5
2. I am aware that the professional development activities that MCSI offers are helpful to me as a member of top management.	1	2	3	4	5
3. I voluntarily share input regarding what kinds of professional development opportunities are provided by MCSI.	1	2	3	4	5
4. I believe that MCSI uses a range of methods for professional development (e.g., team teaching)	1	2	3	4	5
5. I believe that MCSI provides opportunities for teachers and other school employees to participate in professional development activities specially related to social and emotional issues (e.g., conflict resolution, bullying, and respect for diversity).	1	2	3	4	5
6. I believe that MCSI provides opportunities for teachers to participate in a wide range of professional activities (e.g., classroom management, and subject-pedagogy).	1	2	3	4	5
LEADERSHIP: This scale focuses on the MCSI's administration and its relationship with other school personnel.					
1. I feel happy that MCSI administration is supportive of teachers and staff members.	1	2	3	4	5
2. I feel satisfied that MCSI administration effectively communicates a strong and compelling vision, mission, and goals for what they want MCSI to be.	1	2	3	4	5
3. I am aware that MCSI administration communicates openly with teachers and staff.	1	2	3	4	5
4. I feel happy that MCSI administration is accessible to teachers and staff.	1	2	3	4	5
5. I believe that MCSI administration places a high priority on curriculum and instructional issues.	1	2	3	4	5
6. I feel happy that the work I do in MCSI is appreciated.	1	2	3	4	5
RESPECT FOR DIVERSITY: This scale focuses on the extent to which teachers, staff and students in MCSI respect each other's differences with regard to factors such as gender, religion, race/ethnicity, sexual orientation or physical differences. It focuses on peer relationships among students and adults and the relationships between teachers, staff, and students in MCSI.					
1. I believe that MCSI teachers and staff treat each other with respect, regardless of individual differences.	1	2	3	4	5
2. I believe that MCSI teachers and staff treat all students with respect, regardless of individual differences.	1	2	3	4	5
3. I am assured that MCSI students treat each other with respect, regardless of individual differences.	1	2	3	4	5
4. I am assured that students treat all adults in MCSI with respect, regardless of individual differences.	1	2	3	4	5
5. I have not seen people at MCSI treated unfairly because of their gender, religion, culture, sexual orientation, and physical differences.	1	2	3	4	5
6. I have not heard teachers, staff, and students at MCSI make insensitive remarks related to another person's gender, religion, culture, sexual orientation, and physical differences.	1	2	3	4	5

COMMUNITY AND COLLABORATION: This scale deals with the nature of the MCSI community and parents collaborations. To what extent do people feel that MCSI is a community? To what extent do parents and educators work together to support student learning and development? To what extent does the MCSI keep parents/guardians informed and helpfully involved?					
1. I am satisfied being a part of MCSI community.	1	2	3	4	5
2. I am happy that teachers and staff of MCSI are encouraged to participate actively in making decisions that affect students.	1	2	3	4	5
3. I believe that top management, teachers and staff of MCSI are able to collaborate regularly and systematically.	1	2	3	4	5
4. I believe that teachers and parents/guardians meet regularly (e.g., parents' general assembly, homeroom, regular parents' meeting, etc.) or talk personally or on the phone about the children's work in school.	1	2	3	4	5
5. I feel confident that I can get support from other school personnel of MCSI if I am having a difficult time with a student and need help.	1	2	3	4	5
6. I believe that our parents/guardians are supportive because they attend MCSI activities.	1	2	3	4	5
7. I am assured that I have influence over MCSI events or situations that affect me.	1	2	3	4	5
8. I am comfortable asking for help from teachers and staff in MCSI.	1	2	3	4	5
9. I am comfortable asking for help from other members of top management (principal, registrar, finance officer, guidance counsellor, and level coordinators).	1	2	3	4	5
10. I am aware that most teachers and staff of MCSI are able to discuss individual student progress and needs on a regular basis.	1	2	3	4	5
11. I am happy that my colleagues and I can share input regarding the MCSI discipline policy.	1	2	3	4	5
12. I am comfortable sharing my ideas at MCSI faculty/staff meetings.	1	2	3	4	5
MORALE: This scale focuses on how people feel about being in MCSI. Do they look forward to coming to MCSI and feel there is a positive sense of purpose? To what extent do they feel engaged in MCSI life?					
1. I like going to MCSI.	1	2	3	4	5
2. I am satisfied that I belong to MCSI.	1	2	3	4	5
3. I believe that MCSI is a good school.	1	2	3	4	5
4. I believe that there is high morale among the MCSI top management, teachers & staff.	1	2	3	4	5
5. I look forward to coming to MCSI every working day.	1	2	3	4	5
6. I find it easy to balance the demands of parents, students, and the MCSI administration.	1	2	3	4	5
7. I am emotionally satisfied with MCSI's spiritual activities (e.g., mass, recollection, retreat, etc).	1	2	3	4	5
8. I would not prefer to work in another school.	1	2	3	4	5
9. I feel happy that MCSI personnel get fair treatment.	1	2	3	4	5
ENVIRONMENT: These statements deal on the cleanliness and repair of the MCSI facilities and the adequacy of space, resources, and schedule.					
1. I am satisfied that MCSI provides sufficient and potable drinking water areas.	1	2	3	4	5
2. I am aware that MCSI building is always in good condition and kept clean.	1	2	3	4	5
3. I am aware that MCSI library has enough books & other resources for the teachers to use.	1	2	3	4	5
4. I am aware that MCSI has up-to-date computers and other technological equipment for the teachers to use.	1	2	3	4	5
5. I am satisfied that MCSI provides clean canteen large enough to eat snacks and lunch.	1	2	3	4	5
6. I have access to essential supplies in MCSI and an adequate site and space including areas for botanical and gardening activities.	1	2	3	4	5
7. I am aware that MCSI has adequate numbers of clean comfort rooms with sufficient supply of water and other equipment.	1	2	3	4	5
8. I am aware that MCSI has enough size of classroom with adequate lightning, desks, and proper ventilation for students.	1	2	3	4	5
9. I am aware that MCSI ensures necessary first-aid equipment is available and equips the school clinic with the needed medicine and facilities.	1	2	3	4	5
10. I have enough time in my daily schedule in MCSI to get from one class to another and eat snacks and lunch.	1	2	3	4	5
11. I am satisfied that MCSI is well-located in relation to other community facilities (e.g. athletic field, community centre, government agencies).	1	2	3	4	5
12. I am satisfied that MCSI is sufficiently free from pollution; noise, smoke, dust & odor.	1	2	3	4	5
13. I am satisfied that the corridors and stairways of MCSI are wide enough to ensure easy traffic flow.	1	2	3	4	5
14. I am satisfied that MCSI has an auditorium large enough to accommodate all employees, parents and students, with satisfactory sound system, proper ventilation and with sufficient number of well-marked entrances and exits.	1	2	3	4	5
15. I am satisfied that MCSI has adequate facilities for sewage and garbage disposal.	1	2	3	4	5
16. I am satisfied that MCSI is friendly and welcoming to visitors.	1	2	3	4	5
17. I am satisfied that MCSI is an appealing place to work and study.	1	2	3	4	5

2. SCHOOL CLIMATE INVENTORY FOR TEACHERS

PHYSICAL SAFETY: This scale focuses on the degree to which people feel physically safe in the MCSI building and in the areas surrounding it. It also focuses on the clarity of the rules that MCSI has for maintaining safety and on the consistency and fairness with which they are enforced.					
1. I am aware that all teachers and staff of MCSI are strict about making sure that all students follow the rules against physically hurting other people.	1	2	3	4	5
2. I feel physically safe in all areas of the MCSI building.	1	2	3	4	5
3. I feel physically safe in the school yard/areas surrounding MCSI.	1	2	3	4	5
4. I am aware that in MCSI, there are clearly stated rules against physically hurting other people, including pinching, grabbing, hitting, and tripping.	1	2	3	4	5
5. I feel comfortable dealing with the problem if I see students physically hurting each other at MCSI.	1	2	3	4	5
6. I am assured that there are no students hitting, shoving, or tripping each other in MCSI.	1	2	3	4	5
7. I am clear with the safe entry and exit points in case of emergency because of earthquake and fire drills conducted by MCSI.	1	2	3	4	5
8. I am clear about MCSI's crisis plan, and about what would be expected of me in an emergency (e.g., earthquake, and fire).	1	2	3	4	5
9. I am assured that there are enough security personnel in MCSI who safeguard and ensure safety.	1	2	3	4	5
SOCIAL-EMOTIONAL SAFETY: This scale focuses on the degree to which people feel safe in social-emotional aspects. This encompasses both feelings about safety and judgments rules and their enforcement. Statements on this scale probe into perceptions about expectations and rules related to behaviour, including verbal bullying and harassment.					
1. I am aware that in MCSI, there are clearly stated rules against verbally hurting others including teasing, name-calling, and spreading rumours.	1	2	3	4	5
2. I believe that students who need emotional or psychological help feel comfortable seeking guidance and counselling services in MCSI.	1	2	3	4	5
3. I am aware that all teachers and staff of MCSI are strict about making sure that all students follow the rules against verbally hurting other people (e.g., teasing, name-calling, and spreading rumours).	1	2	3	4	5
4. I feel comfortable dealing with the problem if I see students verbally hurt in MCSI (e.g., teasing, name-calling, or spreading rumours).	1	2	3	4	5
5. I am aware that all teachers and staff of MCSI are encouraged to be approachable.	1	2	3	4	5
6. I am assured that there are no students being verbally hurt at MCSI repeatedly by the same person or people (e.g., teasing, name-calling, or spreading rumours).	1	2	3	4	5
7. I am aware that there are no groups of students in MCSI who exclude others and make them feel bad for not being part of the group.	1	2	3	4	5
8. I am assured that in MCSI, it is not common for our students to tease and insult one another.	1	2	3	4	5
9. I believe that some teachers and staff of MCSI do not misuse their power and verbally abuse other school personnel.	1	2	3	4	5
10. I believe that our students could easily get the emotional and psychological help they need in MCSI.	1	2	3	4	5
QUALITY OF INSTRUCTION: This scale highlights teachers', staff's and students' interactions in the learning process.					
1. I am assured that most teachers and staff of MCSI show students how they learn from their mistakes.	1	2	3	4	5
2. I believe that most teachers of MCSI use activities and assignments designed to help determine which teaching methods work best for students.	1	2	3	4	5
3. I am aware that most teachers of MCSI give students individual attention on schoolwork.	1	2	3	4	5
4. I am aware that most teachers and staff of MCSI encourage students to make decisions about what they learn by offering some choices.	1	2	3	4	5
5. I am aware that the advanced students in MCSI are given appropriate challenging work.	1	2	3	4	5
6. I believe that students in MCSI are encouraged to try new ideas on academic tasks.	1	2	3	4	5
7. I am assured that most teachers and staff of MCSI help students to understand how they can learn best.	1	2	3	4	5
8. I believe that what students learn in MCSI will be useful to them in real life.	1	2	3	4	5
9. I believe that in MCSI, working well w/ others is more important than getting good grades.	1	2	3	4	5
10. I am assured that students who need extra help in MCSI could easily get it.	1	2	3	4	5
11. I am assured that most teachers and staff of MCSI care more about students' individual growth than about their test scores.	1	2	3	4	5
12. I believe that most teachers of MCSI assign work that students find interesting.	1	2	3	4	5
SOCIAL, EMOTIONAL, ETHICAL LEARNING: This scale describes the extent to which social and emotional skills are inculcated in MCSI and how ethical dispositions are recognized and valued.					
1. I make sure that students have learned about the importance of understanding emotions.	1	2	3	4	5
2. I offer students an opportunity that will help them think about what is right and wrong.	1	2	3	4	5
3. I am assured that students are better at working with other people because of what they learned in MCSI.	1	2	3	4	5
4. I give students an opportunity to think about how to be good persons.	1	2	3	4	5
5. I am assured that students have learned effective time management skills in MCSI.	1	2	3	4	5
6. I am assured that MCSI students have been taught ways to resolve disagreements so that everyone will be satisfied with the outcome.	1	2	3	4	5
7. I am assured that students have been taught skills that will make them better listener.	1	2	3	4	5
8. I am assured that MCSI students are aware of the consequences of their actions.	1	2	3	4	5

9. I am assured that MCSI students' academic lessons are focused not only on what they need to know for national tests like NCAE, and NAT.	1	2	3	4	5
PROFESSIONAL DEVELOPMENT: This scale focuses on the support in MCSI for professional development programs and the degree to which teachers and other employees have input in defining their needs and their evaluations of professional development programs. Statements also address the nature of professional development programs – the focus and the approaches.					
1. I am aware that MCSI encourages teachers and other employees to participate in professional development activities.	1	2	3	4	5
2. I am aware that the professional development activities that MCSI offers are helpful to me as a teacher/school employee.	1	2	3	4	5
3. I voluntarily share input regarding what kinds of professional development opportunities are provided by MCSI.	1	2	3	4	5
4. I believe that MCSI uses a range of methods for professional development (e.g., team teaching and collaboration workgroups).	1	2	3	4	5
5. I believe that MCSI provides opportunities for teachers and other school employees to participate in professional development activities specially related to social and emotional issues (e.g., conflict resolution, bullying, and respect for diversity).	1	2	3	4	5
6. I believe that MCSI provides opportunities for teachers to participate in a wide range of professional activities (e.g., classroom management, and subject-pedagogy).	1	2	3	4	5
7. I am satisfied that MCSI provides an opportunity for teachers to suggest professional development program.	1	2	3	4	5
LEADERSHIP: This scale focuses on the MCSI's administration and its relationship with other school personnel.					
1. I feel happy that MCSI administration is supportive of teachers and staff members.	1	2	3	4	5
2. I feel satisfied that MCSI administration effectively communicates a strong and compelling vision, mission, and goals for what they want MCSI to be.	1	2	3	4	5
3. I am aware that MCSI administration communicates openly with teachers and staff.	1	2	3	4	5
4. I feel happy that MCSI administration is accessible to teachers and staff.	1	2	3	4	5
5. I believe that MCSI administration places a high priority on curriculum and instructional issues.	1	2	3	4	5
6. I feel happy that the work I do in MCSI is appreciated.	1	2	3	4	5
RESPECT FOR DIVERSITY: This scale focuses on the extent to which teachers, staff and students in MCSI respect each other's differences with regard to factors such as gender, religion, race/ethnicity, sexual orientation or physical differences. It focuses on peer relationships among students and adults and the relationships between teachers, staff, and students in MCSI.					
1. I believe that MCSI teachers and staff treat each other with respect, regardless of individual differences.	1	2	3	4	5
2. I believe that MCSI teachers and staff treat all students with respect, regardless of individual differences.	1	2	3	4	5
3. I am assured that MCSI students treat each other with respect, regardless of individual differences.	1	2	3	4	5
4. I am assured that students treat all adults in MCSI with respect, regardless of individual differences.	1	2	3	4	5
5. I have not seen people at MCSI treated unfairly because of their gender, religion, culture, sexual orientation, and physical differences.	1	2	3	4	5
6. I have not heard teachers, staff, and students at MCSI make insensitive remarks related to another person's gender, religion, culture, sexual orientation, and physical differences.	1	2	3	4	5
COMMUNITY AND COLLABORATION: This scale deals with the nature of the MCSI community and parents collaborations. To what extent do people feel that MCSI is a community? To what extent do parents and educators work together to support student learning and development? To what extent does the MCSI keep parents/guardians informed and helpfully involved?					
1. I am satisfied being a part of MCSI community.	1	2	3	4	5
2. I am happy that teachers and staff of MCSI are encouraged to participate actively in making decisions that affect students.	1	2	3	4	5
3. I believe that top management, teachers and staff of MCSI are able to collaborate regularly and systematically.	1	2	3	4	5
4. I believe that teachers and parents/guardians meet regularly (e.g., parents' general assembly, homeroom, regular parents' meeting, etc.) or talk personally or on the phone about the children's work in school.	1	2	3	4	5
5. I feel confident that I can get support from other school personnel of MCSI if I am having a difficult time with a student and need help.	1	2	3	4	5
6. I believe that our parents/guardians are supportive because they attend MCSI activities.	1	2	3	4	5
7. I am assured that I have influence over MCSI events or situations that affect me.	1	2	3	4	5
8. I am comfortable asking for help from teachers and staff in MCSI.	1	2	3	4	5
9. I am comfortable asking for help from MCSI top management (principal, registrar, finance officer, guidance counsellor, and level coordinators).	1	2	3	4	5
10. I am aware that most teachers and staff of MCSI are able to discuss individual student progress and needs on a regular basis.	1	2	3	4	5
11. I am happy that my colleagues and I can share input regarding the MCSI discipline policy.	1	2	3	4	5
12. I am comfortable sharing my ideas at MCSI faculty/staff meetings.	1	2	3	4	5
MORALE: This scale focuses on how people feel about being in MCSI. Do they look forward to coming to MCSI and feel there is a positive sense of purpose? To what extent do they feel engaged in MCSI life?					
1. I like going to MCSI.	1	2	3	4	5
2. I am satisfied that I belong to MCSI.	1	2	3	4	5
3. I believe that MCSI is a good school.	1	2	3	4	5
4. I believe that there is high morale among the MCSI top management, teachers & staff.	1	2	3	4	5
5. I look forward to coming to MCSI every working day.	1	2	3	4	5
6. I find it easy to balance the demands of parents, students, and the MCSI administration.	1	2	3	4	5
7. I am emotionally satisfied with MCSI's spiritual activities (e.g., mass, recollection, retreat, etc.).	1	2	3	4	5
8. I would not prefer to work in another school.	1	2	3	4	5

9. I feel happy that MCSI personnel get fair treatment.	1	2	3	4	5
ENVIRONMENT: These statements deal on the cleanliness and repair of the MCSI facilities and the adequacy of space, resources, and schedule.					
1. I am satisfied that MCSI provides sufficient and potable drinking water areas.	1	2	3	4	5
2. I am aware that MCSI building is always in good condition and kept clean.	1	2	3	4	5
3. I am aware that MCSI library has enough books and other resources for the teachers to use.	1	2	3	4	5
4. I am aware that MCSI has up-to-date computers and other technological equipment for the teachers to use.	1	2	3	4	5
5. I am satisfied that MCSI provides clean canteen large enough to eat snacks and lunch.	1	2	3	4	5
6. I have access to essential supplies in MCSI and an adequate site and space including areas for botanical and gardening activities.	1	2	3	4	5
7. I am aware that MCSI has adequate numbers of clean comfort rooms with sufficient supply of water and other equipment.	1	2	3	4	5
8. I am aware that MCSI has enough size of classroom with adequate lightning, desks, and proper ventilation for students.	1	2	3	4	5
9. I am aware that MCSI ensures necessary first-aid equipment is available and equips the school clinic with the needed medicine and facilities.	1	2	3	4	5
10. I have enough time in my daily schedule in MCSI to get from one class to another and eat snacks and lunch.	1	2	3	4	5
11. I am satisfied that MCSI is well-located in relation to other community facilities (e.g. athletic field, community centre, government agencies).	1	2	3	4	5
12. I am satisfied that MCSI is sufficiently free from pollution; noise, smoke, dust and odor.	1	2	3	4	5
13. I am satisfied that the corridors and stairways of MCSI are wide enough to ensure easy traffic flow.	1	2	3	4	5
14. I am satisfied that MCSI has an auditorium large enough to accommodate all employees, parents and students, with satisfactory sound system, proper ventilation and with sufficient number of well-marked entrances and exits.	1	2	3	4	5
15. I am satisfied that MCSI has adequate facilities for sewage and garbage disposal.	1	2	3	4	5
16. I am satisfied that MCSI is friendly and welcoming to visitors.	1	2	3	4	5
17. I am satisfied that MCSI is an appealing place to work and study.	1	2	3	4	5

3. SCHOOL CLIMATE INVENTORY FOR STAFF

PHYSICAL SAFETY: This scale focuses on the degree to which people feel physically safe in the MCSI building and in the areas surrounding it. It also focuses on the clarity of the rules that MCSI has for maintaining safety and on the consistency and fairness with which they are enforced.					
1. I am aware that all teachers and staff of MCSI are strict about making sure that all students follow the rules against physically hurting other people.	1	2	3	4	5
2. I feel physically safe in all areas of the MCSI building.	1	2	3	4	5
3. I feel physically safe in the school yard/areas surrounding MCSI.	1	2	3	4	5
4. I am aware that in MCSI, there are clearly stated rules against physically hurting other people, including pinching, grabbing, hitting, and tripping.	1	2	3	4	5
5. I feel comfortable dealing with the problem if I see students physically hurting each other at MCSI.	1	2	3	4	5
6. I am assured that there are no students hitting, shoving, or tripping each other in MCSI.	1	2	3	4	5
7. I am clear with the safe entry and exit points in case of emergency because of earthquake and fire drills conducted by MCSI.	1	2	3	4	5
8. I am clear about MCSI's crisis plan, and about what would be expected of me in an emergency (e.g., earthquake, and fire).	1	2	3	4	5
9. I am assured that there are enough security personnel in MCSI who safeguard and ensure safety.	1	2	3	4	5
SOCIAL-EMOTIONAL SAFETY: This scale focuses on the degree to which people feel safe in social-emotional aspects. This encompasses both feelings about safety and judgments rules and their enforcement. Statements on this scale probe into perceptions about expectations and rules related to behaviour, including verbal bullying and harassment.					
1. I am aware that in MCSI, there are clearly stated rules against verbally hurting others including teasing, name-calling, and spreading rumours.	1	2	3	4	5
2. I believe that students who need emotional or psychological help feel comfortable seeking guidance and counselling services in MCSI.	1	2	3	4	5
3. I am aware that all teachers and staff of MCSI are strict about making sure that all students follow the rules against verbally hurting other people (e.g., teasing, name-calling, and spreading rumours).	1	2	3	4	5
4. I feel comfortable dealing with the problem if I see students verbally hurt in MCSI (e.g., teasing, name-calling, or spreading rumours).	1	2	3	4	5
5. I am aware that all teachers and staff of MCSI are encouraged to be approachable.	1	2	3	4	5
6. I am assured that there are no students being verbally hurt at MCSI repeatedly by the same person or people (e.g., teasing, name-calling, or spreading rumours).	1	2	3	4	5
7. I am aware that there are no groups of students in MCSI who exclude others and make them feel bad for not being part of the group.	1	2	3	4	5
8. I am assured that in MCSI, it is not common for our students to tease and insult one another.	1	2	3	4	5
9. I believe that some teachers and staff of MCSI do not misuse their power and verbally abuse other school personnel.	1	2	3	4	5
10. I believe that our students could easily get the emotional and psychological help they need in MCSI.	1	2	3	4	5
QUALITY OF INSTRUCTION: This scale highlights teachers', staff's and students' interactions in the learning process.					
1. I am assured that most teachers and staff of MCSI show students how they learn from their mistakes.	1	2	3	4	5
2. I believe that most teachers of MCSI use activities and assignments designed to help determine which teaching methods work best for students.	1	2	3	4	5
3. I am aware that most teachers of MCSI give students individual attention on schoolwork.	1	2	3	4	5
4. I am aware that most teachers and staff of MCSI encourage students to make decisions about what they learn by offering some choices.	1	2	3	4	5
5. I am aware that the advanced students in MCSI are given appropriate challenging work.	1	2	3	4	5
6. I believe that students in MCSI are encouraged to try new ideas on academic tasks.	1	2	3	4	5
7. I am assured that most teachers and staff of MCSI help students to understand how they can learn best.	1	2	3	4	5
8. I believe that what students learn in MCSI will be useful to them in real life.	1	2	3	4	5
9. I believe that in MCSI, working well with others is more important than getting good grades.	1	2	3	4	5
10. I am assured that students who need extra help in MCSI could easily get it.	1	2	3	4	5
11. I am assured that most teachers and staff of MCSI care more about students' individual growth than about their test scores.	1	2	3	4	5
12. I believe that most teachers of MCSI assign work that students find interesting.	1	2	3	4	5
SOCIAL, EMOTIONAL, ETHICAL LEARNING: This scale describes the extent to which social and emotional skills are inculcated in MCSI and how ethical dispositions are recognized and valued.					
1. I make sure that students have learned about the importance of understanding emotions.	1	2	3	4	5
2. I offer students an opportunity that will help them think about what is right and wrong.	1	2	3	4	5
3. I am assured that students are better at working with other people because of what they learned in MCSI.	1	2	3	4	5
4. I give students an opportunity to think about how to be good persons.	1	2	3	4	5
5. I am assured that students have learned effective time management skills in MCSI.	1	2	3	4	5
6. I am assured that MCSI students have been taught ways to resolve disagreements so that everyone will be satisfied with the outcome.	1	2	3	4	5

7. I am assured that students have been taught skills that will make them better listener.	1	2	3	4	5
8. I am assured that MCSI students are aware of the consequences of their actions.	1	2	3	4	5
9. I am assured that MCSI students' academic lessons are focused not only on what they need to know for national tests like NCAE, and NAT.	1	2	3	4	5
PROFESSIONAL DEVELOPMENT: This scale focuses on the support in MCSI for professional development programs and the degree to which teachers and other employees have input in defining their needs and their evaluations of professional development programs. Statements also address the nature of professional development programs – the focus and the approaches.					
1. I am aware that MCSI encourages teachers and other employees to participate in professional development activities.	1	2	3	4	5
2. I am aware that the professional development activities that MCSI offers are helpful to me as a teacher/school employee.	1	2	3	4	5
3. I voluntarily share input regarding what kinds of professional development opportunities are provided by MCSI.	1	2	3	4	5
4. I believe that MCSI uses a range of methods for professional development (e.g., team teaching and collaboration workgroups).	1	2	3	4	5
5. I believe that MCSI provides opportunities for teachers and other school employees to participate in professional development activities specially related to social and emotional issues (e.g., conflict resolution, bullying, and respect for diversity).	1	2	3	4	5
6. I believe that MCSI provides opportunities for teachers to participate in a wide range of professional activities (e.g., classroom management, and subject-pedagogy).	1	2	3	4	5
7. I am satisfied that MCSI provides an opportunity for the staff to suggest professional development program.	1	2	3	4	5
LEADERSHIP: This scale focuses on the MCSI's administration and its relationship with other school personnel.					
1. I feel happy that MCSI administration is supportive of teachers and staff members.	1	2	3	4	5
2. I feel satisfied that MCSI administration effectively communicates a strong and compelling vision, mission, and goals for what they want MCSI to be.	1	2	3	4	5
3. I am aware that MCSI administration communicates openly with teachers and staff.	1	2	3	4	5
4. I feel happy that MCSI administration is accessible to teachers and staff.	1	2	3	4	5
5. I believe that MCSI administration places a high priority on curriculum and instructional issues.	1	2	3	4	5
6. I feel happy that the work I do in MCSI is appreciated.	1	2	3	4	5
RESPECT FOR DIVERSITY: This scale focuses on the extent to which teachers, staff and students in MCSI respect each other's differences with regard to factors such as gender, religion, race/ethnicity, sexual orientation or physical differences. It focuses on peer relationships among students and adults and the relationships between teachers, staff, and students in MCSI.					
1. I believe that MCSI teachers and staff treat each other with respect, regardless of individual differences.	1	2	3	4	5
2. I believe that MCSI teachers and staff treat all students with respect, regardless of individual differences.	1	2	3	4	5
3. I am assured that MCSI students treat each other with respect, regardless of individual differences.	1	2	3	4	5
4. I am assured that students treat all adults in MCSI with respect, regardless of individual differences.	1	2	3	4	5
5. I have not seen people at MCSI treated unfairly because of their gender, religion, culture, sexual orientation, and physical differences.	1	2	3	4	5
6. I have not heard teachers, staff, and students at MCSI make insensitive remarks related to another person's gender, religion, culture, sexual orientation, and physical differences.	1	2	3	4	5
COMMUNITY AND COLLABORATION: This scale deals with the nature of the MCSI community and parents collaborations. To what extent do people feel that MCSI is a community? To what extent do parents and educators work together to support student learning and development? To what extent does the MCSI keep parents/guardians informed and helpfully involved?					
1. I am satisfied being a part of MCSI community.	1	2	3	4	5
2. I am happy that teachers and staff of MCSI are encouraged to participate actively in making decisions that affect students.	1	2	3	4	5
3. I believe that top management, teachers and staff of MCSI are able to collaborate regularly and systematically.	1	2	3	4	5
4. I believe that teachers and parents/guardians meet regularly (e.g., parents' general assembly, homeroom, regular parents' meeting, etc.) or talk personally or on the phone about the children's work in school.	1	2	3	4	5
5. I feel confident that I can get support from other school personnel of MCSI if I am having a difficult time with a student and need help.	1	2	3	4	5
6. I believe that our parents/guardians are supportive because they attend MCSI activities.	1	2	3	4	5
7. I am assured that I have influence over MCSI events or situations that affect me.	1	2	3	4	5
8. I am comfortable asking for help from teachers and staff in MCSI.	1	2	3	4	5
9. I am comfortable asking for help from MCSI top management (principal, registrar, finance officer, guidance counsellor, and level coordinators).	1	2	3	4	5
10. I am aware that most teachers and staff of MCSI are able to discuss individual student progress and needs on a regular basis.	1	2	3	4	5
11. I am happy that my colleagues and I can share input regarding the MCSI discipline policy.	1	2	3	4	5
12. I am comfortable sharing my ideas at MCSI faculty/staff meetings.	1	2	3	4	5
MORALE: This scale focuses on how people feel about being in MCSI. Do they look forward to coming to MCSI and feel there is a positive sense of purpose? To what extent do they feel engaged in MCSI life?					
1. I like going to MCSI.	1	2	3	4	5
2. I am satisfied that I belong to MCSI.	1	2	3	4	5

3. I believe that MCSI is a good school.	1	2	3	4	5
4. I believe that there is high morale among the MCSI top management, teachers and staff.	1	2	3	4	5
5. I look forward to coming to MCSI every working day.	1	2	3	4	5
6. I find it easy to balance the demands of parents, students, and the MCSI administration.	1	2	3	4	5
7. I am emotionally satisfied with MCSI's spiritual activities (e.g., mass, recollection, retreat, etc.).	1	2	3	4	5
8. I would not prefer to work in another school.	1	2	3	4	5
9. I feel happy that MCSI personnel get fair treatment.	1	2	3	4	5
ENVIRONMENT: These statements deal on the cleanliness and repair of the MCSI facilities and the adequacy of space, resources, and schedule.					
1. I am satisfied that MCSI provides sufficient and potable drinking water areas.	1	2	3	4	5
2. I am aware that MCSI building is always in good condition and kept clean.	1	2	3	4	5
3. I am aware that MCSI library has enough books and other resources for the teachers to use.	1	2	3	4	5
4. I am aware that MCSI has up-to-date computers and other technological equipment for the teachers to use.	1	2	3	4	5
5. I am satisfied that MCSI provides clean canteen large enough to eat snacks and lunch.	1	2	3	4	5
6. I have access to essential supplies in MCSI and an adequate site and space including areas for botanical and gardening activities.	1	2	3	4	5
7. I am aware that MCSI has adequate numbers of clean comfort rooms with sufficient supply of water and other equipment.	1	2	3	4	5
8. I am aware that MCSI has enough size of classroom with adequate lightning, desks, and proper ventilation for students.	1	2	3	4	5
9. I am aware that MCSI ensures necessary first-aid equipment is available and equips the school clinic with the needed medicine and facilities.	1	2	3	4	5
10. I have enough time in my daily schedule in MCSI to get from one class to another and eat snacks and lunch.	1	2	3	4	5
11. I am satisfied that MCSI is well-located in relation to other community facilities (e.g. athletic field, community centre, government agencies).	1	2	3	4	5
12. I am satisfied that MCSI is sufficiently free from pollution; noise, smoke, dust and odor.	1	2	3	4	5
13. I am satisfied that the corridors and stairways of MCSI are wide enough to ensure easy traffic flow.	1	2	3	4	5
14. I am satisfied that MCSI has an auditorium large enough to accommodate all employees, parents and students, with satisfactory sound system, proper ventilation and with sufficient number of well-marked entrances and exits.	1	2	3	4	5
15. I am satisfied that MCSI has adequate facilities for sewage and garbage disposal.	1	2	3	4	5
16. I am satisfied that MCSI is friendly and welcoming to visitors.	1	2	3	4	5
17. I am satisfied that MCSI is an appealing place to work and study.	1	2	3	4	5

4. SCHOOL CLIMATE INVENTORY FOR STUDENTS

(Adapted from Jericho Middle School, 2007 and Hatboro-Horsham High School, 2008, developed by the National School Climate Centre)

Name: (optional) _____ Year and section _____ Sex: _____ Age: _____

This survey would like to know how you feel/experience about your school climate in Mt. Carmel School of Infanta (MCSI). This is not a test, what the researcher wants is your honest feeling/opinions about your school life in MCSI. Please answer honestly and rest assured that your answers will be kept confidential.

INSTRUCTION: Each scale below is composed of statements that evaluate your school climate experiences in MCSI. Please give your honest feelings/experiences/opinion by encircling one of the numbers in each line to show your level of agreement with the statement.

1= Strongly Disagree 2= Mostly Disagree 3= Agree 4= Mostly Agree 5= Strongly Agree

PHYSICAL SAFETY: This scale focuses on the degree to which people feel physically safe in the MCSI building and in the areas surrounding it. It also focuses on the clarity of the rules that MCSI has for maintaining safety and on the consistency and fairness with which they are enforced.					
1. I am aware that all teachers and staff of MCSI are strict about making sure that all students follow the rules against physically hurting other people.	1	2	3	4	5
2. I feel physically safe in all areas of the MCSI building.	1	2	3	4	5
3. I feel physically safe in the school areas surrounding MCSI.	1	2	3	4	5
4. I am aware that in MCSI, there are clearly stated rules against physically hurting other people, including pinching, grabbing, hitting, punching, and tripping.	1	2	3	4	5
5. I am aware that if teachers and staff of MCSI see students physically hurting each other, they stop it.	1	2	3	4	5
6. I do something about it (e.g., tell a teacher or an adult in MCSI or say/do something myself) if I see another student being physically hurt.	1	2	3	4	5
7. I have not been physically hurt at MCSI.	1	2	3	4	5
8. I am aware with the safe entry and exit points in case of emergency because of earthquake and fire drills conducted by MCSI.	1	2	3	4	5
9. I am aware about MCSI's crisis plan, and about what would be expected of me in an emergency (e.g., earthquake, and fire).	1	2	3	4	5
10. I am assured that there are enough security personnel in MCSI who safeguard and ensure safety.	1	2	3	4	5
SOCIAL-EMOTIONAL SAFETY: This scale focuses on the degree to which people feel safe in social-emotional aspects. This encompasses both feelings about safety and judgments rules and their enforcement. Statements on this scale probe into perceptions about expectations and rules related to behaviour, including verbal bullying and harassment.					
1. I am aware that in MCSI, there are clearly stated rules against verbally hurting others including teasing, name-calling, and spreading rumours.	1	2	3	4	5
2. I would feel alright talking to a guidance counsellor at MCSI if I felt counselling would be helpful to me.	1	2	3	4	5
3. I am aware that all teachers and staff of MCSI are strict about making sure that all students follow the rules against verbally hurting other people (e.g., teasing, name-calling, and spreading rumours).	1	2	3	4	5
4. I have friends at MCSI who care about me.	1	2	3	4	5
5. I feel that if I needed to talk to a teacher or an adult in MCSI about a problem, there is someone I trust whom I could talk with.	1	2	3	4	5
6. I believe that if I am feeling confused about something in MCSI, I feel comfortable saying so.	1	2	3	4	5
7. I am aware that there are no groups of students in MCSI who exclude others and make them feel bad for not being part of the group.	1	2	3	4	5
8. I do something about it (e.g., tell a teacher or an adult in MCSI or say/do something myself) if I see another person being hurt with words at MCSI.	1	2	3	4	5
9. I believe that students could easily get the emotional help they need in MCSI like counselling.	1	2	3	4	5
10. I have not been hurt by words at MCSI.	1	2	3	4	5
11. I have not seen students hurt with words by other student or group of students in MCSI (e.g., teasing, name-calling, harassing, and spreading rumours).	1	2	3	4	5
QUALITY OF INSTRUCTION: This scale highlights teachers', staff's and students' interactions in the learning process.					
1. I am satisfied with the recognition I get from my teachers in MCSI whenever I do a good job.	1	2	3	4	5
2. I feel challenged in MCSI to do more than I thought I could.	1	2	3	4	5
3. I am satisfied that my teachers in MCSI give me useful feedback on my work.	1	2	3	4	5
4. I feel satisfied that my teachers in MCSI want me to try out new ideas when I do my work.	1	2	3	4	5
5. I feel happy that my teachers in MCSI encourage me to make decisions about what I want to learn by offering some choices.	1	2	3	4	5
6. I believe that in MCSI, working well with others is more important than getting good grades.	1	2	3	4	5

7. I feel happy that my teachers in MCSI show me how to learn from my mistakes.	1	2	3	4	5
8. I am satisfied that my teachers in MCSI give individual attention on schoolwork.	1	2	3	4	5
9. I am satisfied that my teachers in MCSI help me figure out how I learn best.	1	2	3	4	5
10. I feel that in MCSI, it is easy to get individual help on schoolwork when I need it.	1	2	3	4	5
11. I feel happy that my teachers in MCSI care more about me as a person than my test scores.	1	2	3	4	5
12. I feel that studying in MCSI is interesting.	1	2	3	4	5
13. I believe that what I learn in MCSI will be useful in real life.	1	2	3	4	5
14. I feel happy that my teachers and staff of MCSI are always available for consultation for my schoolwork.	1	2	3	4	5
SOCIAL, EMOTIONAL, ETHICAL LEARNING: This scale describes the extent to which social and emotional skills are inculcated in MCSI and how ethical dispositions are recognized and valued.					
1. I am satisfied that I have learned about the importance of understanding emotions from my classes in MCSI.	1	2	3	4	5
2. I am satisfied that I have lessons in MCSI that offer an opportunity to help me think about what is right and wrong.	1	2	3	4	5
3. I feel that I am better at working with other people because of what I learned in MCSI.	1	2	3	4	5
4. I am satisfied that I have lessons in MCSI that give me an opportunity to think about how to be a good person.	1	2	3	4	5
5. I am satisfied that I have learned from my classes in MCSI skills that help me plan my time so I can get my work done and still do other things I enjoy.	1	2	3	4	5
6. I feel happy that I have been taught ways in MCSI to resolve disagreements so that everyone will be satisfied with the outcome.	1	2	3	4	5
7. I am happy that I have been taught in MCSI skills that will make me better listener.	1	2	3	4	5
8. I am happy that I have classes in MCSI that work on thinking about how my actions will affect others.	1	2	3	4	5
9. I am satisfied that my academic lessons in MCSI are focused not only on what I need to know for national tests like NCAE, and NAT.	1	2	3	4	5
RESPECT FOR DIVERSITY: This scale focuses on the extent to which teachers, staff and students in MCSI respect each other's differences with regard to factors such as gender, religion, race/ethnicity, sexual orientation or physical differences. It focuses on peer relationships among students and adults and the relationships between teachers, staff, and students in MCSI.					
1. I believe that MCSI teachers and staff treat each other with respect, regardless of individual differences.	1	2	3	4	5
2. I believe that MCSI teachers and staff treat all students with respect, regardless of individual differences.	1	2	3	4	5
3. I feel that MCSI students treat each other with respect, regardless of individual differences.	1	2	3	4	5
4. I am assured that students treat all adults in MCSI with respect, regardless of individual differences.	1	2	3	4	5
5. I have not seen people at MCSI treated unfairly because of their gender, religion, culture, sexual orientation, and physical differences.	1	2	3	4	5
6. I have not heard teachers, staff, and students at MCSI make insensitive remarks related to another person's gender, religion, culture, sexual orientation, and physical differences.	1	2	3	4	5
7. I am satisfied that MCSI provides activities that help me to recognize, respect, understand and value differences among students.	1	2	3	4	5
8. I am aware that MCSI provides equal respect and opportunities for all students in developing our potentials.	1	2	3	4	5
9. I am satisfied that MCSI provides materials and resources that are free from ethnic, gender and religious stereotypes.	1	2	3	4	5
COMMUNITY AND COLLABORATION: This scale deals with the nature of the MCSI community and parents collaborations. To what extent do people feel that MCSI is a community? To what extent do parents and educators work together to support student learning and development? To what extent does the MCSI keep parents/guardians informed and helpfully involved?					
1. I am satisfied being a part of MCSI community.	1	2	3	4	5
2. I am satisfied that my teachers in MCSI notice if I'm having bad day.	1	2	3	4	5
3. I believe that all teachers and staff of MCSI are friendly with each other.	1	2	3	4	5
4. I believe that my teachers and parents/guardians meet regularly (e.g., parents' general assembly, homeroom, regular parents' meeting, etc.) or talk personally or on the phone about my work in MCSI.	1	2	3	4	5
5. I believe that my parents/guardians are supportive because they attend MCSI activities.	1	2	3	4	5
6. I am aware that my teachers in MCSI inform my parents/guardians about policies and codes of conduct in the school.	1	2	3	4	5
7. I believe that my parents/guardians feel welcome at MCSI.	1	2	3	4	5
8. I am satisfied that MCSI provides opportunities for my parents/guardians to be involved in activities linked to the school life and work (e.g. family day, fundraising).	1	2	3	4	5
9. I am aware that my teachers in MCSI regularly communicate news to my parents about the school and its activities.	1	2	3	4	5
MORALE: This scale focuses on how people feel about being in MCSI. Do they look forward to coming to MCSI and feel there is a positive sense of purpose? To what extent do they feel engaged in MCSI life?					
1. I like going to MCSI.	1	2	3	4	5
2. I am satisfied that I belong to MCSI.	1	2	3	4	5
3. I believe that MCSI is a good school.	1	2	3	4	5
4. I believe that students in MCSI are happy to be there.	1	2	3	4	5
5. I look forward to coming to MCSI every school day.	1	2	3	4	5
6. I am emotionally satisfied with MCSI's spiritual activities (e.g., mass, recollection, retreat).	1	2	3	4	5
7. I would prefer to study in MCSI.	1	2	3	4	5

ENVIRONMENT: These statements deal on the cleanliness and repair of the MCSI facilities and the adequacy of space, resources, and schedule.					
1. I am satisfied that MCSI provides sufficient and potable drinking water areas.	1	2	3	4	5
2. I am aware that MCSI building is always in good condition and kept clean.	1	2	3	4	5
3. I am aware that MCSI library has enough books and other resources for the students to use	1	2	3	4	5
4. I am aware that MCSI has up-to-date computers and other technological equipment for students to use.	1	2	3	4	5
5. I am satisfied that MCSI provides large and clean canteen for the provision of safe and nutritious foods.	1	2	3	4	5
6. I am aware that MCSI has adequate space for gardening and playing sports and games.	1	2	3	4	5
7. I am aware that MCSI has adequate numbers of clean comfort rooms with sufficient supply of water and other equipment.	1	2	3	4	5
8. I am satisfied that MCSI has enough size of classroom with adequate lighting, desks, and proper ventilation for students.	1	2	3	4	5
9. I am aware that MCSI ensures necessary first-aid equipment is available and equips the school clinic with the needed medicine and facilities.	1	2	3	4	5
10. I have enough time in my daily schedule in MCSI to eat snacks and lunch.	1	2	3	4	5
11. I am satisfied that MCSI is well-located in relation to other community facilities (e.g. athletic field, community centre, government agencies).	1	2	3	4	5
12. I am satisfied that MCSI is sufficiently free from pollution; noise, smoke, dust and odor.	1	2	3	4	5
13. I am satisfied that the corridors and stairways of MCSI are wide enough to ensure easy traffic flow.	1	2	3	4	5
14. I am satisfied that MCSI provides an auditorium large enough to accommodate all students, with satisfactory sound system, proper ventilation and with sufficient number of well-marked entrances and exits.	1	2	3	4	5
15. I am satisfied that MCSI has adequate facilities for sewage and garbage disposal.	1	2	3	4	5
16. I am satisfied that MCSI is friendly and welcoming to visitors.	1	2	3	4	5
17. I am satisfied that MCSI encourages students to welcome and assist newcomers to the school.	1	2	3	4	5
18. I am satisfied that MCSI is an appealing place to work and study.	1	2	3	4	5

5. SCHOOL CLIMATE INVENTORY FOR PARENTS

(Adapted from Jericho Middle School, 2007 and Hatboro-Horsham High School, 2008, developed by the National School Climate Centre)

(English Version)

Name: (optional) _____ Sex: _____ Age: _____

This survey would like to know how you feel/experience about your school climate in Mt. Carmel School of Infanta (MCSI). This is not a test, what the researcher wants is your honest feeling/opinions about your school life in MCSI. Please answer honestly and rest assured that your answers will be kept confidential.

INSTRUCTION: Each scale below is composed of statements that evaluate your school climate experiences in MCSI. Please give your honest feelings/experiences/opinion by encircling one of the numbers in each line to show your level of agreement with the statement.

1= Strongly Disagree 2= Mostly Disagree 3= Agree 4= Mostly Agree 5= Strongly Agree

PHYSICAL SAFETY: This scale focuses on the degree to which people feel physically safe in the MCSI building and in the areas surrounding it. It also focuses on the clarity of the rules that MCSI has for maintaining safety and on the consistency and fairness with which they are enforced.					
1. I am aware about the rules that my child is expected to follow at MCSI.	1	2	3	4	5
2. I am assured that all teachers and staff in MCSI are strict about making sure that all students follow the rules against physically hurting other people.	1	2	3	4	5
3. I am aware that in MCSI, rules for student behaviour are clearly communicated to my child.	1	2	3	4	5
4. I am aware that in MCSI, there are clearly stated rules against physically hurting other people, including pinching, grabbing, hitting, and tripping.	1	2	3	4	5
5. I believe that my child feels physically safe in the school yard/areas surrounding MCSI.	1	2	3	4	5
6. I believe that my child feels physically safe in all areas of MCSI.	1	2	3	4	5
7. I am assured that there are no students hitting, shoving, or tripping each other in MCSI.	1	2	3	4	5
8. I am satisfied that MCSI provided a clear with the safe entry and exit points in case of emergency because of earthquake and fire drills conducted by the school.	1	2	3	4	5
9. I am clear about MCSI's crisis plan, and about what would be expected of me in an emergency (e.g., earthquake, and fire).	1	2	3	4	5
10. I am assured that there are enough security personnel in MCSI who safeguard and ensure safety.	1	2	3	4	5
SOCIAL-EMOTIONAL SAFETY: This scale focuses on the degree to which people feel safe in social-emotional aspects. This encompasses both feelings about safety and judgments rules and their enforcement. Statements on this scale probe into perceptions about expectations and rules related to behaviour, including verbal bullying and harassment.					
1. I am aware that in MCSI, there are clearly stated rules against verbally hurting others including teasing, name-calling, and spreading rumours.	1	2	3	4	5
2. I believe that my child has friends in MCSI who care about him/her.	1	2	3	4	5
3. I am assured that my child's teachers in MCSI notice my child when he/she is not feeling well.	1	2	3	4	5
4. I am assured that my child trusts and feels close to at least one teacher or adult in MCSI.	1	2	3	4	5
5. I believe that my child feels comfortable seeking emotional and psychological help in MCSI when he/she needs it.	1	2	3	4	5
6. I am aware that all teachers and staff of MCSI are strict about making sure that all students follow the rules against verbally hurting other people (e.g., teasing, name-calling, and spreading rumours).	1	2	3	4	5
7. I am aware that there are no other students in MCSI who exclude my child and make him/her feel bad for not being part of the group.	1	2	3	4	5
8. I am assured that my child has not been verbally hurt at MCSI repeatedly by the same person or people (e.g., teasing, name-calling, or spreading rumours).	1	2	3	4	5
9. I believe that students could easily get the emotional and psychological help they need in MCSI.	1	2	3	4	5
10. I am assured that in MCSI, it is not common for students to tease and insult one another.	1	2	3	4	5
QUALITY OF INSTRUCTION: This scale highlights teachers', staff's and students' interactions in the learning process.					
1. I am aware that my child's teachers in MCSI give him/her useful feedback on schoolwork.	1	2	3	4	5
2. I am aware that my child is encouraged by his/her teachers in MCSI to try out new ideas and think independently on academic tasks.	1	2	3	4	5
3. I am aware that my child receives individual attention from his/her teachers in MCSI concerning schoolwork.	1	2	3	4	5
4. I am aware that my child's teachers in MCSI show my child how to learn from mistakes.	1	2	3	4	5
5. I am aware that my child's teachers in MCSI let him/her know when he/she does a good job.	1	2	3	4	5
6. I am aware that my child's teachers in MCSI encourage my child to make decisions about what he/she learns by offering some choices.	1	2	3	4	5
7. I am aware that my child's teachers in MCSI help him/her to understand how he/she learns best.	1	2	3	4	5

8. I am aware that my child's teachers in MCSI challenge him/her.	1	2	3	4	5
9. I believe that what my child learns in MCSI will be useful in real life.	1	2	3	4	5
10. I believe that in MCSI, it is easy for my child to get individual help on schoolwork when he/she needs it.	1	2	3	4	5
11. I am assured that in MCSI, working well with others is more important than getting good grades.	1	2	3	4	5
12. I believe that my child finds studying in MCSI interesting.	1	2	3	4	5
13. I am assured that my child's teachers in MCSI value his/her individual growth than test scores.	1	2	3	4	5
14. I feel that my child gets happy when he/she makes correct on schoolwork in MCSI.	1	2	3	4	5
SOCIAL, EMOTIONAL, ETHICAL LEARNING: This scale describes the extent to which social and emotional skills are inculcated in MCSI and how ethical dispositions are recognized and valued.					
1. I am aware that in MCSI, students have learned about the importance of understanding emotions.	1	2	3	4	5
2. I am aware that my child's lessons in MCSI help him/her to think about what is right and wrong.	1	2	3	4	5
3. I am happy that my child is better at working with other people because of what he/she learned in MCSI.	1	2	3	4	5
4. I am aware that my child's lessons in MCSI help him/her to think about how to be a good person.	1	2	3	4	5
5. I am assured that my child has learned effective time management skills in MCSI.	1	2	3	4	5
6. I am assured that my child has been taught ways in MCSI to resolve disagreements so that everyone will be satisfied with the outcome.	1	2	3	4	5
7. I believe that my child has been taught skills in MCSI that make him/her better listener.	1	2	3	4	5
8. I am assured that my child is aware of the consequences of his/her actions through MCSI lessons.	1	2	3	4	5
9. I am assured that my child's' academic lessons in MCSI are focused not only on what they need to know for national tests like NCAE, and NAT.	1	2	3	4	5
RESPECT FOR DIVERSITY: This scale focuses on the extent to which teachers, staff and students in MCSI respect each other's differences with regard to factors such as gender, religion, race/ethnicity, sexual orientation or physical differences. It focuses on peer relationships among students and adults and the relationships between teachers, staff, and students in MCSI.					
1. I believe that most MCSI teachers and staff treat each other with respect, regardless of individual differences (e.g., gender, religion, sexual orientation, and physical disability).	1	2	3	4	5
2. I believe that most MCSI teachers and staff treat all students with respect, regardless of individual differences (e.g., gender, religion, sexual orientation, and physical disability).	1	2	3	4	5
3. I am assured that most MCSI students treat each other with respect, regardless of individual differences (e.g., gender, religion, sexual orientation, and physical disability).	1	2	3	4	5
4. I am assured that most students treat all adults in MCSI with respect, regardless of individual differences (e.g., gender, religion, sexual orientation, and physical disability).	1	2	3	4	5
5. I have not seen people at MCSI treated unfairly because of their individual differences.	1	2	3	4	5
6. I have not heard teachers, staff, and students at MCSI make insensitive remarks related to another person's gender, religion, culture, sexual orientation, and physical differences.	1	2	3	4	5
COMMUNITY AND COLLABORATION: This scale deals with the nature of the MCSI community and parents collaborations. To what extent do people feel that MCSI is a community? To what extent do parents and educators work together to support student learning and development? To what extent does the MCSI keep parents/guardians informed and helpfully involved?					
1. I am well informed by MCSI about my child's academic progress.	1	2	3	4	5
2. I meet regularly with my child's teachers (e.g., parents' general assembly, homeroom, regular parents' meeting, etc.) or talk personally or on the phone about the children's work in school.	1	2	3	4	5
3. I feel welcome in MCSI whenever I want to visit.	1	2	3	4	5
4. I am satisfied being a part of MCSI community.	1	2	3	4	5
5. I am contacted by MCSI about any behavioural problems my child has.	1	2	3	4	5
6. I am informed by MCSI about my child's school activities (e.g., feast day, recollection, retreat).	1	2	3	4	5
7. I am aware that MCSI makes decisions about how to discipline my child by consulting me.	1	2	3	4	5
8. I am aware that MCSI makes important decisions that affect my child by consulting me.	1	2	3	4	5
MORALE: This scale focuses on how people feel about being in MCSI. Do they look forward to coming to MCSI and feel there is a positive sense of purpose? To what extent do they feel engaged in MCSI life?					
1. I like going to MCSI.	1	2	3	4	5
2. I believe that MCSI is a good school because of its spiritual formation for students.	1	2	3	4	5
3. I believe that there is high morale among the MCSI top management, teachers and staff.	1	2	3	4	5
4. I would prefer MCSI for my child.	1	2	3	4	5
ENVIRONMENT: These statements deal on the cleanliness and repair of the MCSI facilities and the adequacy of space, resources, and schedule.					
1. I am satisfied that MCSI provides sufficient and potable drinking water areas.	1	2	3	4	5
2. I am aware that MCSI building is always in good condition and kept clean.	1	2	3	4	5
3. I am aware that MCSI library has enough books and references.	1	2	3	4	5
4. I am aware that MCSI has up-to-date computers and other technological equipment.	1	2	3	4	5
5. I am satisfied that MCSI provides clean canteen large enough to eat snacks and lunch.	1	2	3	4	5
6. I am satisfied that my child has adequate space in MCSI for gardening and playing sports and games.	1	2	3	4	5
7. I am satisfied that my child has enough time in MCSI to eat snacks and lunch.	1	2	3	4	5
8. I am satisfied that MCSI has adequate numbers of clean comfort rooms with sufficient supply of water and other equipment.	1	2	3	4	5
9. I am satisfied that MCSI has enough size of classroom with adequate lightning, desks, and ventilation.	1	2	3	4	5
10. I am aware that MCSI ensures necessary first-aid equipment is available and equips the school clinic with the needed medicine and facilities.	1	2	3	4	5

11. I am aware that MCSI is well-located in relation to other community facilities (e.g. athletic field, community centre, government agencies).	1	2	3	4	5
12. I am satisfied that MCSI is sufficiently free from pollution; noise, smoke, dust and odor.	1	2	3	4	5
13. I am satisfied that the corridors and stairways of MCSI are wide enough to ensure easy traffic flow.	1	2	3	4	5
14. I am satisfied that MCSI has an auditorium large enough to accommodate all parents and students, with satisfactory sound system, proper ventilation and with sufficient number of well-marked entrances and exits.	1	2	3	4	5
15. I am satisfied that MCSI has adequate facilities for sewage and garbage disposal.	1	2	3	4	5
16. I am satisfied that MCSI is friendly and welcoming to visitors.	1	2	3	4	5
17. I am satisfied that MCSI is an appealing place to work and study for my child.	1	2	3	4	5

6. IMBENTARYO SA KALAGAYAN NG PAARALAN PARA SA MGA MAGULANG

(Halaw sa Jericho Middle School, 2007 and Hatboro-Horsham High School, 2008, nilinang ng National School Climate Centre)

Pangalan: (Hindi sapilitan) _____ Kasarian: _____ Gulang: _____

Ang sarbey na ito'y gusting malaman kung ano ang iyong nadarama/ nararanasan hingil sa kalagayan ng inyong paaralan sa Mt. Carmel School of Infanta (MCSI). Ito'y hindi pagsussulit, ang kailangan lamang ng mananaliksik ay ang iyong matapat na nadarama / opinion sa kalagayan ng buhay mo sa inyong paaralan. Pakisagutan nang buong katapatan at asahan mong mapananatiling lihim ang iyong mga sagot.

PANUTO: Ang bawat talahanayan sa ibaba ay naglalaman ng mga pangungusap na sumusukat sa nagging karanasan mo sa kalagayan ng inyong paaralan sa MCSI. Pinakikiusapang ibigay mo ang iyong matapat na nadarama / nararanasan / opinion sa pamamagitan ng pagbilog ng isa sa mga bilang upang Makita ang iyong antas ng pagsang-ayon sa pangungusap.

1= Labis na Tinututulan

2= Totoong Tinututulan

3= Sumasang-ayon

4= Totoong Sumasang-ayon 5= Labis na Sumasang-ayon

KALIGTASANG PISIKAL: Nakapokus ang iskala sa antas kung saan nadarama ng mga tao ang kanilang pisikal na kaligtasan sa gusali ng MCSI at sa mga lugar na nasasakupan nito. Nakapokus din ditto ang kalinawan ng mga alituntunin na inihanda ng MCSI sa pagpapanatili ng kaayusan at sa konsistensi at kapantayan kung saan ito ipinatutupad.					
1. Nalalaman ko ang mga alituntunin na inaasahang susundin ng aking anak sa MCSI.	1	2	3	4	5
2. Natitiyak ko na ang lahat ng mga guro at staff ng MCSI ay istrikto tungkol sa pagtiyak na ang lahat ng mga mag-aaral ay sumusunod sa mga alituntunin laban sa pananakit ng tao.	1	2	3	4	5
3. Nalalaman ko na sa MCSI, ang mga alituntunin sa beheybyor ng mag-aaral ay naipaparingat sa aking anak.	1	2	3	4	5
4. Nalalaman ko na sa MCSI, may malinaw na alituntuning isinasaad laban sa pananakit ng tao, kasama ang pangungurot, paghablot, pagsuntok at pagbibiro nang masakit.	1	2	3	4	5
5. Natitiyak ko na nakadarama ng pisikal na kaligtasan ang aking anak sa bakuran/lugar na nasasakupan ng MCSI.	1	2	3	4	5
6. Natitiyak ko na nakadarama ng pisikal na kaligtasan ang aking anak sa lahat ng nasasakupang lugar ng MCSI.	1	2	3	4	5
7. Natitiyak ko na walang mga mag-aaral na nanununtok, nananakit o nagbibiro nang masakit sa kapwa sa MCSI.	1	2	3	4	5
8. Nasisiyahan ako na ipinagkakaloob ng MCSI ang malinaw at ligtas na pagpasok at paglabas sa oras ng emergency dahil naisasagawa ng paaralan ang pagsasanay-pangkaligtasan kapag may lindol at sunog.	1	2	3	4	5
9. Naliwanagan ako sa plano ng MCSI sa pagdating ng krisis at ano ang maaaring maasahan sa akin sa emergency (halimbawa, lindol at sunog).	1	2	3	4	5
10. Natitiyak ko na may sapat na bilang ng mga taong taga-bantay sa MCSI na tumitiyak ng kaligtasan at seguridad.	1	2	3	4	5
KALIGTASANG SOSYAL AT EMOSYONAL: Ang iskala ay nakapokus sa antas kung saan madarama ng mga tao ang aspektong kaligtasang sosyal at emosyonal. Nakapaloob ditto ang mga damdaming nauukol sa mga alituntuning pangkaligtasan at pangkapasyahan at ang nagpapatupad sa mga ito. Ang mga pahayag sa iskalang ito ay nagpapatunay ng persepsyon ng mga inaasahan at mga alituntuning may kaugnay sa beheybyor, kabilang ang panunuksong pasalita at pagsasamantala.					
1. Nalalaman ko na sa MCSI, may malinaw na mga alituntunin na ipinatutupad laban sa masasakit na pananalita gaya ng panunukso, pagtawag sa pangalan, at pagpapalaganap ng mga balitang hindi totoo.	1	2	3	4	5
2. Natitiyak ko na ang aking anak ay may mga kaibigan sa MCSI na nangangalaga sa kanya.	1	2	3	4	5
3. Natitiyak ko na sa MCSI, ang mga guro ng aking anak ay nakikita kung ang aking anak ay may dinaramdam.	1	2	3	4	5
4. Natitiyak ko na ang aking anak ay may tiwala at malapit kahit sa isang guro ng MCSI.	1	2	3	4	5
5. Natitiyak ko na ang aking anak ay komportable sa paghingi ng tulong emosyonal at sikolohikal sa MCSI kung kinakailangan niya ito.	1	2	3	4	5
6. Nalalaman ko na ang lahat ng mga guro at staff ng MCSI ay istrikto upang makatiyak na ang lahat ng mga mag-aaral ay nasusunod ang mga alituntunin laban sa paggamit ng masasakit na pananalita sa kapwa.	1	2	3	4	5
7. Nalalaman ko na wala ni isa mang mag-aaral ng MCSI ang nagbabale-wala sa anak ko at hindi niya nadarama na hindi siya ibinibilang na kasapi ng pangkat.	1	2	3	4	5

8. Natitiyak ko na ang aking anak ay hindi nakaranas ng masasakit na pananalita nang paulit-ulit na ginagawa ng isang tao o mga tao sa MCSI (halimbawa, panunukso, pagtawag ng pangalan, o pagpapalaganap ng mga balitang hindi totoo.	1	2	3	4	5
9. Nalalaman ko na ang mga mag-aaral ay madaling makakakuha ng tulong emosyonal at sikolohikal na kailangan nila sa MCSI.	1	2	3	4	5
10. Natitiyak ko na sa MCSI, hindi pangkaraniwan para sa mga mag-aaral na manukso at mang-insulto ng kapwa.	1	2	3	4	5
KALIDAD NG PAGTUTURO: Binibigyang-diin sa iskala ang interaksyon ng mga guro, staff, at mag-aaral sa proseso ng pagkatuto					
1. Natitiyak ko na ang mag guro ng MCSI ay nabibigyan ang aking anak ng makabuluhang pidbak sa kanyang mga gawain sa paaralan.	1	2	3	4	5
2. Nalalaman ko na nahihikayat ang anak ko ng kanyang mga guro sa MCSI na magamit ang mga bagong ideya at makapag-isip nang malaya sa mga gawaing akademiko.	1	2	3	4	5
3. Nalalaman ko na nakatatanggap ang anak ko ng isahang atensyon mula sa kanyang mga guro sa MCSI tungkol sa gawain sa paaralan.	1	2	3	4	5
4. Nalalaman ko na ang mga guro sa MCSI ay nagpapakita sa aking anak kung paano matututo sa pagkakamali.	1	2	3	4	5
5. Nalalaman ko na ang mga guro sa MCSI ay ipinaalam sa aking anak kung kailan siya nakagawa ng mabuting gawain.	1	2	3	4	5
6. Nalalaman ko na ang mga guro ng MCSI ay nahihikayat ang aking anak na makagawa ng mga desisyon kung ano ang kanyang matutuhan sa pamamagitan ng pagbibigay ng mga pagpipilian.	1	2	3	4	5
7. Nalalaman ko na ang mga guro ng MCSI ay natutulungan ang aking anak na maunawaan kung paano siya matututo nang lubusan.	1	2	3	4	5
8. Nalalaman ko na ang mga guro ng MCSI ay nahahamon ang aking anak.	1	2	3	4	5
9. Natitiyak ko na kung ano ang natutuhan ng aking anak sa MCSI ay magiging kapaki-pakinabang sa tunay na buhay.	1	2	3	4	5
10. Nalalaman ko na sa MCSI ay madali para sa aking anak na makakuha ng isahang tulong sa gawain sa paaralan kung kakailanganin niya ito.	1	2	3	4	5
11. Natitiyak ko na sa MCSI, ang paggawa nang mabuti sa iba ay higit na mahalaga kaysa sa makakuha ng mataas na marka.	1	2	3	4	5
12. Natitiyak ko na sa pag-aaral sa MCSI ay nagiging interesadong mag-aral ang aking anak.	1	2	3	4	5
13. Natitiyak ko na ang mga guro sa MCSI ay pinahalalagan ang paglinang ng indibidwal kaysa sa nakuhang marka sa pagsusulit.	1	2	3	4	5
14. Nadarama ko na nagiging masaya ang aking anak kung naiwawasto ang kanyang mga gawain sa paaralan ng MCSI.	1	2	3	4	5
PAGKATUTONG SOSYAL, EMOSYONAL, ETIKAL: Ang iskalang ito ay naglalarawan sa lawak kung saan ang mga kasanayang sosyal at emosyonal ay naisama sa MCSI at kung paanong kinikilala at pinahalalagan ang disisyong etikal.					
1. Nalalaman ko na sa MCSI, natutuhan ng mga mag-aaral ang kahalagahan ng pag-unawa sa emosyon.	1	2	3	4	5
2. Nalalaman ko na ang mga likson ng aking anak sa MCSI ay nakatutulong sa kanya na makapag-isip kung ano ang tama at mali.	1	2	3	4	5
3. Nasisiyahan ako na mas mahusay ang aking anak sa paggawa nang my kasama dahil iyon ang kanyang natutuhan sa MCSI.	1	2	3	4	5
4. Nalalaman ko na ang mga likson ng aking anak sa MCSI ay nakatutulong sa kanya upang malaman kung paano maging mabuting tao.	1	2	3	4	5
5. Natitiyak ko na natutuhan ng aking anak ang epektibong mga kasanayan sa wastong paggamit ng oras sa MCSI.	1	2	3	4	5
6. Natitiyak ko na ang aking anak ay naturuan ng mga paraan ng MCSI na malutas ang hindi pagkakasundo upang masiyahan ang bawat isa sa kinalabasan.	1	2	3	4	5
7. Natitiyak ko na naituro ng MCSI sa aking anak ang mga kasanayan sa pagiging mahusay na tagapakinig.	1	2	3	4	5
8. Natitiyak ko na alam ng aking anak sa mga maaaring maganap sa kanyang mga aralin sa MCSI.	1	2	3	4	5
9. Natitiyak ko na ang akademikong aralin ng aking anak sa MCSI ay nakapokus hindi lamang sa mga dapat nilang malaman para sa pambansang pagsusulit tulad ng NCAE at NAT.	1	2	3	4	5
RESPEKTO PARA SA PAG-IIBA-IBA: Ang iskalang ito ay nakapokus sa lawak kung saan ang mga guro, staff at mag-aaral ng MCSI ay nirerespeto ang pagkakaiba-iba ng bawat isa kaugnay ng mga salik gaya ng kasarian, relihiyon, lahi/katutubo, oryentasyong seksuwal, o mga pagkakaibang pisikal. Nakapokus ito sa relasyon ng mga mag-aaral, at ng nasa hustong gulang at ang relasyon ng mga guro, staff at estudyante ng MCSI.					
1. Natitiyak ko na karamihan sa mga guro ng MCSI at staff ay tinatrato ang bawat isa nang may respeto at hindi isinasaalang-alang ang pagkakaiba-iba ng indibidwal (halimbawa, kasarian, relihiyon, oryentasyong seksuwal, at pagkakaroon ng kapansanang pisikal).	1	2	3	4	5
2. Natitiyak ko na karamihan sa mga guro ng MCSI at staff ay tinatrato ang lahat ng mga mag-aaral nang may respeto at hindi isinasaalang-alang ang pagkakaiba-iba ng indibidwal (halimbawa, kasarian, relihiyon, lahi/katutubo, oryentasyong seksuwal, at pagkakaroon ng kapansanang pisikal).	1	2	3	4	5
3. Natitiyak ko na karamihan sa mga mag-aaral ng MCSI ay tinatrato ang bawat isa nang may respeto at hindi isinasaalang-alang ang pagkakiba-iba ng indibidwal.	1	2	3	4	5
4. Natitiyak ko na karamihan sa mga mag-aaral ng MCSI ay tinatrato ang mga nasa hustong edad nang may respeto, at hindi isinasaalang-alang ang pagkakaiba-iba ng indibidwal, (halimbawa, kasarian, relihiyon, lahi/katutubo, oryentasyong seksuwal, at pagkakaroon ng kapansanang pisikal).	1	2	3	4	5
5. Hindi ako nakakakita ng mga tao sa MCSI na nagtatrato nang hindi pantay-pantay dahil sa kanilang pagkakaiba-iba ng mga indibidwal.	1	2	3	4	5
6. Hindi ko naririnig sa mga guro, staff at mag-aaral ng MCSI nang hindi magagandang puna sa ibang tao na may kaugnayan sa kasarian, relihiyon, kultura, oryentasyong seksuwal, at pagkakaiba-ibang pisikal.	1	2	3	4	5

KOMUNIDAD AT KOLABORASYON: Ang iskalang ito ay tumutukoy sa kalikasan ng komunidad at kolaborasyon ng mga magulang ng MCSI. Hanggang saan ang lawak na nadarama ng mga tao na ang MCSI ay isang komunidad? Hanggang saan ang lawak ng sama-samang pagtutulungan ng mga magulang at edukador upang masuportahan ang kaalaman at pag-unlad ng mga mag-aaral? Hanggang saan ang lawak ng MCSI upang maipabatid sa mga magulang/ tagakupkop ang impormasyon at pagtutulungan?					
1. Naipaaalam sa akin ng MCSI ang pag-unlad sa akademiko ng aking anak.	1	2	3	4	5
2. Nakakausap ko madalas ang mga guro ng aking anak (panlahatang pulong, homeroom, regular na pulong ng mga magulang at iba pa) o personal ko silang kinakausap o sa telepono tungkol sa mga gawain ng aking anak sa paaralan.	1	2	3	4	5
3. Nadarama ko ang pagtanggap sa akin ng MCSI sa tuwing gusto kong bumisita.	1	2	3	4	5
4. Nasisiyahan ako bilang bahagi ng komunidad ng MCSI.	1	2	3	4	5
5. Nakakausap ako ng MCSI tungkol sa taglay na mga problemang beheybyoral ng aking anak.	1	2	3	4	5
6. Naipaaalam sa akin ng MCSI ang mga gawain sa paaralan ng aking anak (halimbawa, pista ng paaralan, rekoleksyon, retreat).	1	2	3	4	5
7. Nalalaman ko na ang MCSI ay gumagawa ng mga desisyon kung paano didisiplinahin ang aking anak nang may konsultasyon sa akin.	1	2	3	4	5
8. Nalalaman ko na ang MCSI ay may mahahalagang desisyon na nakakaapekto sa aking anak nang may konsultasyon sa akin.	1	2	3	4	5
MORAL: Nakapokus ang iskalang ito kung ano ang nadarama ng mga tao kung sila ay nasa MCSI. Pupunta ba sila sa MCSI at madama kaya nila ang positibong layunin? Hanggang saan ang lawak ng kanilang pakikitungo sa buhay ng MCSI?					
1. Nagugustuhan ko ang pagpunta sa MCSI.	1	2	3	4	5
2. Nalalaman ko na mahusay ang MCSI dahil sa pormasyong ispirital nito para sa mga mag-aaral.	1	2	3	4	5
3. Natitiyak ko na may mataas na moral ang mga taong namamahala sa MCSI, guro at staff.	1	2	3	4	5
4. Pipiliin ko ang MCSI para sa aking anak.	1	2	3	4	5
KAPALIGIRAN: Ang mga pahayag na ito ay nauugnay sa kalinisan at pagkumpuni sa mga pasilidad ng MCSI at ang mga pangangailangan sa espasyo, kagamitan at iskedyul.					
1. Nasisiyahan ako na ang MCSI ay may sapat at naiinom na tubig sa mga lugar.	1	2	3	4	5
2. Nalalaman ko na ang gusali ng MCSI ay laging nasa maayos na kundisyon at napananatiling malinis.	1	2	3	4	5
3. Nalalaman ko na ang laybrari ng MCSI ay may sapat na mga aklat at babasahin.	1	2	3	4	5
4. Nalalaman ko na ang MCSI ay may mga bagong computer at iba pang mga gamit panteknolohikal.	1	2	3	4	5
5. Nasisiyahan ako na ang MCSI ay may malinis at malaking kantina na gamit para sa oras ng meryenda at pananghalian ng aking anak.	1	2	3	4	5
6. Nasisiyahan ako na ang aking anak ay may malawak na espasyo sa MCSI para sa pagtatanim at paglahok sa isports at paglalaro.	1	2	3	4	5
7. Nasisiyahan ako na ang aking anak ay may sapat na oras sa MCSI upang magmeryenda at mananghalian.	1	2	3	4	5
8. Nasisiyahan ako na ang MCSI ay may sapat na bilang ng malilinis na palikuran na may maraming suplay ng tubig at iba pang gamit.	1	2	3	4	5
9. Nasisiyahan ako na ang MCSI ay may sapat na bilang ng klasrum na maliwanag, maraming upuan at malamig.	1	2	3	4	5
10. Nalalaman ko na ang MCSI ay may nakahandang mga gamit sa pang-unang lunas na nasa pag-iingat ng klinika ng paaralan na may mga kakailanganing gamot at pasilidad.	1	2	3	4	5
11. Nalalaman ko na ang MCSI ay nasa mabuting lokasyon na malapit sa ibang pang-komunidad na pasilidad gaya ng palaruan, sentrong pangkomunidad at mga ahensya ng gobyerno.	1	2	3	4	5
12. Nasisiyahan ako na ang MCSI ay sapat na malayo sa polusyon gaya ng ingay, usok, alikabok at sa mabahong amoy.	1	2	3	4	5
13. Nasisiyahan ako na ang pasilyo at hagdanan ng MCSI ay may sapat na lawak para sa mahusay na daloy ng trapiko.	1	2	3	4	5
14. Nasisiyahan ako na ang MCSI ay may malawak na awditoriyum na kasiya ang lahat ng mga magulang at mag-aaral, may mahusay na sistema ng tunog, kaaya-ayang lamig, at may sapat na dami ng mga pananda para sa pasukan at labasan.	1	2	3	4	5
15. Nasisiyahan ako na ang MCSI ay may sapat na pasilidad para sa wastong pagtatapon ng dumi at basura.	1	2	3	4	5
16. Nasisiyahan ako na ang MCSI ay nakikipagkapuwa o nakikipagdaupang palad at mapag-anyaya sa mga bisita.	1	2	3	4	5
17. Nasisiyahan ako na ang MCSI ay isang kaaya-ayang lugar para sa pag-gawa at pag-aaral ng aking anak.	1	2	3	4	5

7. The Comprehensive School Climate Inventory for Students (Original Version)

(Jericho Middle School, 2007; Hatboro-Horsham High School, 2008)

INSTRUCTION: Each scale below composed of statements that evaluate your school climate experiences. Please give your honest feelings/experiences/opinion by encircling one of the numbers in each line to show your level of agreement with the statement.

NOTE: For the item with an asterisk (*), a higher score indicates a negative perception rather than a positive one. This will be taken into account in analysing the results.

1= Strongly Disagree 2= Mostly Disagree 3= Agree 4= Mostly Agree 5= Strongly Agree

Physical Safety					
1. In my school, there are clearly stated rules against physically hurting other people, including pinching, grabbing, hitting and tripping.	1	2	3	4	5
2. If a school crisis occurred, I would be confused about what to do*	1	2	3	4	5
3. I have seen other students being physically hurt at school more than once by the same person or people (for example, pushed, slapped, or beaten up).*	1	2	3	4	5
4. I feel physically safe in all areas of the school building.	1	2	3	4	5
5. If adults in the school see students physically hurting each other (for example, pushing, slapping, or punching), they stop it.	1	2	3	4	5
6. I feel physically safe in the schoolyard/area surrounding the school.	1	2	3	4	5
7. There are areas of my school where I do not feel physically safe*	1	2	3	4	5
8. I have been physically hurt at school more than once by the same person or people (for example, pushed, slapped, or beaten up).*	1	2	3	4	5
9. Adults in the school are fair about making sure that all students follow the rules against physically hurting other people.	1	2	3	4	5
10. If I see another student being physically hurt, I do something about it (for example, tell an adult or say/do something myself).	1	2	3	4	5
11. I feel physically safe on my way to and from school.	1	2	3	4	5
Social-Emotional Safety					
1. If I felt counselling would be helpful to me, I would feel okay about talking to a counsellor at my school.	1	2	3	4	5
2. I have friends at school who care about me.	1	2	3	4	5
3. If I needed to talk to an adult in school about a problem, there is someone I trust who I could talk to.	1	2	3	4	5
4. Students have trouble getting the emotional help they need through the school (like counselling).*	1	2	3	4	5
5. Adults in the school are fair about making sure that all students follow the rules against hurting other people with words (for example, teasing, name calling, harassing, and spreading rumors).	1	2	3	4	5
6. If I am feeling confused about something in class, I feel comfortable saying so.	1	2	3	4	5
7. If adults in the school see students hurting each other with words (for example, teasing, name-calling, harassing, and spreading rumors), they stop it.	1	2	3	4	5
8. I have been hurt with words more than once by the same person or people (for example, teasing, name-calling, harassing, or spreading rumors).*	1	2	3	4	5
9. If I see another student being hurt with words, I do something about it (for example, tell an adult or say/do something myself).	1	2	3	4	5
10. In my school, there are clearly stated rules against hurting other people with words, including teasing, name-calling, harassing, and spreading rumors.	1	2	3	4	5
11. I have seen other students hurt with words more than once by the same person or people (for example, teasing, name-calling, harassing, and spreading rumors).*	1	2	3	4	5
12. There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.*	1	2	3	4	5
Quality of Instruction					
1. My teachers let me know when I do a good job.	1	2	3	4	5
2. In my school, getting good grades is more important than working well with others.*	1	2	3	4	5
3. In my school, I feel challenged to do more than I thought I could.	1	2	3	4	5
4. My teachers give me useful feedback on my work.	1	2	3	4	5
5. My teachers like me to try out new ideas (think independently) when I do my work.	1	2	3	4	5
6. My teachers encourage me to make decisions about what I want to learn by offering me some choices.	1	2	3	4	5
7. My teachers show me how to learn from my mistakes.	1	2	3	4	5
8. The work I do in school is boring.*	1	2	3	4	5
9. I get upset when I make mistakes on schoolwork.*	1	2	3	4	5
10. My teachers care more about my test scores than about me as a person.*	1	2	3	4	5
11. What I learn in school will not be useful in real life.*	1	2	3	4	5

12. It's hard for me to get individual help on schoolwork when I need it.*	1	2	3	4	5
13. My teachers give me individual attention on schoolwork.	1	2	3	4	5
14. My teachers help me figure out how I learn best.	1	2	3	4	5
Social, Emotional, Ethical Learning					
1. In my classes, we have talked about the importance of understanding emotions.	1	2	3	4	5
2. In school, we have practiced listening to others so that we really understand what they are trying to say.	1	2	3	4	5
3. In my classes, we work on thinking about how our actions will affect others.	1	2	3	4	5
4. School lessons are focused on what we need to know for standardized tests.*	1	2	3	4	5
5. I have lessons in school that help me think about how to be a good person.	1	2	3	4	5
6. In school, I have been taught ways to resolve disagreements so that everyone can be satisfied with the outcome.	1	2	3	4	5
7. In my classes, we have learned skills that help us plan our time so we can get our work done and still do other things we enjoy.	1	2	3	4	5
8. I have lessons in school that make me think about what is right and wrong.	1	2	3	4	5
9. I feel that I am better at working with other people because of what I learned in school.	1	2	3	4	5
Respect for Diversity					
1. Adults respect each other's differences (for example, gender, race, religion, physical disability, and sexual orientation).	1	2	3	4	5
2. I have heard people in this school say mean things about another person's gender, race, culture, religion, and/or sexual orientation.*	1	2	3	4	5
3. Adults respect differences in students (for example, gender, race, religion, physical disability, and sexual orientation).	1	2	3	4	5
4. I have seen people in this school treated unfairly because of their gender, race, culture, religion, and/or sexual orientation.*	1	2	3	4	5
5. Students respect differences in adults (for example, gender, race, religion, physical disability, and sexual orientation).	1	2	3	4	5
6. Students respect each other's differences (for example, gender, race, religion, physical disability, and sexual orientation).	1	2	3	4	5
Community and Collaboration					
1. My teachers notice if I'm having a bad day.	1	2	3	4	5
2. My parent(s)/guardian(s) meet with my teachers (for example, on parent-teacher night) or contact them by phone or email to talk about my work in school.	1	2	3	4	5
3. I feel like part of the school community.	1	2	3	4	5
4. My parent(s)/guardian(s) come to school events and activities.	1	2	3	4	5
5. Adults in my school are friendly with each other.	1	2	3	4	5
Morale					
1. I feel like I belong at this school.	1	2	3	4	5
2. I think this is a good school.	1	2	3	4	5
3. I like my school.	1	2	3	4	5
4. I feel some students get unfair special treatment from adults in the school.*	1	2	3	4	5
5. I look forward to coming to school in the morning.	1	2	3	4	5
6. I think the students in this school are happy to be here.	1	2	3	4	5
7. I wish I were going to another school instead of this one.*	1	2	3	4	5
Environment					
1. I need more time in my daily schedule to eat lunch.*	1	2	3	4	5
2. I have enough space to play games and sports at school.	1	2	3	4	5
3. My school building is kept in repair.	1	2	3	4	5
4. My school has up-to-date computers and other electronic equipment available to students.	1	2	3	4	5
5. My daily schedule is too rushed.*	1	2	3	4	5
6. My classroom is overcrowded.*	1	2	3	4	5
7. My school building is kept clean.	1	2	3	4	5
8. We need more basic supplies in school (for example, books, paper, and chalk).*	1	2	3	4	5
9. I need more time in my daily schedule to get from one class to another.*	1	2	3	4	5

8. The Comprehensive School Climate Inventory for School Personnel (Original Version)

(Jericho Middle School, 2007; Hatboro-Horsham High School, 2008)

INSTRUCTION: Each scale below composed of statements that evaluate your school climate experiences. Please give your honest feelings/experiences/opinion by encircling one of the numbers in each line to show your level of agreement with the statement.

NOTE: For the item with an asterisk (*), a higher score indicates a negative perception rather than a positive one. This will be taken into account in analysing the results.

1= Strongly Disagree 2= Mostly Disagree 3= Agree 4= Mostly Agree 5= Strongly Agree

Physical Safety					
1. I feel physically safe on my way to and from school.	1	2	3	4	5
2. Adults in the school are fair about making sure that all students follow the rules against physically hurting other people.	1	2	3	4	5
3. I feel physically safe in all areas of the school building.	1	2	3	4	5
4. In my school, there are clearly stated rules against physically hurting other people, including pinching, grabbing, hitting, and tripping.	1	2	3	4	5
5. There are areas of my school where I do not feel physically safe.*	1	2	3	4	5
6. I have seen students being physically hurt at school repeatedly by the same person or people (for example, pinched, grabbed, tripped, or hit).*	1	2	3	4	5
7. If I see students physically hurting each other at school, I feel comfortable stepping in to deal with the problem.	1	2	3	4	5
8. I am unclear about my school's crisis plan, and about what would be expected of me in an emergency.*	1	2	3	4	5
9. I feel physically safe in the schoolyard/area surrounding the school.	1	2	3	4	5
10. It's commonplace to see students hitting, shoving, or tripping each other.*	1	2	3	4	5
Social-Emotional Safety					
1. It's commonplace for students to tease and insult one another.*	1	2	3	4	5
2. In my school, there are clearly stated rules against verbally hurting others, including teasing, name-calling, and spreading rumors.	1	2	3	4	5
3. I believe that students who need emotional or psychological help feel comfortable seeking services through the school.	1	2	3	4	5
4. There are adults or groups of adults in the school who misuse their power over other school personnel.*	1	2	3	4	5
5. Adults in the school are fair about making sure that all students follow the rules against verbally hurting other people (for example, teasing, name-calling, and spreading rumors).	1	2	3	4	5
6. Students have trouble getting the emotional and psychological help they need through the school.*	1	2	3	4	5
7. If I see students being verbally hurt (for example, teasing, name-calling, or spreading rumors), I feel comfortable stepping in to deal with the problem.	1	2	3	4	5
8. Teachers and staff members are encouraged to connect with students on a personal level.	1	2	3	4	5
9. I have seen students being verbally hurt at school repeatedly by the same person or people (for example, teasing, name-calling, or spreading rumors).*	1	2	3	4	5
10. There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.*	1	2	3	4	5
Quality of Instruction					
1. Adults in my school show students how they can learn from their mistakes.	1	2	3	4	5
2. In my school, getting good grades is more important than working well with others.*	1	2	3	4	5
3. Students who need extra help in this school have trouble getting it.*	1	2	3	4	5
4. Adults in this school care more about students' test scores than about their individual growth.*	1	2	3	4	5
5. I use activities and assignments designed to help me determine which teaching methods work best for each student.	1	2	3	4	5
6. Adults in the school give students individual attention on schoolwork.	1	2	3	4	5
7. Teachers in the school assign work that students find boring.*	1	2	3	4	5
8. Adults in the school encourage students to make decisions about what they learn by offering some choices.	1	2	3	4	5
9. Students classified as special education have difficulty getting the services they need.*	1	2	3	4	5
10. Advanced students are given appropriately challenging work.	1	2	3	4	5
11. Students in my school are encouraged to try out new ideas (think independently) on academic tasks.	1	2	3	4	5
12. Adults in the school help students understand how they learn best.	1	2	3	4	5
13. What students learn in this school will not be useful to them in real life.*	1	2	3	4	5
Social, Emotional, Ethical Learning					
1. In my child's classroom, students have talked about the importance of understanding emotions.	1	2	3	4	5
2. My child's lessons help him/her to think about what is right and wrong.	1	2	3	4	5
3. My child is better at working with other people because of what he/she has learned in school.	1	2	3	4	5
4. My child's academic lessons in school are focused on what he/she needs to know for standardized tests.*	1	2	3	4	5

5. My child's lesson help him/her to think about how to be a good person.	1	2	3	4	5
6. My child has learned effective time management skills in school.	1	2	3	4	5
7. In school, my child has been taught ways to resolve disagreements so that everyone can be satisfied with the outcome.	1	2	3	4	5
8. In school, my child has been taught skills that make him/her a better listener.	1	2	3	4	5
9. In my child's classes, he/she practices thinking about the consequences of his/her actions.	1	2	3	4	5
Respect for Diversity					
1. Adults in the school treat each other with respect, regardless of individual differences (for example, gender, race, religion, physical disability, and sexual orientation).	1	2	3	4	5
2. Adults in the school treat all students with respect, regardless of individual differences (for example, gender, race, religion, physical disability, and sexual orientation).	1	2	3	4	5
3. Students in my child's school treat each other with respect, regardless of individual differences (for example, gender, race, religion, physical disability, and sexual orientation).	1	2	3	4	5
4. I have heard people at my child's school make insensitive remarks related to another person's gender, race, culture, religion, and/or sexual orientation.*	1	2	3	4	5
5. Students treat all adults in the school with respect, regardless of individual differences.	1	2	3	4	5
6. I have seen people at my child's school treated unfairly because of their gender, race, culture, religion, and/or sexual orientation.*	1	2	3	4	5
Community and Collaboration					
1. I feel I have little influence over school events or situations that affect me.*	1	2	3	4	5
2. I feel uncomfortable asking for help from teachers.*	1	2	3	4	5
3. I feel like part of the school community.	1	2	3	4	5
4. Adults in my school are encouraged to participate actively in decisions that affect students.	1	2	3	4	5
5. I feel uncomfortable asking for help from administrators.*	1	2	3	4	5
6. Adults in my school are unable to discuss individual student progress and needs on a regular basis.*	1	2	3	4	5
7. My colleagues and I have little input regarding the school discipline policy.*	1	2	3	4	5
8. I am uncomfortable sharing my ideas at staff/faculty meetings.*	1	2	3	4	5
9. Adults in my school are able to collaborate regularly and systematically.	1	2	3	4	5
10. Teachers and parent(s), guardian(s) meet rregularly (for example, on parent-teacher night) or talked on the phone about the child's work in school.	1	2	3	4	5
11. If I am having a difficult time with a student and need help, I feel confident that I can get support from other school personnel.	1	2	3	4	5
12. Parents and guardians attend school activities.	1	2	3	4	5
Morale					
1. I like my school.	1	2	3	4	5
2. I find it difficult to balance the demands of parents, students, and the school administrators	1	2	3	4	5
3. I feel like I belong at this school.	1	2	3	4	5
4. I think this is a good school.	1	2	3	4	5
5. This job is emotionally draining for me.*	1	2	3	4	5
6. I think there is good morale among the teachers and staff at this school.	1	2	3	4	5
7. I would prefer to be working at another school.*	1	2	3	4	5
8. I feel that some school personnel get unfair treatment.*	1	2	3	4	5
9. I look forward to coming to school in the morning.	1	2	3	4	5
Environment					
1. I have inadequate access to essential supplies in school (for example, textbooks, paper, and chalk).*	1	2	3	4	5
2. My daily schedule is too rushed.*	1	2	3	4	5
3. My classroom is overcrowded.*	1	2	3	4	5
4. I have adequate space in school to prepare for my class(es).	1	2	3	4	5
5. My school building is kept in repair.	1	2	3	4	5
6. I need more time in my daily schedule to eat lunch.*	1	2	3	4	5
7. My school building is kep clean.	1	2	3	4	5
8. My school has up-to-date computers and other technological equipment available for me to use in my lessons.	1	2	3	4	5
9. I need more time in my daily schedule to get from one class to another.	1	2	3	4	5
10. I have time to reflect on my teaching practice with my colleagues during the day.	1	2	3	4	5
Professional Development					
1. My school encourages teachers to participate in professional development activities.	1	2	3	4	5
2. The professional development activities that my school offers are helpful to me as a teacher.	1	2	3	4	5
3. I have input regarding what kinds of professional development opportunities are provided by my school.	1	2	3	4	5
4. My school uses a range of methods for professional development in addition to one-day workshops (for example, on-site coaching, peer observation and mentoring, collaborative workgroups).	1	2	3	4	5
5. My school provides opportunities for teachers to participate in professional development activities specifically related to social and emotional issues (for example, conflict resolution, bullying, respect for diversity).	1	2	3	4	5
6. My school provides opportunities for teachers to participate in a wide range of professional development activities (for example, classroom management, subject-specific pedagogy, assessment).	1	2	3	4	5

Leadership					
1. I feel the administration at this school is supportive of teachers and staff members.	1	2	3	4	5
2. I feel the work I do in this school is unappreciated.*	1	2	3	4	5
3. The administration at this school effectively communicates a strong and compelling vision for what they want the school to be.	1	2	3	4	5
4. The administration at this school communicates openly with teachers and staff.	1	2	3	4	5
5. The administration at this school is accessible to teachers and staff.	1	2	3	4	5
6. The administration at this school places a high priority on curriculum and instructional issues.	1	2	3	4	5

9. The Comprehensive School Climate Inventory for Parents (Original Version)

(Jericho Middle School, 2007; Hatboro-Horsham High School, 2008)

INSTRUCTION: Each scale below composed of statements that evaluate your school climate experiences. Please give your honest feelings/experiences/opinion by encircling one of the numbers in each line to show your level of agreement with the statement.

NOTE: For the item with an asterisk (*), a higher score indicates a negative perception rather than a positive one. This will be taken into account in analysing the results.

1= Strongly Disagree 2= Mostly Disagree 3= Agree 4= Mostly Agree 5= Strongly Agree

Physical Safety					
1. I know the rules my child is expected to follow at school.	1	2	3	4	5
2. I believe there are areas of the school where my child does not feel physically safe.*	1	2	3	4	5
3. Adults in my child's school are fair about making sure that all students follow the rules against physically hurting other people.	1	2	3	4	5
4. In my child's school, rules for student behaviour are clearly communicated to my child.	1	2	3	4	5
5. I am unclear about the crisis plan for my child's school, and what would be expected of me in an emergency.*	1	2	3	4	5
6. It's commonplace to see kids hitting, shoving, or tripping each other.*	1	2	3	4	5
7. I believe my child feels physically safe on his/her way to and from school.	1	2	3	4	5
8. I believe my child feels physically safe in the schoolyard/area surrounding the school.	1	2	3	4	5
9. In my child's school, there are clearly stated rules against physically hurting other people, including pinching, grabbing, hitting, and tripping.	1	2	3	4	5
10. My child has been physically hurt at school repeatedly by the same person or people (for example, pinched, grabbed, tripped, or hit).*	1	2	3	4	5
11. I believe my child feels physically safe in all areas of the school building.	1	2	3	4	5
Social-Emotional Safety					
1. In my child's school, there are clearly stated rules against verbally hurting others, including teasing, name-calling, and spreading rumors.	1	2	3	4	5
2. My child has friends at school who care about him/her.	1	2	3	4	5
3. My child has been verbally hurt at school repeatedly by the same person or people (for example, teasing, name-calling, or spreading rumors).*	1	2	3	4	5
4. My child's teacher(s) notice when he/she is having a bad day.	1	2	3	4	5
5. Students have trouble getting the emotional and psychological help they need through the school.*	1	2	3	4	5
6. My child trusts and feels close to at least one adult in the school.	1	2	3	4	5
7. If my child needed emotional or psychological help, I believe he/she would feel comfortable seeking services through the school.	1	2	3	4	5
8. It's commonplace for kids to tease and insult one another.*	1	2	3	4	5
9. My child has been excluded by other students who make him/her feel bad for not being part of their group.*	1	2	3	4	5
10. Adults in my child's school are fair about making sure that all students follow the rules against verbally hurting other people (for example, teasing, name-calling, and spreading rumors).	1	2	3	4	5
Quality of Instruction					
1. My child's teacher(s) give him/her useful feedback on schoolwork.	1	2	3	4	5
2. At my child's school, getting good grades is more important than working well with others.*	1	2	3	4	5
3. My child finds his/her schoolwork boring.*	1	2	3	4	5
4. My child is encouraged to try out new ideas (think independently) on academic tasks.	1	2	3	4	5
5. My child receives individual attention from his/her teacher(s) concerning schoolwork.	1	2	3	4	5
6. My child's teacher(s) show my child how to learn from mistakes.	1	2	3	4	5
7. My child's teacher(s) let him/her know when he/she does a good job.	1	2	3	4	5
8. My child's teacher(s) encourage my child to make decisions about what he/she learns by offering some choices.	1	2	3	4	5
9. My child's teacher(s) value his/her test scores more than they value his/her individual growth.*	1	2	3	4	5
10. My child gets upset when he/she makes mistakes on schoolwork.*	1	2	3	4	5
11. My child's teacher(s) help him/her to understand how he/she learns best.	1	2	3	4	5
12. My child's teacher(s) challenge him/her.	1	2	3	4	5
13. What my child learns in school will not be useful in real life.*	1	2	3	4	5
14. It's difficult my child to get individual help on schoolwork when he/she needs it.*	1	2	3	4	5
Social, Emotional, Ethical Learning					
1. In my child's classroom, students have talked about the importance of understanding emotions.	1	2	3	4	5
2. My child's lessons help him/her to think about what is right and wrong.	1	2	3	4	5
3. My child is better at working with other people because of what he/she has learned in school.	1	2	3	4	5
4. My child's academic lessons in school are focused on what he/she needs to know for standardized tests.*	1	2	3	4	5
5. My child's lessons help him/her to think about how to be a good person.	1	2	3	4	5

6. My child has learned effective time management skills in school.	1	2	3	4	5
7. In school, my child has been taught ways to resolve disagreements so that everyone can be satisfied with the outcome.	1	2	3	4	5
8. In school, my child has been taught skills that make him/her a better listener.	1	2	3	4	5
9. In my child's classes, he/she practices thinking about the consequences of his/her actions.	1	2	3	4	5
Respect for Diversity					
1. Adults in the school treat each other with respect, regardless of individual differences (for example, gender, race, religion, physical disability, and sexual orientation).	1	2	3	4	5
2. Adults in the school treat all students with respect, regardless of individual differences (for example, gender, race, religion, physical disability, and sexual orientation).	1	2	3	4	5
3. Students in my child's school treat each other with respect, regardless of individual differences (for example, gender, race, religion, physical disability, and sexual orientation).	1	2	3	4	5
4. I have heard people at my child's school make insensitive remarks related to another person's gender, race, culture, religion, and/or sexual orientation.*	1	2	3	4	5
5. Students treat all adults in the school with respect, regardless of individual differences (for example, gender, race, religion, physical disability, and sexual orientation).	1	2	3	4	5
6. I have seen people at my child's school treated unfairly because of their gender, race, culture, religion, and/or sexual orientation.*	1	2	3	4	5
Community and Collaboration					
1. The school keeps me informed about my child's academic progress.	1	2	3	4	5
2. I meet regularly with my child's teacher(s) (for example, on parent-teacher night) or talk with them on the phone about my child's work in school.	1	2	3	4	5
3. I feel welcome in my child's school whenever I want to visit.	1	2	3	4	5
4. I feel like part of the community at my child's school.	1	2	3	4	5
5. The school contacts me about any behavioural problems my child has.	1	2	3	4	5
6. My child's school makes important decisions that affect students without consulting parents.*	1	2	3	4	5
7. The school keeps me informed about my child's day-to-day experiences.	1	2	3	4	5
8. The school makes decisions about how to discipline my child without consulting me.*	1	2	3	4	5
Morale					
1. I like my child's school.	1	2	3	4	5
2. I think this is a good school.	1	2	3	4	5
3. I feel there is good morale among the teachers and staff at my child's school.	1	2	3	4	5
4. I would prefer that my child attend another school, instead of this one.*	1	2	3	4	5
Environment					
1. My child's daily schedule is too rushed.	1	2	3	4	5
2. My child's school building is kept in repair.	1	2	3	4	5
3. My child has adequate space at school to play sports and games.	1	2	3	4	5
4. My child's school needs more basic supplies (for example, books, paper, and chalk).*	1	2	3	4	5
5. My child's classroom is overcrowded.*	1	2	3	4	5
6. My child's school has up-to-date computers and other technological equipment.	1	2	3	4	5
7. My child needs more time in his/her daily schedule to eat lunch.*	1	2	3	4	5
8. My child's school building is kept clean.	1	2	3	4	5

E. Safety Dimension Programs/Activities

*** Physical Safety**

Forms of Bullying

A. Physical

It involves hitting, biting, locking in a room, kicking, spitting, pinching, punching/pushing, scratching, hair-pulling, damaging victim's property, confiscating one's property for their use, and forcing victims to do errands.

B. Verbal

It involves abusive language, extorting money, intimidation/threats, name-calling, making cruel remarks, and spreading false/malicious rumors.

C. Non-verbal

It composes of mean faces, rude gestures, excluding, ignoring, isolating and sending poisonous letters.

D. Cyberbullying

It involves the following; harassment – continuous transmission of nasty, rude and insulting messages; cyber stalking – transmission of messages to threaten and intimidate; tittle-tattling – publicly posting, sending or forwarding personal or private information or images; shaming/humiliation – distributing derogatory information about another, posting or sending photos including digitally altered ones; online bicker – using electronic messages to pick up a fight; and identity theft – breaking into another's account and using that person's online identity to send nasty materials or messages to/about others.

What causes bullying behaviour?

Some explanations

1. Strained parental relationships
2. Victims of abusive behaviour/violence in domestic environment
3. Anxiety regarding physical appearance/other insecurities
4. Peer pressure/ a way of being popular; desire to look tough and in charge
5. Aggression in mass media/games

Who are the usual victims?

- Not smart, too smart, nerds/geeks/emos, gay/lesbians, those who wear glasses, those on the heavy side, those who have a different religion, dark-skinned, economically poor, those who don't meet standards of beauty, disabled and jologs.

What are some effects?

- Low self esteem and decrease in grades (Hazler, 1992); truancy, drop out and psychosomatic complaints (Marano, 1995); each day in the US, 16,000 students miss

school for fear of being bullied (2009 study); feelings of hurt, anger, alienation, shame, depression, disempowerment, loneliness, physical pain, retaliation, suicide and death.

Why do victims suffer in silence?

- Nothing can be done about it, fear of further harassment, sense of hopelessness, belief that aggressive behaviour is a normal part of development and students go through it and grow out of it.

Why should teachers care?

- Belonging, acceptance and liking have been identified as important factors in teaching learning. Bullying behaviour may escalate onto higher forms of aggression.

Major Approaches to Bullying

A. The punishment approach

Objective: To make perpetrators stop bullying because they will be punished if they do not. Suspension, community service and expulsion.

B. The consequences approach

Objective: To advise perpetrators to change their behaviour.

C. The problem-solving or shared concern approach

Objective: To help the perpetrator and her peers take the perspective of a victim.

Some Strategies for Teachers and Guidance Counselors

A. Preventive

- Role modelling, use sociometry to understand dynamics of relationship in the classroom. Use cooperative learning techniques, use circle time once in a while
- Train our students on appropriate assertiveness like learning to relax, moving away with confidence, assertive body language.
- Adoption of peer support strategies (peer mediation, presence of peacekeepers, peer partnering) as part of building a culture of peace in the school.

B. Problem-solving or shared concern

- Class investigation and use of problem-solving exercises

a) The bullying target is interviewed. b) A meeting with the perpetrators is convened. c) The problem is explained to the group. d) The responsibility is shared by asking the group for their ideas. e) Group carries out suggestions. f) Teacher meets the group again for evaluation.

C. Healing

- Show the victim and the perpetrators that you care by constantly talking to them.
- Give victims positive and public feedback
- Affirm class for the peaceful relations within

D. Adoption of Restorative Discipline

*Social-emotional Safety

Social-emotional Caring Activities

A. Back-to-Back

Focus: Awareness of feelings and management of emotions

Duration: 20-30 minutes

Directions: Before the exercise or together at the beginning of the exercise, choose a specific name that is perceived as negative or derogatory (eg. “Banana Brain”).

In class, ask the group to form pairs and stand back-to-back. One person will be **Partner A** and the other **Partner B**. (If there is an odd person out, that person can be the **Observer** of a pair.) Explain to the pairs that when they are given a specific signal (e.g. your saying the word begin or forward) they will face each other. Person A will call person B the specific name you chose (e.g. “Banana Brain”), and then the pair will turn back to back again. (During this time, the Observer can observe: the group’s reaction to the idea of participating in a name-calling activity, how the partners appear to feel during the activity and the level of tension in the air.)

While back to back, Person B will think of a positive response to being called the name, “Banana Brain”. Inform the group that the positive response should not be a sarcastic one.) Ask the Bs to raise their hands when they have a response. After about 80% of the group has raised their hands, call time, and invite the pairs to face each other. Signal to the B to give their responses to the As. The pairs should stay where they are.

Now invite the Bs to share their responses with the large group. (Consider “no response” a response as you go around the group.) Once all the Bs have shared, invite them to turn back to back again with the partner.

Inform the Bs that when given the signal they should turn and face their partner (Person A) and call them “E-G-G”. (Clearly spell out E-G-G, so that the Bs clearly understand what they are being asked to say.) Once the Bs have called the Bs EGG, the partners should turn around back to back.

This time instruct person A to think of a positive, non-sarcastic response. Invite the As to raise their hand when they have a response. After about 80% of the group has raised their hands, call time. Now, invite the pairs to face their partners and give their response to being called an EGG. As in the first round, invite all of the As to share their responses with the group. Invite everyone to take a seat and begin the debriefing protocol.

Debriefing Questions:

1. What was it like for you to have to think of a positive response to a name?
2. What was it like for you to call your partner a name?

3. How easy was it for you to identify a positive response?
4. How could this activity inform how you would handle a real life situation?
5. Did being called a “Banana Brain” or “EGG” help you to avoid taking the name you were being called personally?
6. How might name-calling impact our community?
7. What can we do to create a community where people are not called names?

B. Making Caring Choices to Protect Me and My School

This activity will encourage children to think about the kinds of things they can do to foster self-protection and the protection of others.

Objectives:

1. Children will identify the kinds of things that cause threats to school safety.
2. Children will role-play appropriate actions to reduce threats to safety.
3. Children will develop a Peace Pledge.

Materials needed:

1. List of situations for role plays
2. Chalkboard or chart paper for brainstorming & poster board for Peace Pledge

Procedure:

1. Discuss with children the types of things that threaten the safety of children in our schools. Allow time for children to work in small groups to brainstorm a list of threats to safety.
2. Review the lists and talk with children about some caring choices they may want to make to deal with each of the threats.
 - a. When is it appropriate to tell the teacher?
 - b. Is it ever okay to reveal a secret someone has told you?
 - c. What’s the difference between tattling and responsible telling?
3. Present and role play some situations listed below or choose your own. Discuss each role-play scenario in terms of what kinds of caring choices were made. Did we do what was necessary to assure that people were safe?
 - a. Your best friend Bill shows you what looks like a pen, but then pulls it apart to reveal a knife. Bill tells you that he trusts that you will not tell anyone that he has it in school.
 - b. A little girl in your class shows you a large bruise on her arm, but asks you not to tell the teacher about it.
 - c. Some children in your class make fun of a new student who is different from your classmates (because of nationality, skin color, clothing, ability). They tell you that if you tell the teacher, they will not be your friend anymore and will tell the other kids to avoid you too.

- d. A first grade girl on the bus shows a gun that she has in her bag. She tells you that she found it on the way to school. You think it may be a real one. What do you do?
4. Encourage children to get back into their brainstorming groups and develop a Peace Pledge for their class. If they have trouble thinking of ideas, present some of the following statements that they may want to incorporate into their pledge: We believe that everyone in the class has a right to be safe and to be respected by everyone. We pledge to be kind and responsible and follow the rules. We pledge to always be fair and caring to each other.
5. When groups are reassembled for follow-up discussion, allow time for sharing of pledges and create a classroom pledge that children say at the beginning of each day.

Closure:

Strongly reinforce the idea that safety and caring for self and others must be central themes of classroom/school life. Encourage all children to do everything they can to keep the school a warm and caring place. Model this behaviour for others – at home, at school, and in the community.

C. Making Friends

In this activity children will explore the ways people make and keep friends and begin to understand the effects of cliques on friendships.

Objectives:

1. Children utilize brainstorming techniques to identify ways people make and keep friends.
2. Children will identify the positive and negative aspects of cliques.
3. Children will identify ways to include all persons in groups and activities.

Materials needed:

1. Chart paper for each group
2. Markers

Procedures:

1. Divide children into small groups and encourage them to make a list of all the things people can do to make new friends. Some examples are introducing new children to school, inviting someone to your house to watch a video or play a game, share crayons or other art materials, inviting to play sports, etc. Give the groups about 10-12 minutes to come up with their list.
2. Allow time for groups to share their list. Compare lists for similarities and differences.
3. Write the word clique on the chalkboard and define it.
4. Encourage discussion of the positive and negative aspects of cliques.

Positive	Negative
Belonging to a group.	Some people feel left out.
Always havin friends.	Not everyone can belong.
Feeling popular, accepted.	Sometimes feeling pressured to go along with the group, even though you may not agree.

Talk about the kinds of things that can be done in the classroom to assure that no one feels left out of activities. Challenge all students to do everything they can to assure that no one is left out.

5. Remind children that during the next week they will be looking for examples of inclusion and invitation skills. Children who are caught being friendly will have their names listed on the Friendship Honor Roll at the end of the week.

Closure:

Talk briefly with children about reaching out to others in friendship and including others, when possible, in all activities. Encourage them to make one new friend during the next week.

D. Ways to Relax

During an activity in which children have a tendency to become stressed, try playing some soothing music in the background while they are completing the activity. When the activity has been completed, talk about the music – Did it make a difference? Was it annoying to you? Do you think it helped you to relax? Talk about things they can do to release their stress. Make a list of possible stress relievers. Post it on the bulletin board for future reference.

F. Teaching and Learning Dimension Programs/Activities

*Quality of Instruction

A. Think-Pair-Share

Purpose: To engage students in about their prior knowledge of a topic.

Description:

During this activity, students will have time to think about a question related to the topic of study. They will then pair up with a partner to share their thoughts. Finally, the pairs will select one major idea to share with the entire class.

Procedure:

1. Generate a higher-level question related to the topic you are about to study.
2. Group students into pairs.
3. Pass out a Think-Pair-Share worksheet to each student.
4. Give students five minutes to write down their individual thoughts in the Think section of the worksheet.
5. Then, in pairs, have groups share their individual thoughts. Pairs should summarize their common thoughts in the Pair section of their worksheet.
6. Finally, pairs choose one major idea to share with the entire class. This should be written in the Share section of their worksheet.

Sample Think-Pair-Share Questions:

1. What are the important elements of a multimedia slideshow presentation?
2. How would you evaluate the quality of a webpage?
3. What jobs might require the use of a spreadsheet?
4. What are some of the things you need to think about before building a database?
5. What are the advantages and disadvantages of using the internet for research?
6. Should everyone have access to the Internet?

Sample Think–Pair-Share Process for Problem Solving

Step 1: Think Individually think about the following (3-5 minutes):

- a. What information do you need to solve the problem?
- b. What information do you already know?
- c. What tools and strategies could you use?
- d. What questions do you need to ask your group?

Step 2: Pair With a partner, jot down ideas to help you get started with the problem (2-3 minutes). You may use any of the tools provided in the classroom, including calculators to help with estimating.

Step 3: Share Take turns sharing ideas in a larger group (3-5 minutes).

Step 4: Decide on the first strategy your group would like to apply to solve the problem.

Record other possible strategies. You may want to revise your plan as you work through the problem.

Step 5: The person with _____ shares your favoured strategy with the whole class.

Think-Pair-Share/Read-Pair-Share/Write-Pair-Share

In this strategy, students individually consider an issue or problem and then discuss their ideas with a partner.

Purpose: Encourage students to think about a question, issue or reading, and then refine their understanding through discussion with a partner.

Payoff: Students will reflect on subject content, deepen understanding of an issue or topic through clarification and rehearsal with a partner, and develop skills for small-group discussion, such as listening actively, disagreeing respectfully, and rephrasing ideas for clarity.

Tips and resources:

- Use Think-Pair-Strategy in all subject areas for almost any topic.
- Use it to help students with their in-class reading. Ask them to read a chapter, think about the ideas, and then take turns retelling the information to a partner.
- Use it at any point during a lesson, for very brief intervals or in a longer time frame.
- Increase the amount of time devoted to Think-Pair-Share, depending on the complexity of the reading or question being considered. This strategy can be used for relatively simple questions and for ones that require more sophisticated thinking skills, such as hypothesizing or evaluating.
- Take time to ensure that all students understand the stages of the process and what is expected of them.
- Review the skills that students need to participate effectively in Think-Pair-Share, such as good listening, turn-taking, respectful consideration of different points of view, asking for clarification, and rephrasing ideas.
- After students share in pairs, consider switching partners and continuing the exchange of ideas.
- Some students may benefit from a discussion with the teacher to articulate their ideas before moving on to share with a partner.

	What teachers do	What students do
Before	• Have students read a selection or prepare a topic, question, or prompt for a planned Think-Pair-Share activity. OR • Choose a teachable moment during the	• Read the chapter or section, if the Think-Pair-Share is based on information and ideas from a reading selection.

class where the process of reflection and shared discussion would bring deeper understanding, and insert a brief Think-Pair-Share activity into the lesson at that point. In either case:

- Consider the social and academic goals for the Think-Pair-Share activity, and plan for pairing of particular learners that would further those goals.

During

- Ask students to spend several minutes thinking about and writing down ideas.
- Set clear expectations regarding the focus of thinking and sharing to be done.
- Put students in pairs to share and clarify their ideas and understanding.
- Monitor students' dialogue by circulating and listening.
- Formulate thoughts and ideas, writing them down as necessary to prepare for sharing with a partner.
- Practice good active listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification, and orally clarifying their own ideas.

After

- Call upon some pairs to share their learning and ideas with the whole class.
- Possibly extend the Think-Pair-Share with a further partner trade, where students swap partners and exchange ideas again.
- Consider adding a journal writing activity as a productive follow-up to a Think-Pair-Share activity.
- Pinpoint any information that is still unclear after the pair discussion, and ask the class and teacher for clarification.

***Social, emotional, ethical Learning**

Conflict Resolution Activities/Games

A. Understanding Conflict

Rationale:

Conflict is a normal event in any team group or team. The games included in this part will allow participants to experience real conflict, work together to find real solutions and discover the tools that allow them to transform future conflict.

Game 1: How Do You See It?

Objectives:

- To understand our perception of conflict.
- To consider a different perspective on conflict.
- To learn techniques to better handle conflict.

Group Size

Any

Materials

One copy of the Conflict—How Do You See It? handout (provided) for each participant, pens

Time: 30 to 40 minutes

Procedure

Conflict can provide the spark that often leads to better solutions, creativity, and collaboration. This activity helps team members to: (1) become more comfortable with conflict, (2) consider the positive aspects of conflict, and (3) understand the possible benefits to themselves and the team. Have participants pair up. Provide each person with a copy of the handout. Allow 10 to 15 minutes for partners to interview each other. Follow with a group discussion of the interviews and then go over the discussion questions.

Tips

Follow this activity with the game Positive Spin.

Variations

Have team members switch partners every three questions to increase the level of trust within the team.

Discussion Questions

1. Were your partner's perspectives different from your perspective?
2. What were some things you learned by considering another's perspective?
3. Does discussing conflict like this make it "less scary"? In what ways?
4. Is conflict good or bad?
5. What are some ways in which conflict is detrimental to the team?
6. What are some ways in which conflict enriches the team?

HANDOUT: Conflict—How Do You See It?

1. How do you define conflict?
2. What is your typical response to conflict?
3. What is your greatest strength when dealing with conflict?
4. If you could change one thing about the way you handle conflict, what would it be? Why?
5. What is the most important outcome of conflict?
6. In what ways have you seen your team benefit from conflict?
7. How can conflict be detrimental to a team?
8. What do you do when someone avoids conflict with you?
9. What are some reasons you choose to avoid conflict?
10. What can you do to promote a healthy attitude toward conflict within your team?

Game 2: Positive Spin**Objectives**

- To change our perspective on conflict in the workplace.
- To consider the positive aspects of conflict.

Group Size

Any

Materials

Flip-chart paper, markers, pens, one copy of the Team Debriefing Discussion Questions handout (provided) for each team

Time

20 to 40 minutes

Procedure

Split large groups into smaller teams of four to seven (having at least three teams is desirable). Have each team send a member up to collect their supplies, which consist of a sheet of flip-chart paper, some assorted markers, pens, and the handout. Tell the teams that they are to write their definition of conflict. Their challenge is to define conflict without using negative terms. Once team members agree on a definition, have them write it on their flip-chart paper along with an illustration. Before the group presentations and discussion, have each team answer the debriefing questions on the handout. After all teams are finished, have the teams present their ideas to the group. Hang up the flip-chart pages on the wall of the room for the duration of the training day.

Tips

Whenever possible, refer to the teams' definitions during the debriefing discussions.

Discussion Questions

1. How does the definition of conflict affect the way we think about conflict?
2. What are some negative consequences of conflict?
3. What are some positive outcomes of conflict?
4. List four potential positive outcomes of conflict in an organization.

Team Debriefing:

Handout: Discussion Questions

1. How does the definition of conflict affect the way we think about conflict?
2. What are some negative consequences of conflict?
3. What are some positive outcomes of conflict?
4. List four potential positive outcomes of conflict in an organization.

Other games: Step by step, conflict close-up, bull's eye

B. Improving Communication

Rationale:

Effective communication skills, specially listening and engaging in true dialogue, can transform conflict. The goal is to turn the conflict into a discussion, which requires participants to overcome emotions, engage our brain, and use active listening skills. The games in this area provide insight into the importance of communication and present opportunities to practice effective communication skills.

Game 1: You Don't Say

Objectives

- To gain an understanding of the messages we send nonverbally
- To become aware of others' nonverbal

Group Size

Any

Materials

You Don't Say handout (provided) and a table and chair for props

Time

5 to 10 minutes

Procedure

Ask for two volunteers to come to the front of the room (or somewhere in the room so the other participants can see them). Let the volunteers know that one of them will be reading aloud some actions while the other person acts them out. After each action, ask for feedback from the group regarding the volunteer's interpretation of the action. After the volunteers finish, give them a big round of applause, making sure to compliment the actor on his or her fine acting abilities, and have them take their seats. Follow with the group discussion.

Variations

Pass out the You Don't Say handout to small teams of five to seven participants and have each team enact the nonverbal signals and their potential meanings. After five minutes ask for their examples, followed by the debriefing discussion.

Discussion Questions

1. How powerful is nonverbal communication?
2. Do we all interpret nonverbal messages in the same way? Why or why not?
What is the "correct" interpretation?
3. Based on this activity, what are some things we can keep in mind regarding the messages we send nonverbally?
4. What are some nonverbal signals we may use in times of conflict that adversely affect resolution?
5. What are some nonverbal signals that would indicate a willingness to work toward resolution and collaboration?

HANDOUT: You Don't Say

1. Leaning forward in chair
2. Leaning back in chair, arms folded
3. Resting chin in both hands
4. Resting chin on your knuckles
5. Yawning

Game 2: The Way We See It

Objectives

- To consider the elements of effective listening
- To work together in a creative manner

Group Size

Any

Materials

Flip-chart paper, markers

Time

20 to 40 minutes

Procedure

Split large groups into smaller teams of four to seven (having at least three teams is desirable). Have each team send a member up to collect their supplies, which consist of a sheet of flip-chart paper and some assorted markers. Tell the teams that they are to write their definition of effective listening. Let them know that you are not looking for Webster's definition, but rather each team's definition. Once each team agrees on a definition, have them write it on their flip-chart paper along with an illustration. After all

teams are finished, have the teams present their ideas to the group. Hang up the flip-chart pages on the wall of the room for the duration of the training day.

Tips

Whenever the topic of effective listening comes up throughout the day during your debriefing discussions, refer to these definitions as much as possible.

Discussion Questions

1. What are some barriers to effective listening?
2. How easy or difficult is it to listen in times of conflict? Why?
3. In a conflict situation, how important is the skill of listening?

Other games: I'm listening, mimes, one question

C. Building Trust

Rationale:

When experiencing conflict, trust serves as the glue to hold the group together. Activities in this area help a group to build a level of comfort with each other and to show reliability and credibility.

Game 1: Two Truths and a Lie—with a Twist!

Objectives

- To understand how our judgments are not always accurate
- To learn how inaccurate judgments can lead to ineffective communication

Group Size

Any

Materials

A copy of the Two Truths and a Lie Team Discussion Questions handout

Time

15 to 20 minutes

Procedure

For this new twist on a classic activity, start by breaking large groups into small discussion teams of four or five participants. Tell the teams that, one by one, team members should tell the others on their team two truths and one lie about themselves. As each person is talking, the role of other team members is to listen. After the team has heard everyone's "facts," start with the first person and have team members guess what information was a lie and why they chose that item as the untruth. After everyone has had a chance to guess, ask teams to answer the discussion questions.

Tips

The *why* part of the guessing is the new twist and what makes this classic activity perfect for a discussion on how we form judgments and how we base our interactions and actions on these judgments, whether they are accurate or not. These judgments

become the filters through which we listen. Prejudging stands in the way of effective listening which is a necessary skill for conflict resolution.

Discussion Questions

1. What were your guesses based on?
2. Were any of your guesses based on preexisting judgments?
3. Does this ever happen when you are interacting with someone else?
4. Why does this happen? What can we do about it?
5. In what ways does this affect our communication?
6. How does this impact our ability to resolve conflict?

HANDOUT: Two Truths and a Lie Team

Discussion Questions

1. What criteria did you use to make your guesses?
2. How did preexisting judgments affect your guesses?
3. In what ways do these preexisting judgments influence our communication?
4. Please discuss some examples from your experience when inaccurate judgments contributed to ineffective communication.
5. How might this impact our ability resolve conflict?

Game 2: Five and Five

Objectives

- To get to know each other better.
- To understand the ways in which we are alike and different.

Group Size

Up to 20

Materials

Index cards or slips of paper, pens

Time 15 – 20 minutes

Procedure

Ask everyone to write down five of their likes and five of their dislikes on an index card or slip of paper. Collect all the cards and read them aloud one at a time. The goal for the team is to guess what card goes with which person.

Discussion Questions

1. How well do you know the members of your team?
2. Were you surprised by any of the likes or dislikes?
3. How comfortable were you sharing this type of information?
4. What are some ways an activity such as this improves our working relationships? What are some ways this can build trust?

Other games: Single file, words search, words of wisdom

Time Management Activities

A. Assessing Your Time Management Skills

For each set of statements below circle the number of the one that best describes you.

1. I like my watch to be set exactly at the correct time.
2. I like my watch to be set a few minutes ahead of the correct time.
3. Most of the time, I don't wear a watch.
1. I tend to arrive at most functions at least 5 minutes early.
2. I tend to arrive at most functions exactly on time.
3. I tend to arrive at most functions a little late.
1. In the course of my daily activities I tend to walk and talk quite fast.
2. In the course of my daily activities I tend to take my time.
3. In the course of my daily activities I tend to walk and talk quite slowly.
1. In high school I almost always completed my daily assignments.
2. In high school I usually completed my daily assignments.
3. In high school often failed to complete my daily assignments.
1. I rarely spend more than 15 minutes at a time on the telephone.
2. I sometimes spend more than 15 minutes at a time on the telephone.
3. I often spend more than 15 minutes at a time on the telephone.
1. I like to finish assignments and reports with a little time to spare.
2. I like to finish assignments and reports exactly on their due dates.
3. I sometimes finish assignments and reports a little late.
1. I rarely spend more than an hour eating a meal.
2. I sometimes spend more than an hour eating a meal.
3. I usually spend more than an hour eating a meal.
1. I never watch more than 1 1/2 hours of TV on a weeknight.
2. I sometimes watch more than 1 1/2 hours of TV on a weeknight.
3. I usually watch more than 1 1/2 hours of TV on a weeknight.
1. I never spend more than an hour surfing the Web or talking on a chat line at any one time.
2. I sometimes spend more than an hour surfing the Web or taking on a chat line at one time.
3. I usually spend more than an hour surfing the Web or talking on a chat line at one time.

Now add up the numbers that you have circled _____

The higher the total, the more you need to work on time management skills. If your total is over 10, you probably need to adjust your priorities and begin to take more responsibility for managing your time.

B. Exercise: 168 Hours per Week

Complete a time analysis.

Each week has 168 hours (24 hours per day X 7 days per week). Analyze how much time you spend in an average week on sleep, meals, chores, exercise, transportation, work, family responsibilities, classes and studying. Look at the following example of a time analysis:

Hours per activity in a 7 day week

Sleep	56 hours
Meals	14 hours
Chores	5 hours
Exercise	5 hours
Transportation	5 hours
Work	15 hours
Family	5 hours
Classes	15 hours
Studying	30 hours
Total	150 hours

Note in the example the student has 15 hours of classes. Generally speaking, you should study for twice as many hours as you spend in classes. For example, if you spend 15 hours per week in classes, you should set aside 30 hours per week for studying. Studying refers to activities such as reading your textbook, preparing for classes, reviewing class notes, and working on assignments. However, the amount of study time per course will vary depending on various factors, such as the difficulty level of the course material, the importance of the course to you, and number of assignments. Also note that in the above example, 150 of the 168 hours in a week are committed to various activities and 18 hours are flexible time. Flexible time is important so you can deal with unexpected pleasant events such as being given tickets to a sports and game, or unpleasant events such as getting sick. You can trade time in some circumstances, for example, delaying beginning an assignment and go to the game.

Without flexible time, you may find it difficult to compensate for those hours you lose when you are sick. Also, sometimes things take longer than you anticipated. With flexible time, you can catch up with your textbook reading even though your research paper takes longer than you expect. Ensure you have enough flexible time to easily juggle commitments and avoid stress caused by a too tightly planned schedule. Without this time, you may not be able to keep working towards all your goals, and you may have to re-examine them, prioritize them and postpone the less important.

C. Academic Strategies: Time Management

Objective: Have students live with a clear perspective of how time management within their school/personal life will lead to academic success.

Materials:

- Pencil
- Notebook paper
- Graph paper
- School planner if possible

What to do:

1. Group discussion about why it is important for students to learn how to manage their time.
2. Teacher can talk about scenarios that they have encountered both academically and personally when it comes to managing their time. Discuss pros and cons of good time management.
3. Let students complete the different worksheets as time permits.
4. Review worksheet nine as an academic system to help students manage their time on projects required in classes.
5. Extended activity:

Using the information from the time management questionnaire, students should graph the amounts of time they spend on each activity. Have students draw the x-axis horizontally at the bottom of the graph paper and the y-axis along the left side. On the x-axis, every three boxes, have the student put an activity beginning with number one on the left “getting ready for school/work” through number eleven “daydreaming” on the far right. On the y-axis, have ten minutes intervals. Then have the students make a bar graph indicating how many minutes they spend on each activity and then analyse where they are spending time that is not useful time and where they might better spend that time in order to be more successful academically. Have a group discussion.

6. Discuss the Barriers and Solutions to Using Time Effectively.
7. Extended Activity:

Put students in groups of 3-4, have them review together all of their time management activities, barriers, solutions of not having effective time management skills.

Active Listening Activity

Rationale:

Studies show that we remember between 25 and 50 percent of what we hear, and what we hear may not always be the most important information communicated. Effective communication consists of both speaking and listening. Active listening is a way of listening and responding to another person that improves mutual understanding. It is an important first step to defuse a situation and seek solutions to problems. This lesson gives students the opportunity to identify what active listening is and why it is important in managing conflicts.

Objectives:

1. To identify the characteristics of good communication for speakers and listeners.
2. To understand the importance of active listening skills for negotiation and everyday life.

Time: 70 minutes

Materials:

- Active Listening Techniques Handout
- Abegaz and the Lion Extension Handout

Procedures:

1. Divide students into pairs. Ask them to share a time when they were talking to someone about something important and they thought the other person was not listening to them. Have them share what it felt like to not be listened to.
2. Share with students that they will practice active listening skills to make them better listeners. Ask for two volunteers, a speaker and a listener, to come to the front of the class. Ask one student to speak to the other student for one minute about what she/he did after school the day before. Direct the student (privately) who is in the listening role to use poor listening skills, e.g. look at your watch, interrupt, avoid eye contact, look bored or impatient, tap your foot or fidget.
3. Ask the class to describe what the listener did in the role-play. Make a list on the board of what they describe. You can use a T chart to differentiate between good and poor listening skills (write a large T on the board and label the left side good and the right side poor).
4. Then ask the students what the listener could have done differently to be a better listener. Add their responses to the side of the T chart labelled "good." When students mention a skill that is on the Active Listening Techniques

Handout, introduce the corresponding skill on the sheet. For example, if a student says, "S/he could have showed interest," introduce the principle of "encouraging."

5. When students have exhausted their ideas, distribute the Active Listening Techniques Handout and review each principle with the class. Ask students to circle the techniques they think they use on a daily basis. Tell students that active listening means engaging with someone for the purpose of increasing one's understanding of a subject. Although it is called listening, it involves much more than being silent. The active part means using verbal and nonverbal communication skills to show interest, show empathy, gain information, and show that you understand.
6. Ask for two more volunteers to come to the front of the class. Ask one student to speak for one minute about what they plan to do for the weekend. Have the other student use the principles from the handout and anything else noted on the board from the previous role-play. If you prefer, you can be the listener instead of a student. After the role-play, ask students which core principles they saw.
7. Tell the students that they are going to practice using active listening skills with a partner. Ask students to think about a problem/conflict they had, which was not resolved or where they were not happy with the way in which it ended. This can be a problem/conflict at home, with friends, at school, etc. Divide the class into pairs, assigning one student, Student A and the other Student B. Instruct students to use active listening skills when they are not speaking. Student B is not listening in order to solve the problem; rather, they are listening to ensure they fully understand what the problem is about.
8. Have Student A speak about their conflict for 3 minutes while Student B listens, using active listening skills.
9. After 3 minutes, have Student A share with Student B what Student B did well. What active listening skills did Student A notice Student B using? Allow 2 minutes for feedback.
10. Have students switch roles: Have Student B speak on their problem/ conflict for 3 minutes while Student A listens using active listening skills.
11. After 3 minutes, have Student B share with Student A what Student A did well. What active listening skills did Student B notice Student A using? Allow 2 minutes for feedback.
12. Lead a whole class discussion using some or all of the following questions:
 - What did it feel like to really be listened to without being interrupted?

- Does that happen often in your life? Why or why not?
- What made this activity challenging for you?
- How can being an active listener build trust and support relationships in conflict situations?
- How can being an active listener help you manage conflicts?
- Imagine an international conflict involving people from different cultures or backgrounds. How might active listening between the parties be harder in this situation?
- What might peacebuilders do in international conflicts to ensure they are listening actively?

Assessment:

Participation in small group work and whole class discussion

Extension Activity: Abegaz and the Lion, a folk tale from Ethiopia

Introduce the concept of oral tradition and folk tales as ways for communities to share important lessons from generation to generation. Abegaz and the Lion is a folk tale from Ethiopia that focuses on the importance of trust and open communication in a relationship. You can have students read the folk tale by distributing the handout, or you can have them listen to a podcast of the folk tale on the Peace Corps website at <http://www.peacecorps.gov/www/stories/stories.cfm?psid=66##>.

After they read/listen to the story, discuss the meaning:

1. Abegaz had to confront a lion. How did he do this? What was his strategy?
2. Why do you think he asked the lion directly for a hair instead of trying to take it? Why did the lion give it to him? How would you describe the way Abegaz and Meselech communicate and interact with one another?
3. Why did the healer send Abegaz to the lion? Why are active listening and effective communication so important for peacebuilding at both the personal and the international level?

Note: Effective communication is the key to building trusting relationships. Abegaz communicates openly with the lion because he sees that the lion trusts him. This story ties in very nicely with the lessons that address the importance of trust building and relationship building between individuals and groups in conflict. It can also be used as an extension to the Cross the Line exercise in letter C - Identifying Element of Conflict.

HANDOUT: ACTIVE LISTENING TECHNIQUES

TECHNIQUE	PURPOSE	METHOD	EXAMPLES
ENCOURAGING	1. To convey interest 2. To keep the person talking	*Don't agree to disagree *Use noncommittal words with a positive tone of voice	1. "I see. . ." 2. "That's interesting" 3. "Uh-huh" 4. "Mmm"
ELICITING	1. To gather relevant information 2. To encourage others to reveal their needs and concerns 3. To establish a climate of open communication	*Ask open-ended, not leading, questions *Don't agree or disagree *Use noncommittal words with positive tone of voice *Use encouraging body language, such as nodding	1. "What concerns does that situation cause for you?" 2. "Why is that an important issue for you?" 3. "How would that affect your interests?"
RESTATING	1. To let others know that you are listening carefully, and that you are trying to understand 2. To verify your comprehension of what they've said	*Paraphrase the other's points *Avoid value judgments or inserting your own opinions *Ask for confirmation	1. "In other words, you've concluded that. . ." 2. "So the way you see it is. . ." 3. "Would it be correct to say. . ."
CLARIFYING	1. To uncover underlying or unstated concerns 2. To understand ambiguous or unclear statements 3. To test interpretations	*Avoid frequent interruptions *Ask focused but open-ended questions *Probe for fuller explanations	1. "I'm not sure what you mean by. . ." 2. "Could you please explain more about the significance of. . . ?" 3. "What leads you to believe

			That... ?”
EMPATHIZING	1. To understand events from others’ perspectives 2. To show that you respect their point of view and comprehend their feelings	*Recognize others’ experiences as valid, without necessarily accepting their conclusions *Give acknowledgement rather than agreement	1. “I can see why you feel that. . .” 2. “That must have been very disturbing for you. . .” 3. “I can understand how you would perceive that as a threat. . .”
SUMMARIZING	1. To pull important ideas and information together 2. To establish a basis for further discussion	*Review issues which have been raised *Highlight the most important matters *Set aside extraneous information	1. “These seem to be the key ideas you have expressed. . .” 2. “So your view of this whole situation is. . . ?” 3. “I’m sensing that the critical concerns you have are. . .”
REFRAMING	1. To transition into problem solving, refocusing discussion from past events to future goals 2. To encourage others to rethink positions and focus on interests 3. To redirect negative or adversarial statements into more productive channels	*Build on others’ ideas in developing your proposals *Emphasize points of agreement and compatible and/or shared interests *Use neutral or positive rather than accusatory language *Explain how your proposals satisfy their interests	1. “That’s an intriguing thought. To carry it further, let me suggest that. . .” 2. “Since we both value. . . , would it make sense to. . . ?” 3. “I’m sorry you feel that way, but I’m glad you raised the issue. Let’s see how we can work together to address your concern.”

EXTENSION HANDOUT: ABEGAZ AND THE LION, A FOLK TALE FROM ETHIOPIA

Long ago there lived a young man named Abegaz. He was very, very lonely. Abegaz woke one morning and realized that he could delay the matter no longer. He wanted a wife. Since there were no young women of marriageable age in his village, Abegaz decided to visit a village across the mountainside. Packing up his donkey, he set off in search of a bride.

As Abegaz approached the mountain, he heard the roar of a mighty lioness. Immediately, he jumped off the donkey and ran as fast as he could. Soon, he found himself on the other side of the mountain, with his scared little donkey trailing him. Out of breath, he sat down on a rock that overlooked a peaceful green pasture where sheep were grazing. There, in the middle of the pasture, was a lovely shepherd girl. Abegaz knew instantly that this was the woman he should wed. After introducing himself to her, he asked to meet her father. Within a week, Abegaz was married to the shepherd girl, whose name was Meseleth.

When Abegaz brought his wife home, he was very pleased. No more threadbare pants, no more dirty dishes to wash. Meseleth was as useful as she was beautiful, and Abegaz grew fatter and more content each day.

One day, however, after some years, Abegaz arrived home and Meseleth started to scream. He tried to calm her, but she wouldn't stop. "Be quiet," he said, as he put his hand over her mouth. But Meseleth persisted throughout the night, screaming "Aaagh!" in a high-pitched voice. When the sun rose the next morning, Meseleth's screams had not quieted. Abegaz knew he had to find a cure quickly, so he hastened to the house of the healer. "Something is wrong with my wife," he told the healer. "She won't stop screaming. Can you give me some medicine to quiet her?" "I can help you," said the healer. "But first I need a special ingredient. I don't have any lion's hair left. If you'd like me to make the medicine to cure your wife, you will need to climb the mountain, find the lion, and bring me back a single hair from her tail."

Abegaz did not relish the idea of meeting the lion. But he could not bear to go home to his screaming wife. Thanking the healer, he set off for the mountain that he had climbed some years before.

From the foot of the mountain, Abegaz could hear the lion's roars, but he walked steadily in its direction. At last he spotted the lion and, crouching down low, came within 10 yards of her. For many hours, Abegaz watched in silence as the lion chased monkeys from the trees. As he was about to leave, he took a jar of milk from his satchel and placed it in a clearing for the lion.

The next day, Abegaz climbed the mountain once more. This time Abegaz came within a few feet of the lion. Once again he hid behind a tree, watching as the lion closed her eyes and fell asleep. As he left, he took fruit and cheese from his satchel and placed it at the sleeping lion's feet.

On the third day, Abegaz ran up the mountain, carrying a kilo of raw meat. When the lion roared, he said, "Good morning!" and held out his hands to feed her the meat. From that day, Abegaz and the lion became good friends. He brushed the lion's tan coat, helped her chase monkeys, and lay down beside her for afternoon naps.

"May I please take a hair from your tail?" Abegaz asked one day. "My wife needs it." The lion graciously agreed and plucked a thick hair from her tail. "Thank you!" Abegaz called, as he ran down the mountain. "My pleasure," roared the lion. With the hair in hand, Abegaz knocked on the door of the healer.

"I have it," he said. "I have the hair from the lion's tail." Abegaz told the healer of his friendship with the lion. Then he asked, "What must I do now?" The healer smiled and shook his head, saying, "Abegaz, Abegaz. You have become friends with a lioness, but you still have not made friends with your wife? Who is a better friend, a lion or a wife? Now go home and treat your wife better than that lion."

Source: <http://www.peacecorps.gov/www/stories/stories.cfm?psid=66##>.

***Leadership: Team Building and Leadership Development Activities**

A. Mouse Trap Trust

Group Size: People work in pairs

Time: 20-30 minutes

Props: One traditional wooden mousetrap per pair

Objective:

Coach your partner (who's eyes are closed) into placing their hand on top of a set mousetrap.

Skills developed: Communication, trust, planning, coaching

Set Up / Preparation:

1. This is an advanced activity to be led by a skilled facilitator with groups that are ready for the challenge.
2. Prior to leading this activity you must accurately assess your group's ability to safely participate in this activity. Do not attempt this activity if your or your group isn't ready.
3. Make sure your group understands that participation in this activity is purely voluntary. If you don't want to participate than don't do it. Find some other way to add value to the experience (observe and give feedback, etc.).
4. When you're group is clear on the rules of engagement tell them there will be four stages to this activity:

The Four Stages (Steps)

- Step #1 Leader demonstrates how to set a mousetrap.
 Partner up, each pair gets 1 mousetrap, practice setting the trap.
 Plan on this taking about 4-5 minutes
- Step #2 Partners each get a chance to set a trap with their eyes closed.
 Plan on this taking about 4-5 minutes
- Step #3 Show the group how to safely un-set a trap by placing your hand directly
 on top of the trap and then taking your hand off the trap.
 This step can be a shocker for some. They might find it hard to believe
 what you're doing.
 Plan on this taking about 5 minutes to have pairs try.
- Step #4 Person A closes eyes then person B sets trap and places it on a hard
 surface.
 Person A is coached by person B to un-set trap.
 Switch roles.

Pacing is important. Don't rush this activity. Speak clearly and confidently. This is not the time and place for jokes (by you or anyone else). Don't show all 4 steps at one time. Show one step then have the group do that step.

Safety Warning

A high degree of trust is required to successfully accomplish this challenge. This challenge is best left for a group that is advanced as far as maturity and their ability to safely care for one another. People can get hurt in this activity but it is unlikely they will get seriously hurt (that's one reason we use a mouse trap instead of a rat trap!).

Facilitator Notes:

- a. Expect some people not to participate in this activity at all. Expect others to stop participating half way through (like when you tell them to put their hand on top of the trap).
- b. This activity can be powerful with a small group (two or four people) and just as powerful with a room full of people.

Debriefing Suggestions:

1. Which did you prefer, to coach or be coached? Why?
2. If this mousetrap represents a fear in your life, what did you like about how you handled it? What would you change?
3. What did you observe in the interactions between partnerships around you?

Variations:

Hand out a mousetrap to each person. Have them write on the trap a fear they are choosing to face in their life.

B. Minefield

Group Size: 2-50

Time: 15-45 minutes

Props: 70 feet of rope or tape to create a playing area, 50-100 objects that act as obstacles/landmines (eg., tennis ball, pieces of foam, mousetraps, etc.)

Game objective:

Travel through the minefield with the help of your partner.

Skills developed: Trust, communication, planning

Set Up / Preparation

1. Create the playing area. For a group size of 12 people start by creating a 10 ft x 10 ft square on the ground out of rope or tape (larger groups need a larger size playing area). On the “start” and “finish” sides of the box create “doors” using 6-inch long strips of tape - - these short pieces of tape need to be two feet apart.
2. Create obstacles (land mines) in the playing area by filling the square (playing area) with tennis balls or pieces of paper, etc.. The more obstacles you add the harder the game will be. Adding approximately 30 obstacles into the square will provide a medium level of difficulty for most groups. Spread out the obstacles in such a way that there are no straight pathways through the minefield.

NOTE: During the actual activity, you may find the group has located an easy pathway which you did not see until the game has started. Allow option to change/adjust the minefield playing area midstream by rearranging the obstacles.

Presenting the Challenge

1. Have everyone find a partner and stand on the “start” side of the square playing area.
2. Presentation Script: “Your challenge is to travel through the playing area to the other side of the square. You’ll be working in teams of two. At the beginning of the game everyone will start behind the line on the “start” side of the square. Teams of two (partners) can work independently of other teams. When traveling through the playing area (minefield) your eyes must be closed which means your partner must coach you / guide you (verbally) through the minefield helping you avoid the obstacles (land mines). When the first person in your partnership makes it to the other side he/she can open his/her eyes and the rolls switch - - now that person becomes the coach and guides his/her partner (verbally) through the playing area from the start side to the end side.”

Rules

1. No running or fast moving.
2. People must stand behind the start line or the end line or be walking through the playing area (minefield). No one is allowed on the sides of the playing area.
3. Anyone inside the playing area must have their eyes closed.
4. Multiple people can be inside the playing area.
5. You must enter and exit through one of the “doors”.
6. If anyone touches a land mine or the perimeter of the playing area, they must return to the start side and try again.
7. The participants may not alter the playing area but the facilitator can.
8. Violation of a rule may result in a penalty.

Safety Warning

1. The playing area must be safe because people will be walking around with their eyes closed. Make sure the playing area is level and flat.
2. If someone needs to open their eyes to feel safe that's fine.

Facilitator Notes:

1. If you have an uneven number of people just create one team of 3 (Person A, Person B, Person C). Person A goes through the playing area first then coaches Person B through who coaches Person C through.
2. This activity effectively with groups as small as 4 people and as large as 80. The great thing about this activity is people work in pairs and can be somewhat independent of the other people.
3. When the activity is in full motion, there is lots of talking and things can get loud (larger groups get louder). With large groups it can feel somewhat chaotic (mostly because of the noise) because multiple teams are working simultaneously.
4. This is a wonderful activity to practice coaching (coaching others and being coached). Every moment of this activity provides ample opportunity to practice clear and precise communication.
5. Once the first person makes it to the other side he/she will typically only coach his/her partner through. However, that same person may choose guide people other than his/her partner. Allow teams/people to collaborate.

Debriefing Suggestions:

Land mines (obstacles) are metaphoric problems the group faces either personally or as a team. They are everywhere in life (personal & public). Some land mines are big and some are small - - they all do damage when we hit them. In this

exercise, there are lots of land mines separating the participants from their desired outcomes (goals).

Life is full of obstacles. Some people allow obstacles to prevent them from succeeding. Others keep running into the obstacles. What are the obstacles in your life (in your team) that you must recognize and then avoid? We can go through life trying to avoid the obstacles but it's easier when we have help. Where do you get help in real life? Are you effective at asking for help? How are you at receiving help? How do you know? Are you good at giving help? How do you know?

Variations:

1. Provide the team with a time limitation. For example, the team has 20 minutes to get the entire team from one side to the other.
2. At the beginning of the activity before the group actually starts (but after you've supplied the instructions), warn them that a "communication breakdown" may occur during the activity. If this happens, people will not be allowed to communicate verbally. Don't tell them how long it will last (make it last no more than 60 seconds). This will allow people to plan (or not) for this possibility.
3. Provide each person with one index card and have everyone write down an attribute they bring to the team on their card. These cards will then be scattered (writing side down) throughout the playing area (inside the square) among the obstacles. During the game each person is to pick up ONE card while traveling through the playing area (while remaining sightless) and carry it to the other side. The metaphor here is that everyone brings talents and skills to the team and yet we must work together to bring forth and utilize these talents.
4. Divide the team in half. Group A will start on one side of the playing area and Group B will start on the other side of the playing area. Follow the basic set of rules with this one twist - - Group A must move to where Group B is and Group B must move to where Group A is (teams moving in opposite directions). Make sure people in Group A partner up with each other and people in Group B partner up with each other. Hopefully the two groups will realize that the game runs better if they collaborate.
5. In the basic setup of this game two "doors" provided - - one at the start and one at the end of the playing area. For larger groups you need to not only create a larger playing area (square) you may need to add more doors.
6. To take this activity to an entirely new level use mousetraps in the minefield and have participants walk through with bare feet.

C. Helium Stick

Group Size: 8-20

Time: 20-60 minutes

Props: Helium Stick (aluminium tent pole)

Objective:

Lower the aluminium tent pole to the ground.

Skills developed: Problem solving, planning, communication, focus

Set Up/Preparation:

1. Divide your group in half and then have them create two parallel lines where the lines are facing each other. The lines are close to each other (approximately 12 – 18 inches apart). The members of each line stand shoulder to shoulder.
2. Once the two lines are formed, everyone holds out their index fingers at waist level.
3. The facilitator then announces to the group that you will be placing an aluminum tent pole on top of their fingers. THIS PART IS IMPORTANT - - when you place the tent pole on their fingers, do so from behind and in the middle of one of the lines ALWAYS KEEPING YOUR HAND ON TOP OF THE TENT POLE to prevent the group from raising the pole in the air. Apply enough pressure on top of the pole to prevent the group from lifting it up.
4. Finally, with your hand on top of the tent pole (the helium stick), you will give them the following directions: "Your directions are as follows...as a group, you must lower this tent pole to the ground without even a single person on the team losing contact with the tent pole. Should someone lose contact with the tent pole you must start again." Then, release your hand from the tent pole.

Rules

1. No one may lose contact with the tent pole. If anyone loses contact with the tent pole the entire group must start again. The starting position is with the tent pole at waist level.
2. Both index fingers must be used and *only* the index fingers may be used. The index fingers must be placed below the tent pole. Nothing else is allowed to touch the tent pole (other than the ground at the end of the activity).

Safety Warning:

The ends of the tent pole can be dangerous if the pole starts moving quickly and hits someone in the face. Take precautions to prevent injury.

Facilitator Notes:

1. This is a VERY CHALLENGING activity. Do not do this with groups in serious conflict.
2. Here's what typically happens in this activity: When you (the facilitator) give the directions and then release the pole, the group will often times RAISE the pole (not lower it)! The group will usually laugh and find this somewhat strange. It's likely to take several attempts to just keep the tent pole steady (not lowering or raising).
3. This is a communication intensive activity where each person must be absolutely committed to doing his or her part. People will likely get frustrated and it's common for some blaming to occur.
4. The group will likely throw out many ideas on how to solve this challenge. What it usually comes down to is the entire group focusing, doing their job with the direction of one leader. Groups that have the most difficulty are usually all talking at once.
5. You may have to stop this activity several times mid-stream to help the group process how they are approaching this activity.

Debriefing Suggestions:

Use this activity to help the leadership of an organization realize that having a company mission is one thing and making it a reality is another. The tent pole was the company vision and by successfully lowering it to the ground they achieved their vision. What happened next was eye opening! The tent pole immediately went in the OPPOSITE direction from where they were trying to go – UP! After 50 minutes of trying to lower the tent pole to the ground they succeeded. In the debriefing session asked the group if they experienced any parallels to real life while doing this activity. Everyone had to be committed to the process, blaming and excuses didn't make things better, staying calm and focused was critical, and so on.

Variations:

Have people pair up and supply each pair with a very short tent pole (18 inches). Have each pair lower their own pole to the ground so they can experience success. Then have people form groups of 4 and then provide them with a tent pole just long enough for 4 people. Have the groups of 4 work together to lower the pole. Continue making bigger groups until you have everyone working together on one tent pole.

D. Caterpillar Traverse**Group Size:** 4-12**Time:** 20-60 minutes**Amount of duct tape required:** 40-50 feet**Objective:**

With ankles taped, the team travels as a unit from Point A to Point B.

Skills developed:

Clear communication, trust, planning, patience, goal setting and achievement, resource management

Set Up / Preparation:

1. Tape two parallel lines (boundary lines) on the ground 9 - 10 feet apart.
2. In between the parallel lines, tape three squares on the ground with sides of the squares measuring approximately two feet. The squares can be placed in a straight line or in a zig-zag. The squares should be no more than 12 inches apart from each other and the end squares no more than 12 inches from the parallel lines.
3. Start by asking the group to stand behind one of the boundary lines.
4. Have the team line up shoulder to shoulder (and ankle to ankle). Provide each person with a piece of tape long enough to tape feet (or ankles) together. Suggest participants reach down and tape their right foot (or ankle) to their neighbor's left foot (ankle). NOTE: Do not tape skin. Be aware that duct tape may damage some types of shoes and clothing.

Rules:

1. The boundary ropes and hoops may not be moved.
2. The group must remain in a line with ankles tied throughout the activity.
3. Stepping outside of the hoops while traveling to the rescue ship is not permitted.
4. No other equipment may be used.
5. Violation of a rule may result in a penalty. (Example: touches outside of the hoops will require the team to start over)

Safety Warning:

1. People with knee, ankle or back injuries should not participate.
2. Ankles should be taped together loosely to help reduce the likelihood of injuries.
3. It's important for the group to move slow so no one gets hurt.
4. Do not allow people to put tape on bare skin because removing the tape will cause injury.

Facilitator Notes:

1. This activity is best left for groups that are patient. Do not attempt this activity with a rambunctious hyperactive group.
2. The group movement will remind you of a centipede.
3. This activity emphasizes communication, careful steady movement and team coordination.

Debriefing Suggestions:

Prior to starting the activity, have the group identify their current situation (spaceship) they are leaving behind - - metaphorically this ship represents all that they no longer need and/or those things that no longer serve them. Also identify the new destination ("rescue ship") and its qualities. What do the squares on the ground represent? What does the tape around the ankles represent?

Variations:

1. Supply the group with a limited amount of time to complete the task (example: 20 minutes).
2. Require two or three people to close their eyes for part or all of the activity.
3. Divide the team in half. One group starts on one side and one group starts on the other. The groups must switch places before time runs out. Will they work together or against each other?
4. Do this activity in a room that you can turn the lights off so as to make it completely dark (facilitator has a flash light to look for rule violations). Warn the group that you might turn the lights off during the activity. If you do turn the lights off, keep them off for a short time (5 to 10 seconds).

E. Teamwork Olympics

Time Needed: 20-30 minutes

Number of Players: No Limit—at least five for one team

Materials needed:

- One or more large metal washers with 5-7 strings tied to it. The strings should be 2-3 feet in length.
- Tennis balls or other firm ball.
- Cups, cans or bowls that will hold the balls.

Preparation Needed (Ahead of Time):

Tie strings to washers randomly around the washer.

Instructions:

1. Form the participants into teams of 5 –7 each.
2. Give a washer with strings to a team and instruct each team member to hang onto a string.

3. Place a ball on the washer. If the ball falls off the washer they must start again.
4. The team must work together to place the ball in the cup, can, etc. on the other side of the room.
5. One or more teams can do this at the same time as a timed event or one team at a time with observers. Teams can try again if they want.
6. Observers should watch for communication, leadership, and team work skills.

PROCESSING:

1. How did communication change within the group? Did anyone assume leadership?
2. How did the team work together? What does this say to our group? What did you learn from this activity? How can you apply this to other situations?

F. Team Body Spelling

Time needed: As much as needed

Number of Players: Minimum of 7 people – 2 teams of 3 each and 1 judge

Materials needed: None

Preparation Needed (Ahead of Time):

Decide on what you are spelling (e.g., alphabet, 4-H Leadership Team)

Instructions:

1. Divide into two teams. Decide on 1 or 2 judges.
2. Three people at a time form the first letter with their bodies on the floor, (example: 4-H Leadership Team, first 3 people form a 4).
3. Once accepted by judge(s), the 3 must run back to team, and next 3 leave to form the next letter.
4. The winner is the team that finishes the word(s) first and sits down.

PROCESSING:

This game helps form cooperation and communication skills. It can get loud, but is very fun. How did the group worked together? Did anyone assume leadership? How did the group communicate? The facilitator can expand the comments to discuss communication styles, leadership, group dynamics, and team building.

G. Blind Square

Time Needed: 15 minutes

Number of Players: 10-15

Materials needed:

- Bandanas and a pliable rope, 40-50 feet long

Instructions:

1. Blindfold 8-12 of the group members. Ask them to hold onto a rope.
(The loose ends of the rope are tied together so it is a continuous loop.) Ask the other members to observe the blindfolded group as they do the activity.
2. Explain the concept of consensus to the group.
3. Instruct the group holding the rope to make the best possible square they can. The rope cannot be put down until the group has reached consensus.
(This will take about 5 minutes.)

PROCESSING:

1. How did the group reach consensus? Did everyone express an opinion? What communication styles were used? (You might highlight good and bad approaches to communication.)
2. Did anyone feel like they had a good idea, but did not feel like they were being heard? How did this affect your "group" feelings?
Ask the observers to share their thoughts on how the group worked together and how they reached consensus? The facilitator can expand the comments to discuss communication styles, leadership, group dynamics, and team building.

H. Blindfolded Leader Game**Time Needed:** 5 minutes**Number of Players:** Large Group**Materials Needed:** Scarf**Preparation Needed (Ahead of Time):** None**Instructions:**

1. Everyone gets in a line and puts their hands on the shoulders of the person in front of them.
2. Everyone except the first person in line closes their eyes/blindfolded. The first person who is the leader leads everyone around, and the group has to communicate and work as a team to avoid obstacles.

PROCESSING:

1. Did the group work together?
2. How did the group communicate?
3. What does this say about our group's teamwork or communication skills?
4. What did you learn from this activity?

***Evaluating and Improving Leadership and Staff Development Activities**

A. Awareness Raising; What Is an Effective Leader?

Purpose:

To raise awareness of the importance of leadership across the staff and consider the criteria which you would use to judge the effectiveness of leadership at the various levels within the school: head teacher, management team and middle management.

Time: 45 minutes

Task:

1. In your group, discuss the main characteristics you would value in an effective leader in schools. As a group, agree on five characteristics which you consider to be the key to effective leadership. The criteria from each group can be collected and collated.
2. Now look at the ten key characteristics of effective leadership which are listed below. These have been derived from the evidence of inspections and the findings of research. Through discussion, put the ten characteristics into priority order and consider whether any aspects from your group list require to be added. Once again, the findings of the school groups can be discussed and a collated version agreed.

Ten Characteristics of Effective Leadership

1. Building alliances within and beyond school
2. Being committed and purposeful
3. Developing teamwork
4. Developing and sharing a vision
5. Focusing on learning
6. Demonstrating interpersonal skills
7. Developing personal credibility
8. Prioritising
9. Being responsive
10. Delegating and sharing leadership

B. Taking a Broad View of Leadership

Purpose:

To gain a quick impression of the effectiveness of leadership at the selected level within the school.

Time: 45 minutes

Task:

This activity asks you to take a broad look at leadership individually or collectively as a team. Use the blank grid for this activity.

Blank Grid: Taking a Broad View of Leadership**Directions:**

Complete the Performance Indicators Grid below for each of three themes listed

4 = very good (major strengths); 3 = good (strengths outweigh weaknesses); 2 = fair (some important weaknesses); 1= unsatisfactory (major weaknesses). To help with your decision-making, you should note any areas or aspects of the evidence you have gathered which were important in making your judgement of the level.

Person/Team to whom the evaluation refers

Management, Leadership
and Quality Assurance

Performance
Indicator Theme

Level

Evidence to make
this judgement

*professional
competence and
commitment
*leadership
qualities
*relationships with
people and
development of
teamwork

Other related Performance
Indicators and themes

C. Taking a Closer Look at Leadership

This is an optional activity. Some schools will find the range and depth of evidence drawn upon for the broad view, and the overall conclusion, sufficient to begin to plan the action for improvement. Other schools may wish to take a closer look at leadership performance before planning action.

This activity is in two parts. A blank grid for this purpose is illustrated below.

I – Describing very good performance as a prelude to evaluation

Purpose: To decide what to look for in evaluating present performance in relation to Performance Indicators Effectiveness of Leadership.

In other words, if performance in leadership is very good, what will it look like? What features might you look for, taking particular account of the ten key characteristics of effective leadership?

Time: 60 minutes

Task: Working as a group, set out the questions you would ask and the features you might look for to make an evaluation of particular aspects of leadership in your school. You should consider which specific aspect(s) of leadership you wish to look at, as well as identifying whose leadership is to be evaluated. For example, you could choose to focus on:

- the professional competence and commitment of the management team
- the relationships with people and development of teamwork of the middle managers in the school

II – How do we know? How would we find out? Identifying the methods we will use to find out

Purpose: To identify the methods that will be used for collecting evidence.

Time: 45 minutes

Task: Once the description of very good practice has been agreed, proceed to identify which methods you will use to find out how good the practice is in your own school.

There are a number of ways in which you might find evidence, for example:

- talking with individuals and peers
- questionnaires, checklists, observation
- looking at documentation
- examining pupil's work
- analysing the pupils' progress and performance.

Blank Grid: Taking A Closer Look at Leadership: Describing very good performance and how we would find out

Performance Indicator: Effectiveness of Leadership of _____

Theme: _____

Directions: Complete a set of questions to help you answer, how do you know? Set out the main features of good practice and then identify possible sources of evidence for evaluation.

How do you know?	Features you might look for (What would very good look like?)	How would you find out?
Example:	Example:	Example:
How wide a range of relevant interpersonal skills does the headteacher demonstrate?	Has professional integrity and is confident and reliable.	Most staff believed that the headteacher is committed to the school, works long hours and is a good communicator.

D. Summing Up the Results

Purpose:

To sum up your final evaluation and the evidence you have found so that you can plan what you are going to do next.

Time: 45-60 minutes

Task:

Use the blank grid to sum up in a similar way the main conclusions of your evaluation of the aspect you selected in activity 2 (Taking a Broad View of Leadership) for your own school. This summary should reflect both quality and quantity.

Performance Indicator: Effectiveness of Leadership of _____

Theme: _____

Summary Evaluation: _____

Overall Evaluation _____ Level _____

E. Identifying Improvements

Purpose: To use the summary of your evidence and your overall evaluation to identify and plan what you are going to do next.

Time: 30 minutes

Task:

Use the blank grid to sum up in a similar way the main action points both for your school and yourself. School action points are those which will be included as targets in the school development plan. Personal includes action points for individual action plans. Several staff may be involved in drawing up their own personal action plan.

Action required: School

- a) School
 - 1. Things to stop doing
e.g., allowing events to interfere with reviews
 - 2. Things to keep doing
e.g., explaining reasons for decision taken
 - 3. Things to start doing
e.g., launch a review of school aims and begin to develop a shared vision

Action required: Personal

- b) Personal
 - 1. Things to stop doing
e.g., focusing too much on day-to-day events
 - 2. Things to keep doing
e.g., sharing the reasons for decisions
 - 3. Things to start doing
e.g., in-service/find ways of improving time management

F. Taking Action for Improvement

Purpose: To use the results of your evaluation and identification of improvements to create an action plan.

Time: 45 minutes

Task:

Now that you have summed up the results of your evaluation, and considered the action points, what adjustments do you make to the targets in your school development plan, to reflect the 'school' action points in particular?

When considering the action plan arising from this activity, you should take particular care to make the targets for improvement SMART: Specific, Measurable, Attainable, Relevant, Time - limited. Your action plan should also show: who is responsible for managing the implementation, what will be done, the order in which things will be done, who will do them, the timescale for carrying them out, success criteria, resources and staff development, how progress will be monitored and evaluated.

G. Merging Stories Exercise

Participants co-construct a single story of their lives as if they were one person. Through this process, they notice how rich and diverse each person's experience has been, how their stories do not encompass all their lived experience, how we naturally narrate our lives as stories, and how stories are co-constructed in relationships and interactions.

Goals:

1. To notice to what extent people's lives are shaped differently by their socio-cultural environments.
2. To make visible the process of experiencing our lives as stories.
3. To notice how being in a relationship involves co-authoring a joint story – to deepen intimacy and connectedness by allowing participants to share historically salient events in their lives.

Group size: Unlimited

Time: 30-45 minutes

Materials: None

Process:

1. Ask participants to pair with a partner with whom they feel comfortable sharing aspects of their life experience.
2. Provide the following introduction:
 - We all typically have a story of our lives based on certain salient events or experience that are tied together in a linear sequence. Our lived experience is much richer than this story we tell. How do we determine

which events we include in our story and which ones we don't? Events that we remember and include in our narrative are typically the ones that we have involved interaction with others and a certain meaning. In that sense we can say that our stories of ourselves are co-constructed.

- In this exercise, you will be invited to co-construct a story by merging aspects of each of your lives into one single story.
 - Through this process, notice how differently you have been shaped by your social environment. If it feels comfortable and it occurs to you, feel free to include a statement about the social discourse or the contextual constraints that affected that particular experience.
 - Concretely, this means that one person will start by making a short one- or two-sentence statement about his/her birth, then the other person will make one or two statements about an event in his/her first year of life, then the first person will continue with a statement about his/her second year, and so on. This alternating process would give a listener the impression that it is one person telling the story.
3. It is often helpful to give an example with your cofacilitator.
For example:
 - Participant 1 : When I was born my mother was so shamed by her religious community that she had to place me for adaptation;
 - Participant 2: When I was one year old my parents moved to San Francisco because my father's job was relocated;
 - Participant 1: When I was two years old I fell on the floor, broke my leg, and we couldn't afford the surgery I needed to fully recover.
 4. Remind participants to make only one or two statements as the game is already quite long, and people typically enjoy it so much that they easily elaborate on each event.
 5. When half of the group is done, instruct the others to wrap up within the next five minutes, and ask the ones who are done to discuss their experience of the exchange.
 6. Conclude with a discussion of their experience and of the following questions:
 - What was it like to co-author a single story? What did you notice about your own storying process? Were you surprised by the level of differences and similarities in your lives?
 - Did you become aware of any privileges you may have had that your partner didn't have? How are your behaviours, emotions, and thoughts affected by the stories you tell of yourself?

- How can that knowledge of your mutual stories affect your relationships?
- (With couples) Do you now understand aspects of your partner's life that were confusing to you before?

H. Post-it Puzzle

This activity offers a powerful way to experientially discover each person's strategies to communicate in an effective and efficient way.

Goals:

1. To invite participants to notice their ideas and strategies on how to send clear messages.
2. To increase participants' awareness of the effect of their way of communicating.

Group size: Unlimited number of pairs

Time: 30-45 minutes

Materials:

- Rectangular paper (6"x9") with the picture of an arrangement of eight to ten post-its, and cardboard (6"x9") with movable shaped post-its. One of each of the pairs needs the picture, and the partner needs the cardboard.

Process:

1. Invite participants to sit back-to-back with their partners along a straight line with about three feet between them and other pairs on either side of them (if space allows).
2. Introduce the activity by telling the participants: a) this game involves communicating a set of instructions in a limited amount of time; b) participants will use only verbal communication to complete the task and are not to look over each other's shoulders.
3. Show the partners who will have the picture an example of the cardboard and movable Post-its; then show the partner who will have the cardboard an example (not the real one, of course) of a picture that their partner will be working with.
4. Hand out the picture of the arrangement of triangles to all the partners facing one way and the cardboard with the Post-it triangles to their partners sitting behind them.
5. Participants with the picture must communicate clear instructions to their partners on how to reproduce what they see by arranging the Post-it triangles. Both participants need to clarify and verify their understanding of the information both send and received.
6. Signal to start, allowing three to five minutes to complete the task.
7. After calling time, allow a few minutes for the partners to compare the original picture and the Post-it picture and discuss their process.

8. Roles are changed and new pictures are supplied.
 9. Conclude the exercise by asking participants to discuss some of the following questions:
 - What worked and what didn't work in achieving this task?
 - What strategies did you discover to facilitate the process?
 - What caused miscommunication?
 - Did certain words have different meanings for each of you? Can you share examples?
 - How is this exercise similar to and/or different from your day-to-day communications?
-

G. Relationship Dimension Programs/Activities

***Respect for Diversity**

Social Well-being Caring Activities

A. Dots of Diversity

In this session, children will experience how it feels to be a member of a minority group.

Objective:

1. Children will demonstrate their understanding of diversity issues; classification system and discrimination.

Materials:

- Colored dots (at least six colors)- one per participant.

Procedures:

1. Begin this session by stating that there is to be absolutely no talking while the activity is taking place.
2. Ask children to shut their eyes while placing a dot on each forehead. Make sure two to three children have no color dot matches in the room.
3. When all children have been given a dot, ask them to find a way to form groups based on the color of the dots on their foreheads. They are not allowed to talk. They are to form into groups in absolute silence. They may not remove their dot to see what color it is. They must rely on others' nonverbal feedback. Give children about five minutes to form their groups.
4. After children have formed into groups, discuss the following:
 - a. How were groups formed without discussion?
 - b. How did children figure out what color do they had?
 - c. What class leaders developed?

- d. Were any children left out? How did they feel?

Relate this activity to real life. How does this occur in school (specific groups – band members, academic, general, etc.)?

Closure:

Bring closure to this activity by asking children to write a personal reflection on this activity.

B. Diversity in Physical/Mental Capacity

In this activity, children will begin to identify things other than culture that make them different. They will consider differences in physical and mental abilities and how these differences affect how people are treated.

Objectives:

1. Children will identify differences other than culture that can be found in their school or community.
2. Children will begin to identify ways in which they can promote better communication among people.

Materials:

- Pictures of people who are disabled
- A braille book
- Sign alphabet cards

Resource speaker who can talk with the children about disabilities.

Procedures:

Note: Prior to doing this activity, ask children to get to know someone different from themselves.

1. Begin by asking children to share with the group their experiences from their homework assignment on getting to know someone different. What were some of the positives of their experience? Allow a brief time for discussion from each group member.
2. Ask if any children had the opportunity to get to know someone who was different in a way other than culturally.
3. Discuss some other differences children encounter each day. Provide time for brainstorming about these differences.
 - a. Disabilities
 - b. Differences in school attitude or aptitude
 - c. Differences in athletic abilities
 - d. Differences in beliefs

4. Show the braille book, the signing alphabet, and pictures of people who are disabled. Provide time for discussion regarding these and other differences among people.
5. Introduce the resource person and allow time for his/her to talk with the children. Be sure to save time for children to ask questions.
6. Encourage a discussion of how children can develop a friendship with a child who is disabled. Discuss some things children can do to volunteer their services to children with special needs.

Closure:

Bring closure to this session by providing a little thinking time for each group member. Ask children to discuss their feelings about today's discussion. As a homework assignment, ask children to spend some time thinking about what it might be like if they were blind, deaf, or confined to a wheelchair. Encourage children to write down their thoughts on a piece of paper and bring it to the next class.

C. Stereotypes

In this session, children will have an opportunity to look at their own personal stereotypes as well as become aware of many common stereotypes that are held by others. They will also begin to discuss how they can do their part in trying to eliminate stereotyping.

Objectives:

1. Children will identify common stereotypes that many people currently hold.
2. Children will evaluate their own personal stereotypes.
3. Children will discuss ways to overcome stereotyping behaviours.

Materials needed:

1. A variety of pictures for display, for example, an elderly person, a business or professional person, an athlete, a punk rocker, a clergyperson, a small child, and so on.
2. Chart paper (at least three pieces)
3. Markers

Procedures:

1. Begin by directing children's attention to pictures that you have placed around the room. Tell them that you are going to ask them some questions about these people to see how they view each of them. They will demonstrate their choices by voting for the people they think best fit the description.
2. Ask the following questions, providing time for voting and discussion.
 - a. Which person is the richest?

- b. Which person is the friendliest?
 - c. Which person would you fear?
 - d. Which person has the most friends?
 - e. Which person likes rock music?
 - f. Which person is the most successful?
 - g. Which person is the most religious?
3. Following the discussion, ask children to think about their choices. Why did they choose as they did? What are some of the stereotypes children hold?
 4. Explain the concept of stereotyping. Ask children how they may have been using stereotyping when answering the earlier questions based on the pictures they viewed.
 5. Ask children to identify some of the stereotypes that they can refute. Talk about the fact that we should get to know people rather than stereotyping them.

Closure:

Bring closure to this session by reminding children that we can make school and community more peaceful places by resisting stereotyping behaviour and getting to know people rather than judging them. Children should be challenged to make a concerted effort to get to know others who are different from themselves during the next week.

D. Respecting Diversity Through Cooperative Games

Objectives:

1. To acknowledge that all people have similarities and differences in abilities and beliefs.
2. To understand the necessity of working peacefully and cooperatively together for the common good.
3. To show respect for others, and their beliefs and abilities.
4. To learn to work together as a team and to develop listening skills.

Time: 45-60 minutes

Materials:

- Access to a gymnasium or large open area
- One piece of string for all students, no longer than 20 cm.
- Group handout: one per group

Getting started:

Knowledge now

- Sit in a circle and using a think/pair/share activity, have the students brainstorm the meaning of teamwork and respect. Have students think about it individually,

and then turn to a partner to share. Have the students share with rest of the class what they came up with.

- Ask students to think of a time in their lives when it was necessary to work as a team to accomplish a goal; for example, cleaning the house when company is coming unexpectedly. Have a few students share their experiences. As well have the students explain why they thought teamwork was important in that particular experience. Emphasize the importance of respect during sharing and discussion time.

Engaging Interest

- Introduce the game of Sticky Tag. Explain to students that one student will be “it”. The student who is it is to run around and try to get other students to stick to him/her. The students who are tagged must join the sticky group. The students need to attach themselves to the group either by holding hands or holding onto pieces of string so that they are still attached. The sticky group must try to get all the students in the class to stick to them to form a long sticky string of students. The sticky group is not allowed to let go of each other and must work together to capture the nonsticky students. The game will go on until there are no students left to stick with. Play the game a few times, choosing different students to start off the game.
- Once the game is over have the students do some stretches to stretch their muscles. While they are stretching, ask them what they learned from the game. Ask them to think about the other students playing. What was the goal of the game? Did the students find that it was hard at times to accomplish their goals? Was teamwork important? Were the students respectful towards one another during the game? Discuss.

Learning Activities

- Divide students into groups of about five or six students per group. Try to group students so that each group includes students with a range of abilities and strengths. Have the groups sit together.
- Explain the game. Each group is on their way home from a long adventure. All they need to do is cross the bridge to get to their village. Tell the students that the gym floor has mysteriously turned into a large lake. There are four separate bridges for each group to cross, but if students in each group do not cross together as a group, then the bridge will break. The bridgekeeper (teacher) will ensure that all groups are following the rules and sticking together. If a bridge breaks, the group must start from the beginning.

- Bridge crossing rule: Group must stick together at all times; one person cannot run across and leave the team behind. Students may use only assigned body parts to cross. For example, if someone has only one hand, he/she may touch the bridge with only one hand.
- Distribute handout 1 – one student handout per group.

Characters

Bee – Leaf: (2 feet)

Ah –Bill – lty: (2 hands)

Tea – ma: (1 foot)

Rez – pet: (2 kness)

Dye – Ver – city: (1 foot)

Pea – Ce: (1 hand)

- Each person in the group is a certain character on the adventure. Beside each character is a characteristic (e.g., one foot, two feet, and so on). The character can only use these body parts to cross the bridge. This requires working together to get across.
- Depending on the group of students, allow groups to decide on which character they want to be. If students are having difficulties, assign characters (e.g., tallest student in each group will be Bee-Leaf, and so on).
- Before allowing students to plan, briefly review what it means to work together, what are some things that teamwork involves (for example; listening, respecting different opinions, helping students who need help).
- Make sure students understand the rules before beginning.
- Give students a couple of minutes to think of ways to cross the bridge using their given abilities. Allow students to ready themselves for the bridge crossing. Groups must all start at the same time and from the starting line.
- Watch carefully for the groups who break rules.

Debrief:

- Have students sit in a circle and ask students what was important about the game? What was the goal? Was it the same for each person? What did they need to do to accomplish the goal? Ask students to think of the group members. How are they the same? Discuss. After discussing similarities, discuss differences. How did group members treat each other?
- If they had not worked as a team, what might have happened? Would they have crossed the bridges?
- Ask students to think back to the individual teamwork experience that they thought about earlier in the class. Ask students to think of the people involved. How are the people involved similar or different? Did it matter that there were differences?

- We have differences in beliefs and values. Ask students to share what they believe/value. Ask students if the differences in beliefs/values created any difficulty when they had a similar goal, such as crossing the bridge? Discuss.
- Ask students to share some of their beliefs/values, example: honesty, respect, teamwork, prayer, worship, etc.
- Discuss with student student that since in our classroom we have these beliefs and values, would there be more or different beliefs/values if we asked the students in the whole school?
- Ask students about the consequences of not showing respect for differences in beliefs/values and abilities as well as consequences for not working together. Ask students to think of events in our world that illustrate people showing respect for one another and working together.

E. Labels

Divide your staff into small groups and assign each a specific group label related to various religions, ethnic groups or genders. The group label does not need to match the people in the group. Give employees a few minutes to research, talk and write down points that outline some of the common prejudices against their group, hurtful language or actions toward their group, and the strengths and differences their group can bring to a workplace. Have each group share their findings with the others. This workplace diversity activity can heighten employees' sensitivity to the needs of different gender, religious or cultural groups, and it can help employees become aware of stereotypes that exist.

F. Definitions

Ask people to pair up with someone they don't know well. Give each pair 10 minutes to define key concepts like respect, diversity and a productive work environment. Ask them to critically think about what these concepts mean. Encourage them to write down three points on each topic, such as how they need to be shown respect, why diversity is or is not important to them and what essential things they need for a productive work environment. This diversity activity will help people learn from differences in thought and widen their understanding of concepts that are vital to the health of your organization.

Community and collaboration

Suggested Strategies for Increasing Parent Engagement

1. Make it easy for parents to participate! Anticipate and resolve potential barriers in advance. Offer transportation options to and from meetings, serve food/snacks for parents and their children at events, and recruit volunteers to help provide childcare services on-site. All of these ideas take parents' busy schedules and competing priorities into account.
2. Locate some meetings and activities off-site. A fresh and upbeat location can help spark new interest in traditionally low-attendance events. Make sure the site is easily accessible by public transportation, or provide transportation for parents.
3. Offer classes and workshops for parents based on their interests. These offerings build parent engagement and their investment in the school as a resource, not only for children but also for adults. Popular classes include English proficiency, internet/Microsoft lessons, resume/career support, or a trade/skill class. Once parents are coming to the school for these classes, you can utilize this relationship as an opportunity to connect on issues involving their children.
4. Offer opportunities for the community to cross-pollinate. Invite parents to school events and activities that intentionally cross-pollinate them across age, race, gender, etc. to expand their social networks, foster cultural understanding, and give them opportunities to learn from people of differing perspectives and experiences about schooling for their children.
5. Be creative with event scheduling. Consider rotating meeting times or providing weekend and off-hour options to fit more parents' schedules.
6. Implement programs that help parents and children process anger constructively. Anger is often used as a mask for feelings of hurt can erode effective communication efforts. Non-violent ways of resolving differences should be modelled and practiced throughout the school community.
7. Encourage resource sharing. Utilize meetings as an opportunity to share knowledge and make new connections. Be the first person to reach out to a parent or student in need and they will someday reciprocate the favour.
8. Send reliable, timely communications to parents. Give ample notification for important matters and make sure you follow-up on any outstanding issues with them directly.
9. Make lasting connections. If you have made a positive connection with a student or parent, find ways to be a resource and continue sharing even after the school year ends. This type of outreach ensures more effective engagement for years to come.

10. Make your school a multi-service site. As a school community, think about what programs and services adults and children need – from medical support to education – and solicit the surrounding community leaders for funding to support and sustain these programs.

School and Family Climate Support System Seminar

Key Dimensions of School-Family Partnerships

- A. Communicating. This key dimension emphasizes that effective communication is active, personal, frequent and culturally appropriate; is where schools go out of their way to make families feel welcome and valued; is a two-way exchange between families and schools; involves not only an exchange of information, but also an opportunity for schools and families to learn about each other; makes clear that families are genuine partners and can help solve big problems; needs to take into account cultural and linguistic diversity and not assume that all families communicate in the same way; is open to families' needs and attitudes; and is multi-dimensional – it may be formal or informal, happen in different places and use different methods (oral, written, face-to-face, phone, etc.)

Suggested Strategies:

A Family-School Action Team or Working Group can plan for effective two-way communication between school and home, for example: conduct a survey to assess communication needs; review the newsletter for relevance, ease of language and scope to provide feedback; consider the placement of 'welcome' signs around the school; review current school practice on inviting parent and family participation and consider how this can be improved; consider working with parents and families to develop a parent handbook of information on school rules, policies, mission and goals, curriculum standards and assessment procedures. Hold a launch event and publish it on the school paper or provide it to new parents; find out parent and family time availability for participation in schools events, workshops, etc.; examine good 'front desk' reception practice, including bilingual office staff where appropriate and training in cultural sensitivity and dealing with difficult people; set in place alternative methods of parent-teacher interviews when personal circumstances prevent parents from attending a face-to-face meeting, including options for telephone contact; consider the appointment of a school contact person/s, such as a parent-school liaison officer, to assist and support parents in their interactions with the school (i.e. home/school liaisons); consider education and training programs for teachers and school leaders that prepare them to communicate with parents effectively and extend their reporting skills, including training in Indigenous history and culture and in having the ability to ensure cultural inclusiveness in their teaching practice; establish agreed strategies for dealing with incidents at school;

appoint class-parent representatives, who can become a welcoming informal network of support; and involve students, especially older students, in interviews and other communications from the school.

- B. Connecting learning at home and at school. This key dimension emphasizes understanding by families and schools of the overlap between the home and school environments; the connection between successful partnerships and the child's learning, including the importance of high expectations from both teachers and parents to the child's success at school; families and schools working together to create positive attitudes to learning in each child; ensuring families are informed about and understand their child's progress; families and schools recognizing and using learning opportunities in the home environment; parents working with teachers in the educational decision-making process for their individual child; and schools becoming a venue and agent for parental self-growth, learning and the development of new skills.

Suggested Strategies:

A Family-School Action Team or Working Group can plan and implement initiatives that explore links between learning at home and at school, for example: through newsletters, discussions, class meetings, etc that let families know the school needs and values their input; examine the ways in which parents and families can encourage, motivate and reinforce children's learning at school; examine the links between home learning activities and learning in the classroom; examine the ways in which classroom practice recognises the home environments of the students and uses texts and other activities from home and the wider community to ensure cultural inclusivity; review the school's homework policy, with homework designed to guide parental support and provide tips for families on how they can monitor and discuss schoolwork at home; provide information for families on the skills required for students in all subjects at each Year level; provide additional opportunities for discussions about student progress between home and school; provide information and referral services to support parents in their role as parents; provide cultural awareness training for school staff and parents; and consider school support for after-school care and activities.

- C. Building community and identity. It emphasizes activities that improve the quality of life in a community while honouring the culture, traditions, values and relationships in the community. By including activities that shape students' sense of identity and culture, schools can build a sense of community in each student. The work of schools includes aspects of the social, emotional, moral and spiritual development of young people. Thus schools have a role to play in promoting both growth and cultural renewal. Schools can act as a focal point for communities to come together and engage in capacity-building.

Suggested Strategies:

A Family-School Action Team or Working Group can plan to build a sense of community through the school for example: consider and implement ways in which the school can become a community resource, eg for adult learning and community meetings; provide a place for potential parents and students of the school to meet and participate in programs, eg for early literacy learning, health care, etc.; invite local civic and service groups to become involved in the school in a variety of ways, such as mentoring students and speaking to classes; collaboratively develop community driven programs that assist to revive and maintain Indigenous languages and cultures; create connections with local health and welfare services to facilitate access to such support for the school community members; and develop participative and inclusive approaches to the design of values linked education across curriculum.

- D. Recognizing the role of the family. This emphasizes that as primary educators of their children, parents and families have a lasting influence on their children's attitudes and achievements at school. They can encourage their children's learning in and out of school and are also in a position to support school goals, directions and ethos. Parents look to schools to provide secure and caring environments for their children. Families and schools can reach mutual understanding of each other's role and priorities in partnerships by exploring the nature of parent and family's role in the education of children to develop mutual understanding; offering strategies for family support and encouragement of children's learning at school; organizing workshops/discussion/meetings and demonstrations around areas such as literacy and numeracy, home and classroom work, raising resilience and confidence in young people, transitions and careers and so on; ensuring families understand school goals, curriculum and social objectives of schooling; ensuring schools are sensitive to parents' sensibilities and schools understand family, parent and community priorities, establishing an environment where schools show leadership which is visible and available building relationships and developing skills such as communication, collaboration and conflict management.

Suggested Strategies:

A Family-School Action Team or Working Group can work to build greater recognition of the role of the family, for example: survey parents, families and community members to determine their needs and priorities; develop and distribute a written policy, in consultation with the school community, on family-school partnerships; conduct formal and informal forums which discuss:

- parents' role as the first educators of their children;
- the research which links parental support and involvement at school with improved learning outcomes for children and improved school ethos; identify

parents/groups of parents to present the forums to their parent peers; and organise discussions, meetings or workshops around areas of school goals, eg., resilience, literacy and numeracy, which allow parents to share their experience and understandings of parenting, school goals and school ethos.

- E. Consultative decision-making. This dimension emphasizes that parents are entitled to be consulted and participate in decisions concerning their own child. An inclusive approach to school decision-making and parental involvement creates a sense of shared responsibility among parents, community members, teachers and school leaders. Thus, shared responsibility ensures that parents' values and interests are heard and respected; makes the school more accountable to its community; ensures that contact with indigenous parents from within the community is sought to ensure their engagement in school decision making.

Suggested Strategies:

A Family-School Action Team or Working Group can foster family involvement in consultative decision-making, for example: arrange for the school community to be consulted on new school policies, eg assessment, reporting and curriculum changes; encourage participation in the formal parents' organization in the school and the school council or school Board and provide appropriate induction and ongoing training and support; encourage participation in informal opportunities to participate; seek out and include parent representatives from all racial, ethnic, socioeconomic and other groups at the school; include students (along with parents) in decision-making groups; provide for parent input to formal school reviews; offer training and support to parent leaders; and establish networks to link all families with parent representatives.

- F. Collaborating beyond the school. It emphasizes identifying, locating and integrating community resources. The wider community provides services which can strengthen and support schools, students and their families. Schools, families and students can assist the community in return. Schools are increasingly collaborating with partners such as; local businesses; after-school care providers; higher education; foundations; and other community-based agencies.

Suggested Strategies:

A Family-School Action Team or Working Group can plan for interaction with the wider community, for example: gather and provide information and access for students and families on community health, cultural, recreational, social support and other programs or services; gather and provide information on community activities that link to learning skills and talents, including summer programs for students; establish partnerships with other service agencies, for example, student health nurse; inform families of community programs for students, for example, tutoring, and mentoring; invite

past students to participate in school programs for students; establish partnerships with local businesses to provide work experience and structured work placements for students; develop an outreach community service program by schools and families e.g., recycling, musical performances and voluntary work with seniors and cultural activities; and establish partnerships with local Indigenous community organizations to develop the cultural responsiveness of the school community and promote understanding of, and participation in, important community events.

- G. Participating. It emphasizes that families' time, energy and expertise can support learning and school programs in many ways. This may involve family members participating in other school activities outside the classroom or activities outside the school itself; and supporting and valuing teachers.

Suggested Strategies:

A Family-School Action Team or Working Group can plan the support of volunteers and greater participation of families and parents, for example: assess the volunteer needs of schools and list the many ways parents and families can participate and interact with school and the school community; develop a policy for recruitment, training, goal setting and recognition for volunteers; ask family members how they would like to participate at their child's school and respond in a timely manner to those indications, i.e. establish a skills bank; invite family and community members to become involved as guest speakers about their jobs/career opportunities, excursion chaperones, tutors/mentors, sport coaches, helpers, and so on; implement flexible schedules for volunteers, assemblies and events, so that all are able to participate; invite parents to volunteer to have students 'work shadow' them; arrange working parties or committees for parent leadership and participation, eg on safety or student behaviour; make sure parental involvement in children's learning is a recognized topic of staff meetings, professional development and in the induction of new staff.

***Morale**

Team Morale Building Activities

A. Values Name-Tag

The values name-tag activity is designed to help team members to get to know each other and to encourage communication. Each person is given a 3-by-5 index card and a marker to write his name in the center of the card. Room should be left around the borders of the card to write additional words or sketches.

The facilitator should devise about four or five questions that provide insights on team members' values. Examples of typical questions include "Name one of your role models?" and "What is the best book you have ever read?" Each question is answered

within the corners of the name card. After everyone has completed this task, encourage members to mingle among each other to read and discuss their values name-tags.

B. Bonding Belt

It's a great team-building game to encourage discussion and interactions between co-workers and peers, and since a game only lasts for 15 to 30 minutes, you could also play it to start meetings off right!

The goal of Bonding Belt is to get from point A to point B, as a team and while “stuck” together, as quickly as possible. For the best results, get at least 6 people involved in this game (you can play with up to 60).

Here's what you'll need:

- A large, clear space to allow teams to move between two points
- A roll of cling film per team (or some rope, a band, or anything to keep everyone together)
- A timer

Each team is banded together with film or tape to ensure they are united in movements. To start, give the teams 5 minutes to discuss their strategies (at the end of that 5 minutes, they should be banded and ready to go). Next, make sure the start and finish lines are clearly labeled and both teams are aware of the starting and ending point.

Then, let your teams run, and keep track of their end times. Once all teams are aware of their finishing times, give them an opportunity to re-strategize their next attempt in order to beat their previous score. Repeat this process as many times as you'd like until the teams achieve their best times!

C. Circle of Questions

This game is perfect for promoting communication, listening skills, and motivation. You can use as little as 10 people to play this game, and the duration can last anywhere from 10 to 30 minutes.

Here's what you'll need:

- A whistle
- A stopwatch
- Pens or pencils and paper

How well do you know your co-workers or employees? Begin “Circle of Questions” by splitting the group into two equal teams (if there is an odd number, then either find another participant or let someone sit out until the next game). Ask one team to stand in a circle facing outwards, then ask the second team to create a slightly larger circle around the first one facing inwards.

First things first: have both teams greet each other. Then, explain that the people in the inner circle will ask a question (of a manager's choice) of the person opposite them in the outer circle. That employee will have 30 seconds to give an answer before the whistle blows. Hint: make these open-ended questions and remember that there is no right or wrong answer.

After the allotted 30 seconds is up, the person in the outer circle will ask the person in the inner circle the same question with the same rules applying. After both people have asked each other a question, then the inner circle will move clockwise one place and the outer circle will move counter clockwise one space to find a new partner.

Expect some confusion at first, but after several tries you will get the hang of it. Repeat this exercise by asking more questions, each time alternating which circle gets to ask the question first. Stop the exercise when everyone has asked and answered a question, or whenever you get to an appropriate stopping point.

Example questions: Where would you like to be in 5 years? What does success look like to you? What's your greatest strength? (Try to ask questions that gradually work toward a theme you would like to address).

D. Being There

Effective communication is the foundation to keep any relationship (personal or professional) succeeding and thriving. To truly succeed, you have to know how to voice your thoughts and opinions but also understand how to listen and receive information to achieve the greater good for an organization. The game is called "Being There," and it not only encourages communication and memory but also promotes attention to detail. You can use as many people as you want for this game, as long as there is an equal number on each team, and there's no limit on the number of people who can play. Here's what you'll need:

- A large open space
- Chairs
- Pens and pencils or paper
- A list of 5-20 questions (about the work/meeting environment OR about the participants themselves)

Start "Being There" by reading off the questions to both teams, having them write down their answers on a sheet of paper. To make it competitive, you can have teams exchange answer sheets and score each other while the answers are being read. The winning team will receive a prize.

This game will help your team address distractions as well as deal with attention span. How aware are you of the world and working environment you are living in? How does “being there” and “being present” affect a relationship or career? This game gives any team a playful introduction into a very important topic.

Example questions: What color are the floor tiles in the kitchen? How many credit cards are in your wallet or purse? How many people work in your department?

No matter what kind of team (or topic) you are trying to address, there is an activity out there catered just for it. Your company is not the first one have an issue that needs addressing, and it certainly won't be the last! Team building exercises are not only good tools for building a great workforce, but also for creating a fluid work environment. When your workers are comfortable with themselves (and others around them) to do the best work they can do, then your company will advance to new heights!

CREATIVE WAYS TO BOOST EMPLOYEE MORALE

Communication

- Write a personal note on employees' paycheck envelopes.
- Hold informal grapevine sessions to control the flow of the rumor mill. Listen and be completely truthful and open.
- Take one employee to breakfast or lunch once a week. Ask them for ideas to improve the organization and thank them for being on your team.
- Hold a voluntary “good news hour” once a week for 30 minutes before the workday starts. Everyone shares good things that have happened in their lives and work during the last week.
- Send out organization-wide emails recognizing employees who are making a difference. Close the emails thanking everyone else in the organization for all of their hard work as well.
- Leave a voice mail message at the home of an employee acknowledging a special contribution they have made to the organization, a project or client.
- Take time to really listen to employees. Structure one-on-ones at least monthly.
- Talk with employees about what issues impact morale and how they think morale can be improved. Ask how employees personally prefer to be rewarded.

Atmosphere

- Sponsor a catered lunch or enjoy happy hour once every month or so to bring everyone together and help instill a family atmosphere at the office.

- Encourage daily affirmations throughout the organization. Create small cards with positive sayings such as “You made a difference today” or “I couldn’t have done it without you!” A spirit of gratitude will raise the level of all interactions.
- Institute an ABCD Award for employees who have gone “Above and Beyond the Call of Duty.” Spray paint an old trophy or make your own to be proudly displayed on the employee’s desk.
- Schedule a monthly out-of-office lunch where everyone goes.
- Put up a “sharing” bulletin board in your break room or kitchen where employees can display pictures of their families or pets and announce special occasions. It’s a good way to show those employees’ personal lives and commitments are important and valued.
- Hold seasonal spring and fall cleanings. Take the day to organize your workspace and files. No one is allowed to check email or answer the phone. Dress comfortably. Play music. Order lunch for everyone to share.

Gift of Time

- Institute a half-day on Fridays. Encourage employees not to schedule meetings on Fridays and to leave once they have completed their immediate tasks.
- Increase flexibility in hours and schedules. Allow employees to come in early/late and leave early/late as needed.
- If you solicit ideas from employees, follow through in a timely way. Don’t make the mistake of asking for feedback and shelving it.

Work

- Employ the Platinum Rule: Treat others, as they would like to be treated.
- Spend time out in the field with employees. Ask them how you can help make their jobs easier. Work alongside them. Let them teach you what they do.
- Conduct team-building activities monthly to strengthen relationships, build trust and have fun.
- Rotate job duties and assignments. Prevent employees from getting bored with their day-to-day routines. Mix up responsibilities when appropriate.
- Provide career development opportunities during work hours. Pay employees to learn new skills while on the clock.
- Develop a Team Code of Behavior listing specific behaviors you will exhibit when interacting with each other. Make team agreements on respect, trust, accountability, communication, gossip, etc.
- Be a contagiously enthusiastic leader.

- Work on a community project. Care about the world outside of your organization. The fastest way to overcome feeling blue is to do something for someone else. Work on a group project that is unrelated to your immediate field or mission.
- Commit to building a “good morale” workplace. Establish a recognition program. Consistently “temperature check” employee morale and motivation.
- Present yourself as a human being. Be 100% authentic.

Heart, Humor and Food

- Give an employee potpourri sachet/gift with a note saying, “*You’ve given our project the sweet smell of success!*”
 - Help employees lighten up. Find ways to poke fun at yourself. The most productive workplaces have at least 10 minutes of laughter every hour.
 - Send thank you notes to employees’ family members. “Thank you for being patient during our fall pledge drive. Your mom/dad/son/daughter worked very hard and helped make the drive a huge success.”
 - Provide food for a “build-your-own-sandwich” day.
 - Bring certain foods/items for “thanking” with creative messages.
 - Surprise employees with spontaneous treats.
 - Never underestimate the power of individual recognition and direct praise. A simple “thank you” goes a long way.
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H. International and National Legal Standards

H-1. CONVENTION ON THE RIGHTS OF THE CHILD

- Article 2:** Education must be provided without discrimination on any grounds.
- Article 19:** States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. Protective measures should include prevention and identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment.
- Article 24:** States Parties recognize the rights of children to the enjoyment of the highest attainable standard of health and agree to take appropriate measures to ensure the provision of necessary medical assistance and health care to all children, to

combat disease and malnutrition, to provide adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution, to ensure that parents and children are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, hygiene and environmental sanitation and the prevention of accidents.

Article 28: States Parties are obliged to take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity.

Article 29: States Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; ... (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for the natural environment.

Article 37: States Parties shall ensure that children are not subjected to torture or other cruel, inhuman or degrading treatment or punishment.

H-2. FOCUSING RESOURCES ON EFFECTIVE SCHOOL HEALTH (FRESH)

A framework developed by four UN agencies (UNESCO, UNICEF, WHO and the World Bank) identifies four essential health components to be available in all schools in order to ensure child-friendliness. These are:

1. **Health-related policies** in schools that help ensure a safe and secure physical environment and a positive psychosocial environment, and address all types of school violence, such as the abuse of students, sexual harassment and bullying, and that help maintain the education system in the face of HIV and AIDS.
2. **Provision of safe water and sanitation facilities**, as first steps in creating a healthy school environment that reinforces hygienic skills and behaviours; providing separate sanitation

facilities and privacy for girls is an important contributing factor in reducing dropout during and before menses.

3. **Skills-based health education** that focuses on the development of knowledge, attitudes, values and life skills needed to make appropriate positive decisions, to establish lifelong healthy practices, and to reduce vulnerability to substance abuse and HIV/AIDS.
4. **School-based health and nutrition services** that are simple, safe and familiar, and address problems that are prevalent and recognized as important in the community, including the provision of counselling to cope with the AIDS epidemic.

(Source: *Assessing Child-Friendly Schools: A guide for programme managers in East Asia and the Pacific*, UNICEF EAPRO, 2006.)

H-3. BASIC PLANNING AND DESIGN STANDARDS FOR EDUCATIONAL FACILITIES

Structure:

The building is to be structurally stable, weatherproof according to local environmental conditions, climatically comfortable, easily exited in case of emergency and well integrated with the environmental and cultural context.

Administrative offices:

Separate space for faculty/administrative personnel gives privacy to students and teachers and maximizes the use of classroom space, enabling staff to work separately from students. Proximity between classrooms and administrative offices is recommended to monitor students' activities and create 'safety through transparency'.

Safe water:

Fresh potable water should be available to students within the school. Proper plumbing infrastructure allows for the distribution of safe water. If such a setup is not possible, a borehole/well should be included in the school compound. This can be augmented with a rainwater catchment system in the roof as appropriate.

Hygiene facilities:

A separate space should be provided with water and soap or other cleaning agent for children to wash their hands.

Toilets/latrines:

Separate toilets or latrines should be available for girls and boys. Privacy, cleanliness and safety are major considerations when planning location and design of facilities.

Light, air, sun, dust, glare, reflection, humidity, noise and odour:

Classrooms need good fresh-air circulation to avoid heat and excessive humidity. To ensure adequate daylight, a minimum of 20 per cent of the classroom floor area should be window area. Electricity or another means of power is needed to provide light and to operate equipment. Classrooms must be sufficiently shaded from direct sunlight, glare (direct light) and reflection (indirect light). Schools should not be located close to sources of excessive noise (traffic, railways, industries, informal sector activities) or excessive pollution or odours (waste belts, abattoirs). When this is not possible, design measures should be used to minimize the impact of these problems.

Colour:

Materials and finishes should be the light, natural colours of the materials themselves, selected in harmony with warm natural hues as accents (reds, oranges, maroons, ochres and linen/khaki/off-whites) dictated by local, cultural preferences. For example, timber may be finished using clear varnish to preserve the natural beauty and warmth of the material. Or brighter accents can be used for play corners, decks, corridors and furniture. Learning spaces should be light and relaxed in colour, not gloomy, dull or dark.

Power (electric or alternative):

The school should have a power source to provide light, connectivity for communication equipment (computers, radios, television) and other appliances (refrigerators, stoves). Alternative sources of energy (solar, wind and biogas) can be integrated into the design of schools where appropriate.

Safety provisions:

Fire prevention and emergency evacuation plans must be part of the design process and built into the school programme. Combustible materials should not be used for structural purposes unless treated to resist fire. Construction materials should be free of components or

elements that can be hazardous to children. When construction is finished, school sites should be free of all fluid, solid and gaseous wastes. Schools should not be located close to industrial or other hazards.

Health provisions:

At a minimum, schools should have a first-aid kit or medicine cabinet for basic emergencies or accidents. Proximity to a clinic enables health personnel to visit the school periodically and permits children to be taken to the clinic for treatment of health problems. This proximity is accomplished in many developing countries through clustering the main social service facilities in the same location.

Library:

A designated space where books and learning resources are available in a proper reading environment is central to learning and teaching activities. The library or resource room needs to be strategically located within the school for easy access, but away from noisy areas for a greater degree of quiet.

Landscaping:

School grounds form an integrated, holistic unity with school buildings and their users, but in conventional school planning they are often neglected. Trees are vital for filtering sun, dust and noise and for beautifying the school. Indigenous trees, shrubs and flowers should be planted in the school compound along with edible plants meant to teach children food production and conservation. Trees also have a softening and calming effect on the learning environment and its users. Planning the school landscaping is a good way to involve children in the realization of a child-friendly school.

H-4. ADDITIONAL FUNCTIONAL ELEMENTS FOR A CHILD-FRIENDLY SCHOOL

Flexible spaces:

Flexible spaces increase child participation in class and allow teachers to provide a more dynamic environment for learning and teaching. Such spaces provide opportunities for group activities, areas for manual projects and easy access to open spaces. Individual classrooms or other facilities that create outdoor space between structures give students a chance to be in open areas when in transit between classes. Classrooms should be accessible for all children; ramps and wide doorways should be provided for less mobile children.

School library and resource room:

In child-friendly schools, the library and resource room is likely to have some connection to the local community. Where it is feasible and in line with school practice, these facilities should be located and designed so they are accessible to the community. In other cases, skilled and knowledgeable persons in the community may be considered resources for learning about local culture, history and handicrafts.

Bathrooms:

Teachers need to have separate facilities for men and women. For pupils, designated separate bathrooms for boys and girls within or close to the classrooms are the most practical and safest arrangement. These facilities can also be designed and located so that they are shared among clusters of classrooms to protect younger children.

Relaxation rooms close to learning areas:

At the nursery and lower-elementary level, rooms where children can relax are appropriate in the design of child-friendly schools. In general, homelike elements next to learning spaces provide a friendly, inviting atmosphere for this age group.

Individual spaces:

Along with flexible learning spaces for large and small groups (project-based learning/teamwork), individual learning spaces should also be provided, since individual children

have their own learning styles and some will need space to be on their own at times to study or reflect.

Open spaces:

Easy access to open spaces from classrooms allows children to be in close contact with their environment and to engage in physical activities. Open spaces can be designed as play yards for sports, school gardens and orchards, decks or verandas for outdoor learning activities, open performance spaces, wide corridors and courtyards, trellises, canopies, shaded pavilions, niches, alcoves, play lofts and enclosed backyards. In typical child-friendly schools, the community would be allowed to use some of these spaces after school hours for town meetings, local gatherings and other events.

Kitchen:

Space for school meal preparation should be designed and provided with equipment and furniture that ensure food is kept fresh and away from flies and other pests that undermine food quality.

Clinic:

Where there is a campus or cluster of social services, having the school near a clinic provides students with general health services and allows for the care of children in need of permanent monitoring of health conditions. Such a health facility would normally serve the entire community, either after school or by providing separate access for school and community patients. This basic link provides a connection between school, community and the family, revolving around the child's well-being.

Protective:

The protective element of child-friendly school design has two main aspects:

- To counteract bullying and abuse, teachers and parents must be trained in non-violent, child-based discipline strategies and interventions. This means no beatings, canings or other humiliating forms of punishment. Designing classrooms and other spaces so that activities are readily visible from the outside can deter child abuse.

- Depending on location and context, the enclosure and boundaries of schools can vary in form and function. The goal is to find a balance where a fence can provide protection to the child from outside elements (such as traffic, animals), can define boundaries to keep children within the school and can also serve to section off an area for gardening and orchards.

H-5. STANDARDS FOR WATER, SANITATION AND HYGIENE (WASH) IN SCHOOLS

1. **Water quality:** Water for drinking, cooking, personal hygiene, cleaning and laundry is safe for the purpose intended.

Indicators:

- a. **Microbiological quality of drinking water:** *Escherichia coli* or thermo-tolerant coliform bacteria are not detectable in any 100-ml sample.
- b. **Treatment of drinking water:** Drinking water from unprotected sources is treated to ensure microbiological safety.
- c. **Chemical and radiological quality of drinking water.** Water meets WHO *Guidelines for Drinking-water Quality* or national standards and acceptance levels concerning chemical and radiological parameters.
- d. **Acceptability of drinking water:** There are no tastes, odours or colours that would discourage consumption of the water.
- e. **Water for other purposes:** Water that is not of drinking water quality is used only for cleaning, laundry and sanitation.

2. **Water Quantity:** Sufficient water is available at all times for drinking and personal hygiene, and for food preparation, cleaning and laundry when applicable.

Indicators:

a. Basic quantities required

Day schools	5 litres per person per day for all schoolchildren and staff
Boarding schools	15 20 litres per person per day for all residential schoolchildren and staff

b. Additional quantities required (The following should be added to the basic quantities as necessary. Figures given are for day schools. They should be doubled for boarding schools.)

Flushing toilets 10–20 litres per person per day for conventional flushing
toilets/1.5–3 litres per person per day for pour-flush toilets

Anal washing/cleansing 1–2 litres per person per day

3. **Water facilities and access to water:** Sufficient water-collection points and water-use facilities are available in the school, allowing convenient access to, and use of, water for drinking and personal hygiene, and for food preparation, cleaning and laundry.

Indicators:

- a. A reliable water point, with soap or a suitable alternative, is available at all the critical points within the school, particularly toilets and kitchens.
- b. A reliable drinking water point is accessible for staff and schoolchildren at all times.

4. **Hygiene promotion:** Correct use and maintenance of water and sanitation facilities is ensured through sustained hygiene promotion. Water and sanitation facilities are used as resources for hygiene education.

Indicators:

- a. Hygiene education is included in the school curriculum.
- b. Positive hygiene behaviours, including correct use and maintenance of facilities, are systematically promoted among staff and schoolchildren.
- c. Facilities and resources enable staff and schoolchildren to practice behaviours that control disease transmission in an easy and timely way.

5. **Toilets:** Sufficient, accessible, private, secure, clean and culturally-appropriate toilets are provided for schoolchildren and staff.

Indicators:

- a. There are sufficient toilets available – 1 per 25 girls or female staff, and 1 toilet plus 1 urinal (or 50 centimetres of urinal wall) per 50 boys or male staff.
- b. Toilets are easily accessible – no more than 30 metres from all users.
- c. Toilets provide privacy and security.

- d. Toilets are child-friendly and appropriate to local cultural, social and environmental conditions.
 - e. Toilets are hygienic to use and easy to clean.
 - f. Toilets have convenient hand-washing facilities close by.
 - g. There is a cleaning and maintenance routine in operation that ensures clean and functioning toilets are available at all times.
6. **Control of vector-borne disease:** Schoolchildren, staff and visitors are protected from disease vectors.

Indicators:

- a. The density of vectors in the school is minimized.
 - b. Schoolchildren and staff are protected from potentially disease transmitting vectors.
 - c. Vectors are prevented from contact with schoolchildren and staff or substances infected with related vector-borne diseases.
7. **Cleaning and waste disposal:** The school environment is kept clean and safe.

Indicators:

- a. Classrooms and other teaching areas are regularly cleaned to minimize dust and moulds.
 - b. Outside and inside areas are free of sharp objects and other physical hazards.
 - c. Solid waste is collected from classrooms and offices daily and disposed of safely.
 - d. Wastewater is disposed of quickly and safely.
8. **Food storage and preparation, if applicable:** Food for schoolchildren and staff is stored and prepared so as to minimize the risk of disease transmission.

Indicators:

- a. Food handling and preparation are done with utmost cleanliness (hands are washed before preparing food).
- b. Contact between raw foodstuffs and cooked food is avoided.
- c. Food is cooked thoroughly.
- d. Food is kept at safe temperatures.
- e. Safe water and raw ingredients are used.

H-6. ESSENTIAL SHORT-TERM MEASURES REQUIRED TO PROTECT HEALTH IN SCHOOLS

1. Provide basic sanitation facilities (with separate facilities for boys and girls) that enable schoolchildren and staff to go to the toilet without contaminating the school grounds or resources such as water supplies. This may entail measures as basic as digging temporary pit toilets, or defining separate defecation and urination areas outside the school, and rotating those areas to avoid a rapid build-up of contamination.

Note: the risk of transmission of soil-based helminths increases with the use of defecation fields. Use of shoes or sandals helps to provide protection from hookworm infections.

2. Provide water and soap (or ash) for hand washing after going to the toilet and before handling food. This may be achieved using simple and economical equipment, such as a pitcher of water and a basin.
3. Provide safe drinking-water from a protected groundwater source (spring, well or borehole), or from a treated supply, and keep it safe until it is drunk. Untreated water from unprotected sources can be made safer by simple means such as boiling or filtering, or by using simple household water treatment systems (e.g. locally available chlorine solution). Schoolchildren and staff may have to bring water from home if the school does not have a safe water source nearby.
4. Fence the school grounds so that a clean environment can be maintained. Fencing may be made cheaply with local materials.
5. Plan and implement improvements so that adequate conditions for the long term can be achieved as soon as possible.
6. Promote hygiene to increase children's understanding of the importance of hygiene and a clean school environment.

H-7. HAZARD SPECIFIC REDUCTION MEASURES

1. Fire Prevention and Safety Measures

Section 601- 604 of the National Building Code of the Philippines (2005 Edition) – Resistive Rating of materials to be used in constructing school buildings shall be classified according to fire resistive standards. All materials of construction, and assemblies or combinations thereof shall be classified to their fire-retardant or flame-spread ratings as determined by general accepted testing methods. Testing methods shall comply with rules and regulations on the testing of construction materials for flame-spread characteristics, tests on fire damages, fire tests of building construction and materials, door assemblies and tinclad fire doors and windows and smoke and fire detectors for fire protective signalling system, application and use of controlled interior finish, fire resistive protection, for structural members, fire-resistive walls and partitions, fire-resistive floor or roof ceiling, fire-resistive assemblies for protection of openings and fire-retardant roof coverings.

Incidence of fire can be prevented by seeing to it that the design and construction of school buildings basically conform to the standards of safe construction, as prescribed by the National Building Code of the Philippines. School buildings identified with OFF LIMITS sign by authorized building inspectors shall not be used until temporary support, repair, or demolition is carried, or until the structure threat from hazardous adjoining structures is mitigated. Only authorized parties shall be allowed brief entry to structures or areas with RESTRICTED USE sign. School buildings issued with Certificates of Occupancy and identified as safe and with INSPECTED sign shall be used by the school children and school authorities.

To prevent risk of electrical fire, periodic inspection and maintenance of electrical equipment and installation is necessary. In a public school setting, the inspection shall be more stringent since public schools usually have no in-house electrician to do the periodic maintenance. Specific risk reduction and fire control measures are found in A Guide in Inspecting and Assessing Electrical Wiring Installations in Public Schools formulated through the Schools Water and Electrical Facilities Assessment Project (SWEFAP) of PFSED-OPS, in cooperation with Meralco is recommended for use.

2. Provision for Open Spaces as Temporary Evacuation Sites for Earthquake, Fire and Other Emergencies.

In case of emergencies that will require students to immediately evacuate from their classrooms (such as in case of fire or earthquake), there should be a provision for an open space within the school compound which will be designated as temporary evacuation area. The open space should be big enough to hold the total population of the school. The available open space must be at a safe distance from buildings, electric poles, and hanging objects that might fall and injure people.

3. Adherence to Building Design Standards and Structural Soundness.

School buildings and other structures must strictly follow standard engineering technical specifications (e.i. Building Code of the Philippines, 2005, National Structural Code of the Philippines, 2001). The National Structural Code of the Philippines, 2001 has specific sections for wind load/ wind effects and earthquake design.

4. Provision of Water, Sanitation and Hygiene Facilities.

Next to air, water is the most important of the basic needs. While not all diseases can be attributed to the absence or lack of potable water, still a large percentage of diseases afflicting schoolchildren could be attributed to poor water supply and sanitation. Every school shall have a standard water system and its regular inspection and maintenance important and necessary. Regular and continuous checking of the water system for possible wear and tear will ensure the optimum and continued services of the water system. A Guide in Inspecting and Assessing Water and Sanitation Systems in Public Schools developed through the Schools Water and Electrical Facilities Assessment Project (SWEFAP) of PFSEDOPS in cooperation with Manila Water is recommended.

a. Water System and Wastewater Disposal System

Schools shall be provided with reserve water in water tank reserve to be used in case of fire. The design, construction and operation of a school waterworks system shall be governed by existing laws relating to local waterworks system. Section 902-904 of the National Building Code

states that water piping installations inside buildings and premises shall conform to the provisions of the National Plumbing Code of the Philippines.

For sanitation purposes, Section 901 states that all buildings shall be provided with adequate and potable water supply, plumbing installation and suitable wastewater treatment or disposal system, storm water drainage, pest and vermin control, noise abatement device, and such other measures for the protection and promotion of health of persons occupying the premises.

b. Ideal Water Supply System

Section 902 of the Code prescribes an ideal water supply system with the following guidelines:

(1) Whenever available, the potable water requirements for school buildings shall be supplied from existing municipal or city waterworks system.

(2) The quality of drinking water from meteoric, surface or underground sources shall conform to the criteria set in the latest approved National Standards for Drinking Water Standards.

(3) The design, construction and operation of deep wells for the abstraction of groundwater shall be subject to the provisions of the Water Code of the Philippines (PD 1067).

(4) The water piping installations for water supply and distribution to each fixture including the wastewater drainage with proper venting inside school building and premises, shall conform to the provision of the Revised National Plumbing Code of the Philippines.

(5) Sanitary sewage from buildings shall be discharged directly into the nearest street sanitary sewer main of existing municipal or city sanitary sewerage system in accordance with the criteria set by the Code on Sanitation of the Philippines and the Department of Environment and Natural Resources (DENR).

(6) All school buildings located in areas where there is no available sanitary sewerage system shall dispose their sewage to septic tank and subsurface absorption field or to a suitable disposal system in accordance with the Code of Sanitation of the Philippines and the Revised National Plumbing Code of the Philippines.

H-8. Conventions, declarations and recommendations related to inclusive education

Conventions	Main features relevant to inclusive quality education
Convention against Discrimination in Education (1960)	Right of <i>access</i> to education and to <i>quality</i> of education.
International Covenant on Economic, Social and Cultural Rights (1966)	Right of everyone to <i>access all levels of education</i> , including technical and vocational education.
International Covenant on Civil and Political Rights (1966)	Elimination of discrimination to <i>race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status</i> .
International Convention on the Elimination of All Forms of Racial Discrimination (1965)	Adoption of measures, particularly in the fields of teaching, education, culture and information, to combat <i>prejudices</i> that lead to <i>racial discrimination</i> .
Convention on the Elimination of All Forms of Discrimination against Women (1979)	Elimination of discrimination against <i>women</i> in the field of education. Elimination of <i>stereotyped concept</i> of the roles of men and women by encouraging <i>co-education</i> , the <i>revision of textbooks, school programmes</i> and the adaptation of <i>teaching methods</i> .
Convention concerning Indigenous and Tribal Peoples in Independent Countries (1989)	Right to education that is <i>responsive to culture and needs of indigenous peoples</i> . Elimination of prejudices ensuring that <i>textbooks</i> and other <i>educational materials</i> provide a fair, accurate and informative portrayal of the societies and cultures of these peoples.
Convention on the Rights of the Child (1989)	Right to <i>free and compulsory primary schooling</i> without any type of discrimination. Emphasis on <i>child well-being and development</i> , and measures to support <i>child care</i> .
International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (1990)	Facilitation of teaching of mother tongue and culture for the children of <i>migrant workers</i> .
International Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (1999)	Access to <i>free basic education</i> and to <i>vocational training</i> for all children removed from the worst forms of <i>child labour</i> .
Convention on the Protection and Promotion of Diversity in Cultural Expressions (2005)	Equal dignity of and respect for all cultures, including the cultures of persons belonging to <i>linguistic minorities</i> .
Convention on the Rights of Persons with Disabilities (2006)	No exclusion from free and compulsory primary education, or from secondary education, on the basis of <i>disability</i> . Assurance of an inclusive education system at all levels and in <i>lifelong learning</i> .
Recommendations	Main features relevant to inclusive quality education
Recommendation Against Discrimination in Education (1960)	<i>Elimination of discrimination in Education</i> , and also the adoption of measures aimed at promoting <i>equality of opportunity and treatment</i> in this field.
Recommendation concerning the Status of Teachers (1966)	Responsibility of states for proper <i>education for all (EFA)</i> .
Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)	Need for <i>understanding and respect</i> for all peoples, their cultures, civilizations, values and ways of life.
Recommendation on the Development of Adult Education (1976)	Norms and standards for wider <i>access and inclusive approaches</i> to education. Provision of <i>continuing education and learning opportunities</i> for youth and

	adults.
Recommendation on the Recognition of Studies and Qualifications in Higher Education (1993)	Right of wider access to educational resources worldwide through greater <i>mobility</i> for students, researchers, teachers and specialists.
Recommendation concerning the Status of Higher-Education Teaching Personnel (1997)	Equitable treatment of <i>women</i> and <i>minorities</i> and <i>elimination of sexual and racial harassment</i> .
Revised Recommendation concerning Technical and Vocational Education (2001)	Technical and vocational education programmes should be designed as comprehensive and <i>inclusive</i> systems to <i>accommodate the needs of all learners</i> , particularly <i>girls</i> and <i>women</i> .
Declarations	Main features relevant to inclusive quality education
Universal Declaration of Human Rights (1948)	<i>Everyone</i> has the right to education. Education shall be <i>free</i> , at least in the elementary and fundamental stages. Elementary education shall be <i>compulsory</i> .
World Declaration on Education for All (1990)	Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs.
The Delhi Declaration (1993)	Eliminate disparities of access to basic education arising from <i>gender, age, income, family</i> , cultural, ethnic and linguistic differences, and geographic remoteness.
Declaration and Integrated Framework of Action on Education for Peace, Human Rights and democracy (1995)	Respect for the educational rights of persons belonging to <i>ethnic, religious</i> and <i>linguistic minorities</i> , as well as <i>indigenous people</i> , and this must also have implications in <i>curricula</i> and methods as well as in the way education is organized.
The Hamburg Declaration on Adult Learning (1997)	The <i>State</i> as essential vehicle for ensuring the right to education for all, particularly for the <i>most vulnerable groups</i> of society, such as minorities and indigenous people.
Recife Declaration of the E-9 countries (2000)	Effecting changes in legislation to extend basic education and to <i>include education for all in policy statements</i> . Ensuring access and equity for <i>population located in remote areas</i> .
Beijing Declaration of the E-9 countries (2001)	Reinforce action-oriented programmes to meeting the <i>learning needs of disadvantaged groups</i> such as children with special needs, migrants, minorities and the urban/rural poor.
Universal Declaration on Cultural Diversity (2005)	Encouraging <i>linguistic diversity</i> – while respecting the mother tongue – at all levels of education; Incorporating, where appropriate, <i>traditional pedagogies</i> into the education process with a view to preserving and making full use of <i>culturally appropriate methods</i> of communication and transmission of knowledge.
United Nations Declaration on the Rights of Indigenous Peoples (2007)	Recognizes the right of <i>indigenous</i> families and communities to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child; indigenous peoples have the right to establish and control their education systems and institutions providing education in their own languages, in a manner appropriate to their <i>cultural methods of teaching and learning</i> .

H-9. Building Code of the Philippines

Chapter 9 of the Building Code of the Philippines deals on sanitation

Section 901. General Requirements

Subject to the provisions of Book II of the Civil Code of the Philippines on Property, Ownership, and its Modification, all buildings hereafter erected, altered, remodelled, relocated or repaired for human habitation shall be provided with adequate and potable water supply, plumbing installation, and suitable wastewater treatment or disposal system, storm water drainage, pest and vermin control, noise abatement device, and such other measures required for the protection and promotion of health of persons occupying the premises and others living nearby.

Section 902. Water Supply System

a) Whenever available, the potable water requirements for a building used for human habitation shall be supplied from existing municipal or city waterworks system.

b) The quality of drinking water from meteoric, surface or underground sources shall conform to the criteria set in the latest approved National Standards for Drinking Water.

c) The design, construction and operation of deepwells for the abstraction of groundwater shall be subject to the provisions of the Water Code of the Philippines.

d) The design, construction and operation of independent waterworks systems of private housing subdivisions or industrial states shall be governed by existing laws relating to local waterworks system.

e) The water piping installation inside buildings and premises shall conform to the provisions of the National Plumbing Code of the Philippines.

Section 903. Wastewater Disposal System

a) Sanitary sewage from buildings and neutralized or pre-heated industrial wastewater shall be discharged directly into the nearest street sanitary sewer main of existing municipal or city sanitary sewerage system in accordance with the set by the Code on sanitation and the National Pollution Control Commission.

b) All buildings located in areas where there are no available sanitary sewerage systems shall dispose their sewage “Imhoff” or septic tank and subsurface absorption field.

c) Sanitary and industrial plumbing installations inside buildings and premises shall conform to the provisions of the National Plumbing Code.

Section 904. Storm Drainage System

a) Rainwater drainage shall not discharge to the sanitary sewer system.

b) Adequate provisions shall be made to drain low areas in buildings and their premises.

Section 905. Pest and Vermin Control

a) All buildings with hollow and/or wood construction shall be provided with rat proofing.

b) Garbage bins and receptacles shall be provided with ready means for cleaning and with positive protection against entry of pest and vermins.

c) Dining rooms for public use without artificial ventilation shall be properly screened.

Section 906. Noise Pollution Control

Industrial establishments shall be provided with positive noise abatement devices to tone down the noise level of equipment and machineries to acceptable limits set down by the Department of Labor and the National Pollution Control Commission.

Section 907. Pipe Materials

All pipe materials to be used in buildings shall conform to the Standard Specifications of the Philippine Standard Council.

SANITARY FACILITIES

1. Importance. As the teaching of sanitation and good health habits is an integral part of the school program, it is important that public schools shall be provided with sanitary facilities that satisfy sanitary requirements as well as meet educational needs.

2. Toilet Facilities. Every school is required to have toilet facilities within the school premises preferably with the toilet for boys and that for girls located far apart.

The following standards as to number of toilet seats, urinals, and lavatories are suggested:

Boys' urinal

1 detached urinal per 50 pupils/students, or 1.00m urinal trough per 100 pupils/students

Boys' toilet seat (water closet)

1 seat per 100 pupils/students

1 seat designed for disabled pupils/students (BP 344)

Girl's toilet seat (water closet)

1 seat per 50 pupils/students

1 seat designed for disabled pupils/students (BP 344)

Lavatory – 1 lavatory to 1 toilet seat

3. Toilet fixtures and materials shall be carefully selected and properly installed to ensure minimum maintenance and maximum utilization and durability. Toilet facilities for the Home Economics building, shop, garden house, office, etc., are to be provided on a smaller scale than those prescribed above, usually a single bath and toilet room in each case. Where practicable and feasible, it would be desirable to have a toilet room for each classroom, if water supply is sufficient.

4. Hand Washing Facilities. Group hand washing facility shall, if possible be provided proximate to the playground, gardens, school canteens and toilets. Minimum standard capacity of two faucets for every 100 pupils/students is recommended. Proper drainage shall be provided.

Please refer to DepED Order Nos. 56 and 66, s. 2009 on the construction of handwashing facilities in all schools.

5. Drinking Facilities. A potable water supply shall be available in the school premises. Drinking facilities shall be provided on the basis of one faucet or fountain for every 75 pupils/students. Height of faucet or nozzle shall be adjusted to the mean heights of the pupils/students.

6. Water System and Wastewater Disposal System. Pursuant to Section 902-904 of the National Building Code the following is quoted in Section 4.1 Water System and Wastewater Disposal System (p. 29 Chapter I). The provisions however do not explicitly mention the following, which directly contribute to disaster risk reduction and therefore can follow as:

a. The school shall provide rainwater catchment systems wherever and whenever applicable to supply water for drinking, hygiene and sanitation practices during emergencies. The system tank can also serve as water storage reservoir during normal times (Edgar Viterbo, Plan Philippines).

b. Standby sewer line and water supply line shall be accessible in the designated evacuation center area of the school premise (Edgar Viterbo, Plan Philippines).

EVACUATION AREAS

Open spaces can be utilized for constructing temporary shelters; putting up water, sanitation, and hygiene facilities and temporary classrooms (tents) during longer-term (days to weeks in duration) evacuation of residents from the community during major calamities/disasters. The school should have provision for open space big enough to accommodate the total population of the school. The open space can be used as short-term (hours in duration) temporary evacuation area of students, teachers and school staff in case of emergencies such as after a strong earthquake and occurrence of fire. The open space should be at a safe distance from buildings, electrical wires, etc which can become source of falling debris that can injure people. Students can stay in this open space until parents are able to pick them up. PhilGBC recommends that evacuation areas should have direct access to an existing road for emergency exit.

CURRICULUM VITAE

PERSONAL DATA

Name	:	Dante P. Vargas
Age	:	40 years old
Civil Status	:	Single
Date of Birth	:	March 4, 1975
Place of Birth	:	Gen. Nakar, Quezon Province
City Address	:	SHC Perpetual Vill. 7, Bacoar, Cavite
Provincial Address:		134 Pamplona, Gen. Nakar, Quezon Province
Parents	:	Eulogio U. Vargas
		Juana B. Penamante



EDUCATIONAL BACKGROUND

Elementary	:	Gen. Nakar Central Elementary School Gen. Nakar, Quezon 1988
High School	:	Mount Carmel High School Infanta, Quezon 1992
College	:	Philippine Normal University Taft Avenue, Manila March 1996
Course	:	Bachelor of Secondary Education Major in Physical Education

Graduate School : Philippine Normal University
Taft Avenue, Manila

Course : Master of Education with Specialization in
Physical Education
Oct. 2010

Course : Master of Arts in Education with Specialization in
Educational Management
March 2015

SEMINARS/WORKSHOPS ATTENDED

1. Title : 28th Annual National Dance Educators
Convention-Workshop
Place : PUP, Sta. Mesa, Manila
Date : May 15-18, 2013

2. Title : National Conference on Sport Pedagogy 2012
Place : University of the Philippines, Diliman, Quezon
City
Date : October 12-14, 2012

3. Title : 32nd National Folk Dance Workshop
Place : Batangas City Convention Center, Batangas City
Date : May 14-18, 2012

4. Title : International Conference in Sports and Physical
Education (I.C.S.P.E. 2012)
Place : Philippine Normal University, Manila
Date : February 3-4, 2012

- 5. Title :** Globalization and Localization in Computer Assisted Language Learning (GloCALL) 2011 International Conference
Place : De La Salle University, Manila
Date : October 27-29, 2011
- 6. Title :** International Seminar on Educational Management “International Standards of Meeting the Challenges of School Management in the 21st Century”
Place : COA, Davao City
Date : October 21-23, 2011
- 7. Title :** Philippine Wellness Congress and Expo 2011
Place : SMX Convention Center, Mall of Asia, Pasay City
Date : August 4, 2011
- 8. Title :** Teachers as Helpers: A Seminar on Basic Counseling Skills
Place : Elizabeth Seton School – South, Imus, Cavite
Date : October 5, 2010
- 9. Title :** “Fitness For Life: Grab Life By Fitness”
“Step Up On Physical Education: Alternative PE Activities”
Place : Philippine Normal University, Manila
Date : September 25, 2010
- 10. Title :** Basic Training Course for Troop Leaders
Place : Dasmarinas II Central School, Dasmarinas, Cavite
Date : August 13-15, 2010

TEACHING EXPERIENCE

<i>School</i>	<i>Position</i>	<i>Date</i>
Mt. Carmel		
School of Infanta	Freshmen – seniors MAPEH Teacher	1996 – 2009
Elizabeth Seton School	Grade School P.E. Teacher	2009 – 2012
	High School P.E. Teacher	2012 to present