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**Examining School Climate
and
Teachers' Organizational Commitment**

A THESIS

Presented to the

Graduate Research Office

College of Graduate Studies and Teacher Education Research

Philippine Normal University

Manila

In Partial Fulfillment

of The Requirements for the Degree

MASTER OF ARTS IN EDUCATION-

With Specialization in Educational Management

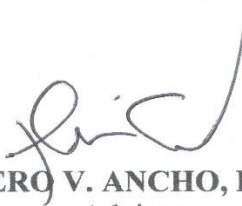
ABEGAIL PALOS-SIMBRE

APRIL 2019



APPROVAL SHEET

This thesis entitled **“EXAMINING SCHOOL CLIMATE AND TEACHERS’ ORGANIZATIONAL COMMITMENT”** prepared and submitted by **ABEGAIL PALOS-SIMBRE** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Educational Management**, is hereby recommended for approval and acceptance.



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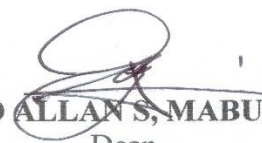
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ABSTRACT

Name : **ABEGAIL PALOS-SIMBRE**

Title : **Examining School Climate and Teachers’
Organizational Commitment**

Key Concepts : **School Climate, Organizational Commitment,
Management Plan, Teacher Development Program
School-Based Management, School Management**

Degree : **Master of Arts in Education**

Specialization : **Educational Management**

Adviser : **Inero V. Ancho, Ph.D.**

This study was undertaken to examine the school climate and teachers’ organizational commitment and investigate the perceived school climate of the participating schools and teachers’ organizational commitment. It aimed to contribute to the knowledge and understanding the effects of school climate on teachers’ organizational commitment. It involved the participation of teachers and principals from six P3 and P4 schools from all districts of Division of Quezon City. The study is descriptive in nature and the respondents’ responses were measured through a survey which was followed by interview and focus group discussions to probe and constructively discuss what factors would improve or strengthen teachers’ organizational commitment and school climate. In total, 218 teachers and 6 principals

participated. The instrument used to measure school climate was based from the School Climate Assessment Instrument (SCAI) developed by John Schindler of the California State University and the Three-Component Organizational Commitment Questionnaire developed by Natalie Allen and John Mayer to assess the respondents' organizational commitment. The results suggest a strong positive relationship between school climate and teachers' organizational commitment. Moreover, the results proved that school climate influences the teachers' organizational commitment and elicited other factors that somehow affect their organizational commitment. The researcher developed a management plan which covers the physical appearance, faculty relations, discipline environment, parental/community relations, leadership decisions, attitude and culture and learning assessment. This plan also includes activities that would improve teachers' wellness, workload management and finance management skills. Supervisors, principals and teachers may include it in their program or use it in developing a teacher development program. This could help principals and teachers attain and sustain positive school climate and stronger organizational commitment.

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Most especially to the researcher's family, Carlo, Athena and Klarisse, Abe, Joyce and Cherie Amor for their unrelenting love and support during the researcher's most tensed moments and for nudging her to push towards her goals.

To God be all the glory!

DEDICATION

This wonderful endeavor is lovingly and humbly dedicated TO MY ALMIGHTY GOD. I give back all the praises worthy of His Name. I thank Him for his endless providence and mercy. He has given me the talent, wisdom and the grit to push towards the success of this endeavor.

I also dedicate this victory to Papa Abe, my inspiration and number one fan. To my sisters, Joyce and Cherie Amor, for always cheering me on, lending their ears and endless support. They simply are the best!

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TO GOD BE ALL THE GLORY!

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CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

BACKGROUND OF THE STUDY

Each school has its own climate that sets it apart from all others. As stated by many researchers, school climate is the organization's personality and each one is unique from another because of the people that make up the school system. It might not be seen as very important by some educators but it is an essential factor that affects the emotions and behaviors of principals, teachers, students and the non-teaching personnel within institution (Amrit and Cohen, 2013). Schools have different atmospheres, personalities and characteristics. It is of no surprise, as they are comprised of teachers and principals who are unlike the other in terms of backgrounds, attitudes and beliefs. Because of this, some schools may feel warm and some, cold. Some may exude a feeling of closeness and to some - distance. Some have friendly ambience and some may feel hostile. Despite this, the passion of school personnel, which is to be of service to their stakeholders and their desire to achieve excellence and goals, are always present.

As what we know, school climate highly influences the attitudes and performances of the teachers and the principals. School climate may fuel up or extinguish the fire to work hand in hand with and among teachers and principals. School climate undulates the ebb and flow of motivation and commitment of school personnel in general, hence, it should always be kept positive (Smith, 2009).

A lot of studies on school climate have shown that it promotes academic achievement, school safety, dropout prevention, teacher retention, healthy social interactions, and well-being (Cohen, 2010). Hence, there have been many researches done to support the importance of a positive school climate in The UNICEF, along with the US Department of Education, Center for Disease Control and Prevention, Institute for Educational Sciences and foreign educational ministries. These institutions focuses its attention on school climate reforms that supports K-12 stakeholders of this era when technology had shaped our values and views on things anew.

In lieu of this, researchers have proven that school climate has numerous imbricating importance on social, emotional, intellectual and physical safety of people at school. Cohen, Pickeral and McCloskey (2009) strengthened the claims of early educational reformers in their review of school climate that distinctive school culture affects the life and learning of students and their achievements and improved teachers' interpersonal relationships and participation.

In the Philippines, educators promote positive school climate through heartwarming quotes, slogans and taglines, and murals painted on their walls. Simple yet striking quotes and proverbs are conspicuously painted around Philippine schools. Although there are disparities to be settled in improving school climates, this somehow affects the relationships between and among teachers and principals as well as the learning outcomes of students. A positive school climate could alleviate most, if not, all pressing concerns of teachers in the workplace.

This is somehow true in many Philippine schools even in Quezon City. Cerado (2016), examined the three dimensions of school climate, namely; physical, social and academic. He

mentioned that people's attitudes are affected by the physical and psychological aspects that are considered as essential elements of better teaching-learning conditions. He added that teachers would be more motivated if schools provide ample opportunities to teach more effectively. Also, he reiterated that social climate is characterized by good communication between and among teachers and learners, as well as their peers.

Moreover, aside from the meager school facilities and learning resources in the public school system in the country, the provisions of a positive school climate could strengthen the Filipino teachers' organizational commitment as they move together towards meeting the regional and global standards in education. Maintaining a positive vibe in the workplace could somehow alleviate the burden and goals if shared with colleagues and supervisors. As stated by Dimarucut (2010), school climate is a significant element in improving academic performance and school reform.

In addition to that, school climate is deemed as one of the most important factors in teachers' commitment and attitudes towards work. The interaction between teachers and principals may greatly predict the success of the schools' achievement of their goals. This link between people in schools could highly affect their motivation, aspirations towards their tasks and participation with school-based activities spearheaded by principals (Smith et al., 2014).

With this, we can say that we don't always have the ideal/positive climate in our schools and that the key in achieving a positive school climate is to have communication and collegial decision-making, but due to people's differences in personalities, values and attitudes that could push us all towards the achievement of our goals and objectives this should not be

neglected. Hence, for a closer perspective, the school climate of public elementary schools in Schools Division Office of Quezon City will be explored to see how school climate could affect teachers' organizational commitment and come up with a management plan that could better improve it.

In the same fashion, teachers who have high morale are those who are committed to their organization, observe loyalty and cooperation for the accomplishment of the organizational mission. She reiterated that the principals play vital roles in improving their school climate and teachers' organizational commitment. They should both be a superior and a friend to teachers in order to build rapport and develop harmonious relationships with open communication, trust and sense of belonging. In addition, she emphasized that both teachers' and principals' commitment is mutually valuable because they are both aware that their interest is of no difference to that of the organization. Filipinos in general are relationship-oriented and at the same time, take much priority over structural achievements; hence, principals need to practice considerate leadership to encourage their teachers better.

To address these issues, in 2015, the Department of Education (DepEd) issued DO 44, S. 2015 – Guidelines On The Enhanced School Improvement Planning (SIP) Process And The School Report Card (SRC) which aims to strengthen School-Based Management (SBM) by further devolving the governance of education to schools, empowering school teams and personnel, expanding community participation and involvement, and making the delivery of education services to the learners more responsive, efficient, and effective through an enhanced school planning and communication process. The order expects the regional offices (ROs) and schools division offices (SDOs) to create support mechanisms for the schools and

to orient them before its implementation in January 2016. This is an initiative by the bureau to improve school climate in public schools.

Moreover, the School Improvement Plan (SIP) and the School Report Card (SRC) are DepEd's elements on School-Based Management (SBM) thrust. To improve the spirit of shared governance, schools prepare the SIP after thorough analyses of the school and the learner situation. These also serve as a communication and advocacy tool to inform the stakeholders of the school status and to encourage and inspire them to take an active role in planning, managing and improving schools.

LITERATURE REVIEW

This presents literature and studies which are deemed significant in this study. In addition, several sources are presented to provide readers a wider view of the problem analyzed.

SCHOOL CLIMATE

Every school has a different feel that is unique from all others. It is a necessary factor between school structure and teachers' and principals' attitude and behavior. As mentioned by many modern researchers and defined by early educational reformists such as Halpin and Croft, school climate is the personality of an organization. It can also be the atmosphere of the workplace which includes the expectations, values and motivation of people, policies that affect a person/s behavior. Hence, it should not be pushed aside and ignored.

As for Loukas (2007), school climate varies greatly because some schools feel friendly, inviting and supportive while others would feel differently. The feelings and attitudes evoked by these conditions of the environment is what we call the school climate and this consists of physical, social and academic dimensions. Also, it is stated in schoolclimate.org and as defined by Loukas (2007) that school climate is larger than any one person's experience as it entails working together towards shaping of learning and student development as well as professional development of school teachers. And, its dimensions could affect learning of students and teachers' organizational commitment. Hence, it is essential that the right climate is set at schools.

On the other hand, Smith et al. (2014), emphasized that if we want to acknowledge that in today's high-stakes education world, principals are primarily held accountable for student achievement but not necessarily relationships and overall school climate. However, they mentioned that personal contact is very crucial in providing a space where everyone could feel comfortable taking risks, and building their sense of self. They quoted that professional competence among colleagues provide strong social support through grade-level meetings to strengthen collaboration and mentoring programs to ensure cooperation. When teachers do more things enthusiastically for their students, they are committed to the organization because task autonomy and discretion are factors of organizational commitment. Their study revealed that when principals provide support to their teachers, protect them, provide opportunities to develop social rapport, they enhance their teachers' organizational commitment. Moreover, they reiterated that providing opportunities for staff to share their thoughts and participate in differentiated professional development would contribute to a more positive school climate and that the importance of principal's accessibility and cohesiveness among the staff and academic growth of teachers and students should never be taken for granted.

Furthermore, it must be understood that school climate's effects and the conditions that give rise to them are interwoven together, springing up the shared experience of an active and ecologic system (Phelps, Lerner and Lerner, 2009). Not only does the school climate and student self-concept have a positive correlation but also it is predictive of better psychological well-being (Virtanen et al., 2009). This is why there is a growing interest in school climate reform and an appreciation that this is a viable, data-driven school improvement strategy that promotes safer, more supportive, and more civil K–12 schools (Amrit and Cohen, 2013).

Kurniadi, Prihatin and Komariah (2017) stated in their study that positive climate has a more direct and significant effects of authentic leadership on the teacher performance and that there is a higher internal factor that affects teachers, namely motivation and commitment than the external factors which are leadership and climate in forming the professional performance of teachers. Hence, they emphasized based on their findings that for the improvement of teacher performance, they recommended that principals focus on the institutional arrangements so that they can create a conducive climate, giving benefits for teacher performance and encourage them to have high motivation and commitment for their work.

The fact that people are social creatures, organizational culture and climate oblige teachers to demonstrate deference, identification and commitment (Wilson and Martin, 2012). Workers, in general, tend to conform to the expectations of the management. This, according to Kundra (2006), it is driven by internal commitment, strong identification with company goals and intrinsic satisfaction at work. He also added that workers come to be evaluated favorably as part of the team through ritualistic displays of commitment and this springs from experiential transactions and personal encounters. Overlooking the importance of having a positive school climate could result to teachers' deviant behaviors that could break school rules or interpersonal relationships (Unal, 2012).

Additionally, Uline and Tschannen-Moran (2007) discoursed that despite the numerous issues across schools and school districts which include relationships and curriculum, we also must face the condition of the physical environment within which teachers teach and students learn hence, they examined the proposition that at least in part, the

deleterious impact that poor school facilities has on learning and teaching. Poor school climate may play a contributing role in low achievement when school facilities are inadequate. Dilapidated, crowded, or uncomfortable school buildings lead to low morale and reduced effort on the part of teachers and students alike, to reduced community engagement with a school and even to less positive forms of school leadership. They stated a few recent concerns for the quality of educational infrastructures, to cite, building condition, features, age, air temperature and quality, lighting, acoustical control, school design classifications and features and overall impression. Not only are student achievement related to physical facilities but also to teachers' enthusiasm for their jobs to better support their learning when they teach in a building they get judged to be of poor quality. Hence, considering the degree to which school climate mediates the complicated interplay of factors may help to tell how human comfort, pleasing appearance, adequacy of space and functional furniture and equipment can make teachers become more motivated and committed.

Also, the National Education Association (2013) emphasized that positive school climate is fostered through a shared vision of respect and engagement across the educational system. Emphasis is also placed on the collective sense of safety and care for the school's physical environment. It was mentioned that a related concept is school culture, which refers to the "unwritten rules and expectations" among the school staff. It was worth noting that a positive school climate also has benefits for teachers and education support professionals as when educators tend to have higher levels of commitment and more collegiality not to mention open communication between and among their colleagues and administrators.

Hoy and Miskel (2013), also stated school climate is the set of internal characteristics that distinguish one school from another and influence the behaviors of each school's members. It was also mentioned that school climate springs up from routine organizational practices that are important to the organization and its members. Its importance can never be underestimated as positive school climate can heighten teachers' performance, encourage esprit de corps and improve student achievement.

Additionally, Smith (2009) stated that organizational climate influences the behavior of its members. When teachers have high morale and are getting along well with others without conflicts and are happy and proud to be part of their school, it is said to have an open school climate while if they have unhealthy teachers, they tend to be disengaged and do not work well together. As his study emphasized, the continued study of school climate offers educators a means of better understanding the operation of schools and though considered as one of the most important perspective in education, there are not many researches that pertain to organizational commitment and its effect on teacher commitment. His findings showed that teachers are likely to be committed if they feel the help and support of other teachers. Collaboration and cooperation provide them a feeling of belongingness and strength to accomplish their jobs enthusiastically. Hence, he concluded that the collective norm of the teacher culture influences commitment more than collegial hardships and socio-economic status.

The feelings and attitudes that are elicited by a school's environment are referred to as school climate (Loukas, 2007). In this regard, educators tend to react favorably to a positive school climate as this helps in the learning of students and improve teachers' organizational

commitment. This, according to the National School Climate Council (2007), includes norms, values, and expectations that support people to feel socially, emotionally and physically safe. It also makes people engaged and respected. Stakeholders work together to develop, live and contribute to the shared vision of the school. It is also important to the effectiveness of utilizing everyone's capabilities (Gunbayi, 2007) as this could positively and negatively affect the teachers and principals, hence should never be neglected. To such a degree, organizational climate anticipates leadership behavior and social environment.

Lezotte (2012), on the other hand, identified the correlates of effective schools namely; instructional leadership, clear and focused mission, safe and orderly environment, climate of high expectations, frequent monitoring of student progress, positive home-school relations and opportunity to learn and time on task. Along these lines, the dimensions of school climate, namely; physical and social environment, faculty relations, student interactions, leadership through decision-making, disciplined environment, attitude and culture and school-community relations are embedded.

Moreover, school climate is manifested through different aspects such as teaching, patterns of interpersonal interaction, institutional challenges and engagement that promote safety, healthy relationships, school improvement and optimal learning environments (Biernbaum, 2015). A positive school climate is characterized by a supportive, orderly, and fair interpersonal climate (Cohen, McCabe, Michelli, and Pickeral, 2009). It indicates that positive school climate is a critical dimension linked to an effective risk prevention and health promotion efforts, as well as teaching and learning.

It is also noted that intimacy, among other qualities of school climate namely, supportiveness, restrictiveness and directive (Kilinc, 2014), which having strong collegial and congenial relationships are nurtured among school members who are close friends with and supportive of each other, thus making work enjoyably and easily done. He also noted that school climate is important in explaining teacher leadership. His study showed that restrictive school climates have teachers who are less likely to contribute to the institutional improvement and collaboration among colleagues or their own professional improvement. He also noted that teachers experience heavy and unnecessary workload may make teachers not find enough time to address their own professional development, assume school leadership roles or work with colleagues to improve the teaching and learning environment in their schools and most likely to stay isolated in their classrooms.

Moreover, Thapa et al. (2012) stated that the ever-growing body of research on school climate continuously attests to its importance in a variety of overlapping ways, including social, emotional, intellectual and physical safety; positive youth development, mental health, and healthy relationships; higher graduation rates; school connectedness and engagement; academic achievement; social, emotional and civic learning; teacher retention; and effective school reform. They also reiterated that it must be understood that both the effects of school climate and the conditions that give rise to them are deeply interconnected, growing out of the shared experience of a dynamic ecological system. After all, a positive school climate promotes cooperative learning, group cohesion, respect, and mutual trust.

In relation to this, teachers' identification with their organizations may also be a catalyst to make them stay in a school despite worsened situations (Başar and Sığrı, 2015).

They also found out that teachers' organizational identification may strengthen belonging and commitment but if treated impolitely by colleagues and much more the principal, may feel alienated from their jobs and schools. Hence, it must be remembered that a balanced social relationships bring about many positive qualities such as self-confidence, personal success, cooperation and sharing (Sheykhjan, 2014). Collaboration between the principal and his teachers may positively affect the achievement and the overall climate of the school.

In a study done by Edwards et al. (2014), it was stated that when a proper understanding of roles and responsibilities is communicated between school counselors, teachers and principals, it enhances the relationship in a manner that will have a positive impact on learning. They stated that communication should be open and provide opportunities for input in shared decision making, which, by its very nature, involves collaboration which is useful to understanding and support and to impact the administrator's perception of the roles of people at school (Missouri Department of Elementary and Secondary Education, 2011). To add, Doll (2010) found that the most needed skills and forms of knowledge at a workplace are interpersonal skills and academic skills which include negotiation skills, teamwork and social skills, organization and coordination skills, and communication skills. She cited strategies to enhance school climate which are as follows; building relationships, minimizing and managing conflicts, prevention of bullying and victimization, supporting adults and promotion of autonomy. On the other hand, principals can also do the following; foster relationships, reframe difficulties, celebrate successes and choose staff members carefully. This way, the balance between strong and supportive relationships that are fostered among students and staff members is maintained by the principal.

And, one of the communication requirements of modern working life includes the ability to create and maintain interpersonal relationships (Kokkonen and Almonkari, 2015). He also added that expertise is not something that an individual can create and enhance alone, but an ability to create a team and a community in which each individual's personal areas of expertise complement the knowledge and skills of others.

To get connected with one another, rapport building is clearly a valuable factor in improving relationships and this is built through a variety of verbal and non-verbal constructs. Thus far, rapport seems to be a positive interpersonal construct utilized in the instructional setting (Webb and Barrett, 2014) and effective communication between individuals provides a foundation for preventing and resolving conflicts in a friendly and informal way (Brazezew and Neka, 2017).

Furthermore, communication is a basic element and the foundation of healthy and strong interpersonal relationships and with which could affect how teachers and principals feel about themselves. This entails engaging effectively in complex interpersonal interaction and understanding people effectively and without this, a message can turn into misunderstanding and error (Erozkan, 2013).

In relation to this, the concept of school growth mindset describes positive school climate and culture with a common vision, sharing knowledge, support and resources (Hanson, 2016). Principals can share information with faculty about their potential to change and grow through effort and learning. When school organizations act according to the belief that individuals can grow and learn, this could result in the development of growth mindsets in

their students. Strategies promoting the development of faculty and student agency in schools were also found useful in promoting school growth mindsets (Blackwell, 2012).

As unique individuals, teachers belong to a cultural group whose role has multiple demands such as collaborating with other teachers as school colleagues, advocating for the students, creating partnerships with parents and maintaining professionalism throughout these responsibilities (Lipsky et. al, 2017) and when they disagree with the school or another person within the school, it is called interpersonal conflict (Horton et. al, 2013) that could affect their performances.

ORGANIZATIONAL COMMITMENT

Organizational commitment is considered as the strongest motivator that highly affects persons' intentions to perform well, increases his efficiency, and improves his skills. It is considered to be a bond between the individual and the organization and the 'the relative strength of an individual's identification with and involvement in a particular organization (Baştug et al., 2016). It was also stated that it is a key factor in relations between people and organizations that can lead to useful outcomes as increasing the effectiveness, efficiency and productivity and reduction of trading volume and absence in individual and organizational levels as it is a good predictor of organizational goals and objectives, productivity, absenteeism and turnover. They also stated that there are many factors affecting organizational commitment namely; age, gender, experience, organizational justice, trust, work satisfaction, role conflict, importance of performed work, support received, participation in resolution process, taking part in work, work safety, recognition, alienation, marital status, rights supplied except salary,

desperation, work hours, grants, routinization, promotion opportunities, salary, other transactors, leadership behaviors, external work opportunities and interest in transactors.

In addition, organizational commitment is important and it plays a role in the formation of an integrated human effort in the organization. Bin Ahmad et. al (2012) have conceptualized that, the commitment in the workplace has been a phenomenon of ongoing interest and focus which regard the connection of the individual and the organization hence, building the employee commitment to the workplace is one important goal of human resource policies and practices as it has a positive effect on productivity, turnover and employees' willingness to help coworkers.

Moreover, Cogaltay (2015) summed up the definition of organizational commitment to be comprised of qualifications such as the employees' desire to stay in the organization, the quality of their relationships, and the internalization of their purposes, loyalty, interest and endeavor. He also emphasized the importance of the employees' perceptions they hold for their organizations as these motivate them and play important role in their efficiency in the organization. In addition, he cogitated that gender does not affect teachers organizational commitment but by the roles postulated by the society which have an effect on their behaviors.

It is also a concept of sincere adoption of the organization's goals and objectives for the betterment of its workers, their efforts and contributions made for this purpose (Sarikaya, 2016). It includes their approval and adoption of the schools' vision, goals and objective and is manifested by his eagerness to perform better for the organization. Organizational commitment, according to Sarikaya (2016), is dependent of the attitudes and behaviors of their principals. But, West et al. (2008) stated that organizational commitment consists of affective

commitments characterized by the levels of one's dedication to the values and goals of the organization and the desire to remain affiliated with the organization for reasons other than obligations.

In a study conducted by Celebi et. al (2016), they mentioned that organizational commitment includes two different points of views- as an observable and measurable behavior and as an attitude towards the organization and that it has three dimensions namely; affective, continuance and normative commitment. They also found out that teachers' loyalty and dedication to their supervisors are significant predictors of affective and normative commitment. They found out that identification with supervisor and internalization are significant predictors of affective commitment and stated that the affective commitment of teachers to their organizations/schools contains their characteristics and perceptions towards their schools.

On the other hand, Tentama and Pranungsari (2016) mentioned that organizational commitment is important because it is the power of employees' participation in an organization and it reflects the decency of the supervisor as it involves emotional attachment, identification and willingness to be involved in the organization. Simultaneous teachers' work motivation and satisfaction are significantly correlated to a better organizational commitment. When teachers are motivated, they are more productive. Hence, highly committed employees provide beneficial conditions because they will perform better in any activities. Also, they found out that if teachers are highly motivated and satisfied, the more committed they are to the organization. They have provided evidence that high organizational commitment comes from teachers' motivation and satisfaction.

In the study of Mohamed and Ruth (2016), it was stated that organizational commitment is defined variedly from one researcher to another. They say that it is a behavior of employees, to protect their occupational and employment assets in terms of salary and benefits, and as a function of tenure. And they found out that there is a strong positive relationship between meaningful work and sense of community with affective, continual and normative commitment. In addition to that, they stated that a work climate in which teachers perform meaningful work enhances their likelihood of reaching full capacity and realizing full potential at work. Monetary aspects alone cannot make the teachers happy but also with a healthy and happy work environment where they feel valued and their skills and capacities are utilized for the benefit of the stakeholders of the organization.

CONCEPTUAL FRAMEWORK

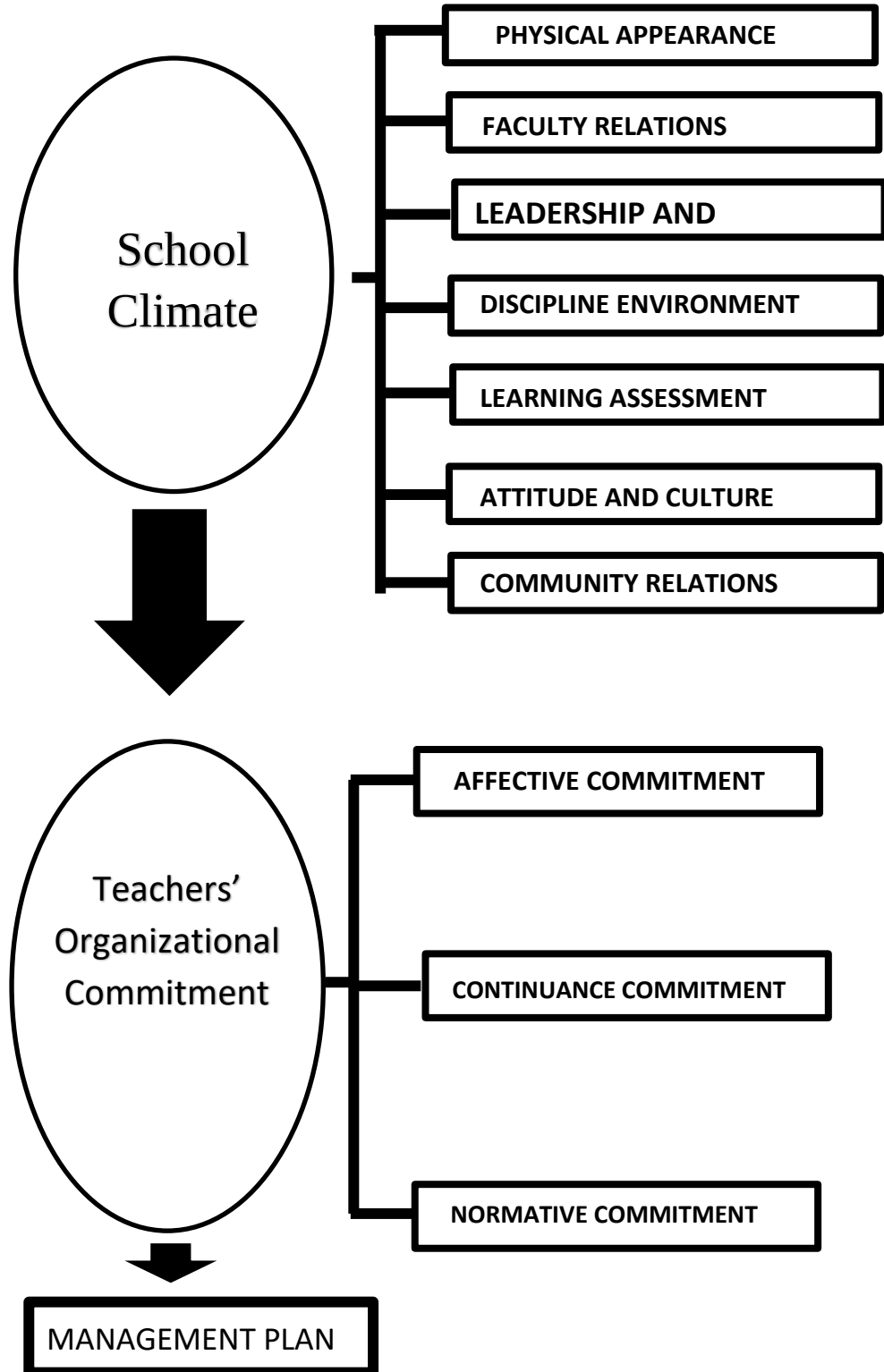


Figure 1. Conceptual Framework of the Study

This study is anchored on some relevant theories propounded by social theorists and researchers. As stated by the National School Climate Council in 2007, school climate is based on the experiences of students, parents and school personnel's school life as it reflects the goals, values, interpersonal relationships, teaching and learning practices and organizational structures. As cited in many studies, school climate is the set of internal characteristics that distinguishes one school from another and influences the behaviors of each school's members. They also mentioned that school climate spring up from routine organizational practices that are important to the organization and its members. Its value should never be underestimated because positive school climate promotes teacher retention which itself enhances student success (Cohen et al., 2009).

Figure 1 underscores the conceptual support related to the relationship of school climate and teachers' organizational commitment. School climate was examined using the seven dimensions namely, physical appearance, faculty relations, leadership and decisions, discipline environment, learning assessment, attitude and culture and community relations.

On the other hand, the researcher measured the teachers' organizational commitment using the following dimensions namely, affective, continuance and normative. Their relationship was further investigated through interviews with the principals of participating schools and focus group discussions with teacher respondents. Through these conversations, factors that affect teachers' organizational commitment emerged. Further, the results were used to develop a management plan to help principals in improving or maintaining a positive school climate in their schools.

In this regard, educators tend to react favorably to a positive school climate as this helps in the learning of students. This, according to the National School Climate Council (2007), includes norms, values, and expectations that support people to feel socially, emotionally and physically safe. It also makes people become engaged and respected. Stakeholders work together to develop, live and contribute to the shared vision of the school. Moreover, the National School Climate Center (2012) added that a sustainable, positive school climate supports youth development and learning necessary for a productive, contributive and satisfying life in a democratic society. Additionally, the NSCC stated that student, educators and families should work together to develop, live and contribute to a shared vision of the school. Each one imparts a great help to the operation of the school and the care of the physical environment.

Additionally, school climate is important to the effectiveness of utilizing everyone's capabilities (Gunbayi, 2007) as this could positively and negatively affect the teachers and principals, hence should never be neglected. According to Hoy et al. (2013), a healthy school Climate includes favorable relationships among school members in the same way that collaborative, collegial and supportive relationships in a positive school climate leads to a positive mental mood and effective engagement with one's responsibilities, hence a strong sense of organizational commitment among teachers.

In relation to this, Smith et al., (2014) stated that principals can change their school climate positively by developing an intentional strategy which is based and molded by his existing strengths and weaknesses. They mentioned that simple acts of affirmation in academics and interpersonal relationships are important and everyone and their performances

matters. Supportive and considerate leadership is found to build trust and organizational commitment. Their study cited that even though it is clear that an intentional strategy improves a school's climate, there is no single strategy to do it. However, he noted that schools where principals have open-door practices and are invested in quality professional learning are perceived to have foster a more positive environment. It is notable that if teachers have taught in a school long enough, they tend to be more close-knit with one another and that they feel more supported and heard than those who are new. All in all, positive school climate is also facilitated by open communication with the principal, social and professional group events, teacher longevity, and opportunities for collaboration and physical proximity, which new teachers do not feel right away, but do when they get to break in.

On the other hand, Loukas (2007) claimed that it is difficult to provide a concise definition for school climate. She categorized them into just three- physical, social and academic dimensions. The physical dimension includes the appearance of school, student-teacher ratio per classroom, order and organization of classrooms, resources and safety and comfort. As for the social dimension, it includes, interpersonal relationships, equitable and fair treatment of people at school, and decision-making of staff and stakeholders.

However, in 2017, the National School Climate Center measured school climate through the 13 dimensions of six categories. The first category is safety which includes the (1) rules and norms, (2) physical security and (3) social-emotional security. Under the teaching and learning category are (4) support for learning and (5) social and civic learning. The third dimension, interpersonal relationships, includes (6) respect for diversity, (7) social support for adults and (8) social support for students. Fourth is the institutional environment which

includes (9) school connectedness-engagement and (10) physical surroundings and (11) social media, and on the staff only category which covers (12) leadership and (13) professional relationships.

Cohen and colleagues (Cohen et al., 2012) stated that school leaders and teachers should strive harder to clearly define the sets of norms, goals and values that shape the learning and teaching environment. How could this happen if teachers do not feel attached to the goals and visions of the school head? They mentioned that a positive school climate promotes cooperative learning, group cohesion, respect and mutual trust between and among the teachers and school heads, so that they could directly improve the learning environment.

Some researchers categorize these dimensions differently and would comprise of the following components: school plant, personnel relationships, students' learning and relationships, leadership and decision-making and community relations. However, it was stated in the research brief of the National Education Association (2013) that the US Department of Education's Safe and Supportive School Model included just three dimensions, namely: (1) student engagement (relationships, respect for diversity and school participation), (2) safety (social-emotional safety, physical safety, substance use), and, (3) school environment (physical environment, academic environment and disciplinary environment).

In lieu to school climate is its effect on school personnel and staff. Teachers as frontliners have the greatest impact on the learners so their perceptions could help greatly in identifying the areas for reforms and interventions. Hence, examining the school climate could

reveal the extent of teachers' organizational commitment. After all, no educational reform can begin unless it first starts with the teacher (Lucero and Etom, 2017).

Commitment to organization is important as it plays a key role in the formation of an integrated human effort in the organization. As stated by Lucero and Etom (2017) and as what can be observed in the field, some teachers lack the zest to participate or get involved in school activities and more often than not are even active critiques of school activities. To add, their commitment may also be from their relationships with the school principals which sometimes go unresolved. These behaviors and attitudes impede planning, decision-making and implementation

And as stated by Nath Gangai and Agrawal (2014), organizational commitment can be defined as the emotional responses which an employee has towards his organization and so the employees at school should create a positive climate so they all could work harmoniously. In addition, if happy people truly perform better, then they must create conditions in which happiness thrives. They also added that organizational commitment is directly linked to organizational performance, effectiveness and productivity of the organization. Unfortunately, not many exert much effort in finding the most effective strategies for creating a happy school climate.

As one of the most widely examined concept in managerial perspective due to its significance for organizational performance and effectiveness, organizational commitment is generally confined to the degree to which an employee is loyal to their organization and the individual's identification with and involvement in a particular organization. This was found

to have a significant relationship with turnover and productivity. As noted by Gangai and Agrawal (2014), employees who are emotionally associated to their organization are likely to remain in their respective organizations because of the benefits they could gain after retiring. With this need, new strategies should be developed and executed to make employees feel obliged and more committed to the organization.

In addition, organizational commitment has been identified to have three components, namely; affective, continuance and normative (Starnes and Truhon, 2000). Affective or moral commitment occurs when teachers fully embrace the goals and values of the organization. It is a psychological attachment and it refers to a positive affection reflected in a desire to see the organization succeed in its goals and a feeling of pride at being part of the organization. On the other hand, continuance commitment occurs when teachers base their relationships with the organization on what they could lose if they leave. It is “an individual’s awareness of the costs of leaving the organization”. Employees continue to be a part of an organization because he fears the unknown ‘opportunity cost’ of leaving the organization or having few or no alternatives. Lastly, normative commitment occurs when individuals remain with an organization based on the expected standards of behavior and social norms. These employees value obedience, cautiousness and formality and these attitudes are similar to that of affective commitment. They suggested that developing high levels of affective commitment will be useful to leaders who want to positively impact the performance of their organization. Without organizational commitment any plans and programs of top managers won’t get far and the most modest plan and the most straightforward program will come out well.

Moreover, Celebi et al. (2016), stated that the relationship between dimensions of loyalty and organizational commitment are significant predictors of affective commitment while employees' loyalty to their supervisors are significant predictors to continuance commitment. They also found that dedication as a dimension of teachers' loyalty to their supervisor is a significant predictor of normative commitment and this is much more important to the teachers in their study than committing to a system or an organization. They also quoted that affective commitment of teachers contains their characteristics and perceptions towards their schools and this is evident for the ones who work in public organizations. Employees' identification with their supervisor and incorporation of their thoughts and feelings towards their own supervisors address the inner thoughts and perceptions of teachers. Hence, they concluded that teachers' commitment and loyalty arguably play an important role in the principal-agent issues surrounding the separation between the ownership and control of an organization. Furthermore, they added that teachers' continuous commitment becomes stronger not with social networks at school but through career expectations while normative commitment is defined as a combination of individuals' values and school values and this is considered as the upper degree of other dimensions. However they quoted that organizational commitment is not enough to explain teachers' behaviors, perceptions and attitudes at schools.

In simpler terms, affective commitment is when the employee wants to stay; continuance commitment occurs when the employee needs to stay; and the normative commitment occurs when the employee feels s/he ought to stay in the organization (Suma and Lesha, 2013). However, another type may exist as alienative commitment which occurs when an employee feels they have very little or no control or impact and wants to leave their job.

On the other hand, some positive factors include reduced role ambiguity, teacher empowerment, clear organizational mission, encouragement of continual professional development and shared decision-making.

RESEARCH QUESTIONS

This study aimed to examine school climate and its relationship to teachers' organizational commitment.

Specifically, the study answers the following questions:

1. What is the perceived school climate of the teachers' respective schools?
2. What is the level of teachers' organizational commitment?
3. Does school climate affect teachers' organizational commitment?
4. How do teachers explain the role of school climate in their organizational commitment?
5. What management plan can be developed to enhance teachers' organizational commitment?

DEFINITION OF TERMS

Affective Commitment. The degree to which an employee wants to stay in an organization because of emotional attachment.

Attitude and Culture. For the purpose of this study, this pertains to the teachers' being part of the community and the use of language to their peers and school.

Community Relations. For the purpose of this study, this pertains to the relationship of the school to their parents and the community.

Continuance Commitment. The degree to which one employee believes that leaving an organization would be costly.

Discipline Environment. For the purpose of this study, this pertains to the school-wide discipline policy, expectations and consistency, and maximum use of student-generated ideas and input.

Faculty Relations. For the purpose of the study, this pertains to the collaboration of teachers with regards to planning, approach to problems, constructively speaking about each other, dissatisfaction with status quo, respect for one another, meetings and school events attended by each one of them, leadership roles, and faculty time to commune with one another.

Leadership Decisions. For the purpose of this study, this pertains to the schools' sense of vision and mission, shared values, shared decision-making, trust and respect in leadership, leadership accountability and its harmony with students, community and other's experience of the quality of school climate.

Learning assessment. For the purpose of this study, this pertains to the assessment targets for learners and teachers' instructions.

Management Plan For the purpose of this study, this pertains to a realistic and detailed plan of action used to attain organizational goals.

Normative commitment. The degree to which an employee feel obligated to the organization and that staying in the organization is the right thing to do.

Organizational Commitment. It is considered to be the bond between the employees and the organization and their identification with and involvement in a particular organization (Baştug et al., 2016).

Physical Appearance. For the purpose of this study, this pertains to the physical surroundings of the school (SCAI, 2016).

School Climate. The feelings and attitudes that are elicited by a school's environment are referred to as school climate (Loukas, 2007).

SIGNIFICANCE OF THE STUDY

School climate and teachers' organizational commitment has been studied numerous times and yet according to Smith (2009), there is still a lack of study concerning the relationship between school climate and teacher commitment. Clearly, there is a need to pursue this research that can contribute to an expansion of the theory that explains the relationship between organizational commitment and school climate.

In this regard, this study aims to contribute to the knowledge concerning school climate and teachers' organizational commitment. Its practical significance is to serve as a guide to practice framework for understanding school climate's effect on teachers' organizational commitment. Also, the study will outline behaviors to accomplish workable climates to achieve teachers' commitment. As Smith (2009) mentioned, there are not many researches

that pertain to organizational commitment and its effect on teacher commitment and continued study of school climate offers educators a means of better understanding the operation of schools, and is considered as one of the most important perspective in education,

It has been reiterated by the National Education Association (NEA) and Thapa et. al, (2012), that a positive school climate is important for school reforms and improving behavioral, academic, and mental health outcomes for students and acts as a support for teachers. NEA emphasized that schools with positive school climate has open communication among teachers and are supportive of their teachers. And if school personnel are happy because of these, they become happy workers who perform well. After all, a happy teacher is considered to be a better teacher because this attitude influences the quality of instruction. Hence, this research aims to confirm the relationship and extent of school climate to the teachers' organizational commitment to come up with a management plan to support school principals to improve or better maintain their school climate.

CHAPTER 2

METHODS

This chapter discusses the research methods and processes used in conducting this study. It includes the research design sampling and participants and sources of data, construction and validation of research instrument and data gathering.

RESEARCH DESIGN

The study is descriptive in nature. The researcher used the survey method to explore the relationship of school climate to the teachers' organizational commitment. The purpose of the study was to 1) examine the school climate and its effect to teachers' organizational commitment, and 2) investigate the factors that affect teachers' organizational commitment. The results will be used to develop a management plan to better improve school climate and teachers' organizational commitment in public elementary schools in Quezon City.

Overall the design involved a total of 6 big (P3 and P4 categories) public elementary schools from the six districts of Quezon City. The researcher selected one big school for every district. School climate and teachers' organizational commitment was measured through a survey and a follow-up interview to validate the participants' responses. The researcher also conducted a number of focus discussion groups with the teacher participants to constructively discuss what factors could better improve or strengthen teachers' organizational commitment and interviewed principals on how they could improve their school climate.

SAMPLING AND PARTICIPANTS

The Schools Division Office of Quezon City is composed of six districts. The researcher conducted the study in six big public elementary schools in Quezon City. One school was selected per congressional district. Responses were sought from at least 30 teachers and principals through stratified sampling. Regardless of age, gender and years of service, there were 224 respondents from different positions, namely: Teacher I, Teacher II, Teacher III, Master Teacher and School Principals.

According to Guetterman, (2015), employing stratified random sampling strategy allows better comparison. It also allows the researcher to highlight a specific subgroup within a population. It also works well for populations with a variety of attributes. Stratifying the population gives a smaller error in estimation and provides greater precision than the simple random sampling. This technique is useful because it ensures the presence of the key subgroup with the sample.

Table 1:

Distribution of Participants per School

Participating School	Number of Principals	Number of Teachers	TOTAL
School 1	1	33	34
School 2	1	38	39
School 3	1	32	33
School 4	1	34	35
School 5	1	44	45
School 6	1	37	38
TOTAL	6	218	224

Table 1 shows the number of participating schools and the respondent allocation per school. There were a total of 6 principals and 218 teachers who participated in the study.

RESEARCH INSTRUMENT

The researcher devised an instrument which was adapted but is locally relevant to the Philippine setting. The tools used were based from the School Climate Assessment Instrument (SCAI) Elementary Teacher Version developed by the California State University to measure school climate and the Three-Component Organizational Commitment Questionnaire developed by Natalie Allen and John Mayer to assess their organizational commitment. According to Starnes and Truhon (2006) and Smith (2009) and Celebi (2016), this instrument could measure the employees' acceptance of the organizational goals, willingness to work and desire to stay with the organization.

The School Climate Assessment Instrument (SCAI) Elementary Teacher Version is composed of eight dimensions of school climate, namely; physical appearance, faculty relations, student interactions, leadership decisions, discipline environment, learning assessment, attitude and culture and community relations. This is one of the newest versions of questionnaires for examining the school climate. According to the Alliance for the Study of School Climate, the School Climate Assessment Instrument (SCAI) is the best instrument to use because it captures more reliable and valid data and can identify not only the effects but also the causes of school climate and it is said to be more statistically predictive than other instruments.

However, in this study, some components in SCAI were excluded because they relate to student improvement more than their effects in teachers' organizational commitment. The student interaction dimension of school climate and some indicators under Attitude and Culture dimension were omitted because these can be better answered by the students and not by their teachers. Only those indicators that can be directly observed by teachers were retained.

Moreover, the questionnaire used to assess the school climate and teachers' organizational commitment was presented in a Likert-scale format. This scale is designed to measure the attitudes of the respondents (Likert, 1932) and it is composed of a five-point scale (SCAI) and seven-point scale (TCM) which allows participants to express how much they agree or disagree with a particular statement (See Appendix G).

These questionnaires were modified to suit the Philippine setting-particularly Quezon City and was validated by education experts. This was done to reduce the error in the measurement process. The instruments' reliability and validity ensure the stability of the measure, internal consistency of the interpretation of the results.

DATA GATHERING PROCEDURE

After the survey-questionnaire has undergone the validation process, it was administered to the respondents from target schools in all districts of Quezon City. A letter was given to the Division Superintendent, Dr. Elizabeth E. Quesada, for approval/endorsement to administer the said instrument to the respondents of target schools-teachers and principals.

After the approval/endorsement, letters to the principals and teacher respondents were prepared. Then, the researcher brought the questionnaires to the principals who then gave the

questionnaires to the research coordinator with the provided letter of process explanation. The research coordinator of the school had to select 4 to 10 Master Teachers and 30 from the Teacher I, II and III positions. The school research coordinator distributed, collected and returned the information which was put in a brown envelope provided by the researcher. As for the principals' input, the researcher personally met them for an onsite structured interview which was done during the former's availability. She also met with the selected teachers per school to conduct an interview with them. Two sets of questionnaires were used- one to assess the school climate and the other to assess the teachers' organizational commitment. Both the principals and teachers had to answer the same set of questions but answered separately. The interview was recorded and treated as classified. Moreover, to prevent identification of participating teachers, all principals and teacher participants are referred to with feminine pronouns.

In addition, the researcher personally did sets of focus group discussion and informal interviews to validate responses from the instrument, for qualitative interpretation and discussion of data.

Moreover, the data gathering procedure was as follows:

1. Sought approval from the Schools Division Office of Quezon City,
2. Sought permission from principals of selected big elementary schools from all districts,
3. Administered survey questionnaire for school climate and teachers' organizational commitment, and

4. Interpreted the data gathered.

INSTRUMENT VALIDATION

The research instrument was validated by expert practitioners in the field of education. They were composed of three Public Schools District Supervisors, two public elementary school principals and one teacher education professor from a state university. They are all experts in the field of school management.

The validation started on September 26, 2018 and the data were tallied after two weeks.

RELIABILITY OF THE INSTRUMENT

The reliability of the instruments were assured by administering the questionnaires three times in two weeks. The values for reliability coefficients range from 0 to 1.0-0 means no reliability and 1.0 means perfect reliability. A coefficient of 0.80 and above means high reliability, 0.40-0.79 indicates fair reliability. The higher the reliability coefficient, the more repeatable or reliable the test scores are while the lower the reliability means that a large proportion of test variance is error in measurement.

The results of the reliability of the instrument showed a coefficient of 0.78 which is interpreted as 'fair reliability' and it means that the instrument is considered appropriate in the study.

Scoring was done by following the procedure below:

1. Tallying the scores according to the indicators,
2. Computing the average mean for each indicator,

3. Computing the weighted mean for each group of respondents,
4. Interpreting the obtained weighted mean according to its verbal interpretation, and,
5. Treating data in a scatterplot using linear regression technique.

DATA ANALYSIS

The researcher used descriptive and inferential statistics. The relationship between school climate and teachers' organizational commitment was tested using the regression analysis while the output of teachers and principals was summarized to present and compare the school climate of participating schools. Regression analysis was used to determine the extent of a linear relationship between a dependent variable and one or more independent variables.

All statistical tests used in this study were run via the Microsoft Excel 2016.

On the other hand, the respondents' responses during the interview and focused group discussions were recorded, collated and themed to support the quantitative data.

ETHICAL CONSIDERATIONS

Collection of data from human participants require ethical considerations in terms of informed consent, proper protocol, confidentiality of information, and the mechanism of sharing the results of the research are to be addressed properly by the researcher.

This research did not involve any sensitive issue/s such as partner violence, drug addiction and/or abortion. However, the researcher took proper ethical consideration to protect the respondents in all ways possible. Also, the researcher intended to provide complete information about the study to the participants to assure them of the purpose of the study and the benefits it can do to educators.

In this research study, the proper protocol was observed. A letter of permission was prepared and given to the researcher's adviser for suggestions and signing. Then, it was handed out to the Division Superintendent of the Schools Division Office-Quezon City. After having the letter signed by the superintendent, the letter was presented to the school principals of target public elementary schools along with another letter to conduct the study within the school.

Along with it, a letter of request to the teacher-respondents (Appendix C) and an informed consent form (Appendix D) was given to all the respondents informing them of the nature, and objectives of the study, and assuring them that all responses they will make will be dealt with utmost care and confidentiality and that there is no known or anticipated harm to the institution or to the teacher respondents. Moreover, they were assured that the results

will help to establish baseline data for the input in designing a management plan to address school climate issues in schools.

Further, the respondents were oriented about the study's purpose and procedures by the researcher with the supervision of the school research coordinator. Also, the expected number of minutes to be spent in answering the questionnaires was also stated. The respondents were asked to answer the questionnaires for 10-15 minutes during their free time. It was explained to them that their participation to the study is voluntary and that there are no foreseeable risks to them or to the institution. Also, they were informed that they will not receive any benefit nor any type of payment for participating in the study.

Furthermore, confidentiality of information and their anonymity were assured. Any information obtained from the respondents will remain confidential and will only be disclosed upon their permission. The participants were informed that the gathered data will be stored securely in the researcher's computer for three years and that after which, all records will be erased.

Upon completion of the study, the researcher commits to share the results to the principal and teacher through a forum to discuss the merits of the paper. An electronic summary of the findings of the research will also be made available to the participants upon request.

Moreover, the researcher gave a letter of request (Appendix B) to the principals of target schools informing them of the bias-free (gender, ethnic and cultural) data collection tool and criteria or sampling techniques required in the selection of the participants and that the

purpose of conducting the study in their school could significantly contribute to the insights for the benefit of all educators. This is because the targeted schools, categorized as P3 or P4 schools, have enough respondents from all ranks, hence the researcher could capture varied insights from all levels of teacher positions. In line with this, the principals were informed about the sampling techniques to be used in the study as stated in Appendix B that this study needed the participation of at least 5 master teachers, 10 teachers I, 10 teachers II and 10 teachers III, regardless of gender, age and years of service. However, due to unforeseen conditions and situations, this did not completely happen. There were not many teachers under the T2 position in the targeted schools, hence, the participation of more T1 teachers were sought to compensate for the deficit. There were a total of 224 respondents, 117 were T1 teachers, 29 T2 teachers, 44 T3 teachers, 28 MTs and 6 principals who participated in this study.

Moreover, the researcher ensured that conflict of interest is avoided and objectivity and independence of the research were given the highest priority. There were no financial or non-financial benefits to any respondent, relative or friend alike. And since the study was not externally funded by anyone, the researcher did not need to prepare a written agreement to execute the conduct of this research.

In addition to that, the research did not involve any vulnerable population like children, the elderly, ethnic and racial minority groups, the homeless, prisoners, people with incurable diseases and the like hence, obtaining assent was not needed.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter presents analyses and interpretation of data gathered by the researcher through retrieved instruments. Statistical data are presented in tabular form and arranged in accordance with the statements of the problem in Chapter 1. After every table, a narrative explanation of the figures and discussions of the implications of the results are provided. Moreover, discussions show the existing climate and extent of teachers' organizational commitment.

Problem 1. What is the perceived school climate of the teachers' respective selected schools?

Based on the interviews, the principals defined school climate as the overall styles (of teachers, principals and students) employed in their schools, classrooms and communities. As they have been assigned to different schools before, they emphasized that school climate differs from one school to another, depending on the needs and culture of the teachers and the community in the area.

The respondents, principals and teachers alike, spoke about the varied concepts on school climate, namely; 1) Physical appearance of school and classrooms, 2.) Relationships between and among principals, teachers, students and their community, 3.) Positive discipline, 4.) Management/leadership styles of principals, overall styles and customs employed in the school 6.) learning outcomes of students, 7.) student discipline. 8.) parental /community

relations. They unanimously spoke that these dimensions on school climate affect their organizational commitment.

Table 2.

Weighted Mean Score as Perceived by the Six Schools from different districts on their schools' Physical Appearance Dimension of School Climate

PHYSICAL APPEARANCE INDICATORS	S1 mean	S2 mean	S3 mean	S4 mean	S5 mean	S6 mean	OVER ALL MEAN	DESCRIPTION
1. School looks welcoming and safe with some signage that serve as reminders.	4.1	4.7	4.7	4.7	3.9	4.5	4.4	High Middle
2. There is no litter because the school is cleaned at any time of the day because the school observes proper waste segregation and disposal.	3.9	4.5	4.3	4.0	3.7	4.0	4.1	High Middle
3. All students' school work is displayed to show pride and ownership of good performance.	4.0	4.0	4.5	4.4	3.4	4.1	4.1	High Middle
4. Teachers and students show respect to the school janitors.	4.4	4.4	4.8	4.4	3.8	4.6	4.4	High Middle
5. There are very rare writings on walls because they are dealt with right away by the staff.	3.8	3.7	4.4	4.1	3.8	4.0	4.0	High Middle
6. Teachers and students take ownership of the school and help in maintaining cleanliness and order.	4.2	4.4	4.7	4.4	3.9	4.4	4.3	High Middle
GENERAL WEIGHTED MEAN			4.2					High Middle

Range of Rating Description and Verbal Interpretation: 1-1.49: Low, 1.50-2.49: Middle-Low, 2.50-3.49: Middle, 3.50-4.49: High Middle, 4.50-5: High

Table 2 shows the weighted mean score as perceived by the six schools from different districts on their schools' physical appearance dimension of school climate.

The data indicates a HIGH MIDDLE level of the physical appearance dimension of the six schools' climate in the study. With a general weighted mean of 4.2, majority of the respondents feel that their schools' appearance have a HIGH MIDDLE level rating based on the following indicators: (1) their schools look welcoming and safe and have signages that serve as reminders, (2) there is no litter because the schools are cleaned at any time of the day

and have proper waste segregation and disposal, (3) students' works are displayed to show pride and ownership of good performance, (4) teachers and students show respect to the school janitors, (5) there are very rare writings on walls because they are dealt with right away by the staff and, (6) teachers and staff take ownership of the school and help in maintaining cleanliness and order.

From the results, the highest-rated indicators were the following: (a.) their schools look welcoming and safe and have signages that serve as reminders and (b.) teachers and students show respect to the school janitors both with an overall mean of 4.4. It was also evident from the interviews with principals that the physical appearance of the school is their first and top priority. Their schools are visibly welcoming because of murals, quotations and reminders.

Additionally, the second highest rated indicator was the sixth indicator which is 'teachers and students take ownership of the school and help in maintaining cleanliness and order' with a weighted mean of 4.3. This is followed by the second and third, which are as follows: (a.) there is no litter because the school is cleaned at any time of the day because the school observes proper waste segregation and disposal and (b.) all students' work is displayed to show pride and ownership of good performance with both 4.1 weighted mean.

The indicator that was rated the least was that of the rare writings on walls because they are dealt with right away by the staff. This means that this indicator should be looked into by the school personnel.

During the interviews, the principals defined school climate as the atmosphere that is very conducive for both teaching and learning. And, for the school to be conducive for learning and teaching, they all mentioned that improving the physical appearance of the school is their first priority. They all agree that school climate is the overall ambience, appearance and cleanliness of the school plant hence, should be thoroughly maintained at all times.

Principal 2 defined school climate as everything that you see in the school and that the principals' top priority upon assignment to a new school should be in checking and improving the physical appearance of the school and other aspects should follow after this.

To which, Principal 4 added that the physical appearance ensures the safety of their students. To which she stated, *"I always check the school surroundings every morning. I always tell the janitors to check the comfort rooms because sometimes, the floors are wet."*

She further stated, *"If there are unchecked hazards in the school, accidents may happen and if they did, teachers' classroom instructions may be disrupted because they have to attend to the victim/patient leaving all other children vulnerable when she steps out of the school to bring the victim/patient to clinics/hospitals. An unsafe school environment may expose our teachers to heavier responsibilities and liabilities."*

Principal 3 and Principal 5 also stated that they designate the janitors to their respective areas to ensure that all nooks of the school are well-maintained, especially the toilets where most accidents may frequently occur. To ensure students' as well as teachers' safety in the school's premises.

Principal 5 said, *“I assign floating teachers as building managers to facilitate line formation of pupils who just arrived for their classes. These teachers also check if students are loitering around.”*

Furthermore, during the discussions, teachers reported that their class and classroom size affect their class instruction. A teacher said, *“I would prefer the room to be more spacious for my students to be able to move around during group activities”*. Another teacher stated, *“I have a small room and so there no space to move around, hence going around to check my students’ work is not easy.”*

These statements were confirmed by Jonathan and Mbogo (2016), who stated that work safety and surroundings should not create significant risks for people to perform their work but should be aimed at creating conditions, capabilities, and habits that enable them to perform work efficiently. These results also suggest that by ensuring the safety of the school, everyone could work more efficiently and comfortably. Everyone wants to work in a clean, safe and nice workplace.

TABLE 3.

Weighted Mean Score as Perceived by the Six Schools from Different Districts on their Schools' Faculty Relations Dimension of School Climate

FACULTY RELATION INDICATORS	S1	S2	S3	S4	S5	S6	OVER	DESCRIPTION
	mean	mean	mean	mean	mean	mean	ALL	
							MEAN	
1. Teachers always collaborate on teaching matters and are congenial to one another.	4.4	4.5	4.7	4.4	3.8	4.6	4.4	HIGH
2. Teachers deal with problems collectively as a team.	4.4	4.2	4.7	4.5	3.7	4.4	4.3	MIDDLE
								HIGH
								MIDDLE

3. Teachers frequently go to school activities.	4.3	4.5	4.6	4.4	3.7	4.5	4.3	HIGH MIDDLE
4. Teachers have a high-level of respect for one another.	4.3	4.6	4.8	4.5	3.7	4.6	4.4	HIGH MIDDLE
5. There is a strong teacher leadership that comes from proper coordination.	4.3	4.5	4.7	4.3	3.7	4.6	4.4	HIGH MIDDLE
6. Professional meetings are attended by all teachers to address relevant issues and concerns.	4.7	4.6	4.9	4.6	3.6	4.7	4.5	HIGH
GENERAL WEIGHTED MEAN							4.4	HIGH MIDDLE

Range of Rating Description and Verbal Interpretation: 1-1.49: Low, 1.50-2.49: Middle-Low, 2.50-3.49: Middle, 3.50-4.49: High Middle, 4.50-5: High

Table 3 shows the weighted mean score as perceived by the six schools from different districts on their schools' faculty relations dimension of school climate.

The data reveals that the respondents rated their school climate on faculty relations dimension with a HIGH MIDDLE level with a 4.4 general weighted mean. Most respondents feel that their teachers (1) always collaborate on teaching matters and are congenial to one another, (2) deal with problems collectively as a team, (3) frequently go to school activities, (4) have a high level of respect for one another, and (5) has strong teacher leadership that comes from proper coordination.

Also, it can be observed from the table that a HIGH level rating was placed on teachers' attendance of professional meetings to address relevant issues and concerns with a mean of 4.6 while the lowest rating was put on two indicators, namely: (a.) teachers deal with problems collectively as a team and (b.) teachers frequently go to school activities, both with a weighted mean of 4.3.

All other indicators were rated HIGH MIDDLE level with a computed overall mean of 4.4. They are as follows: (a.) teachers collaborate on teaching matters and are congenial to

one another, (b.) teachers have a high level of respect to one another and, (c.) there is a strong teacher leadership that comes from proper coordination.

Overall, the data on the table shows a High Middle level of faculty relations dimension of school climate.

Furthermore, it was repetitively mentioned during the interviews that school climate also pertains to the relationships not only between faculty members but also with the principals, teachers, students and families/communities.

Principal 2 emphasized, *“For the school to be successful, the teachers should be able to work together collaboratively and they won’t be able to do so if they don’t have sound relationships with each other.”*

In addition, Principal 4 stated, *“When we speak of relationships, it is not limited to the faculty members alone but also with their relationships with administrators, students and the non-teaching personnel”.*

Principal 3 also stated, *“School climate is more on the relationships and the sincerity between the administration and teachers. This relationship, should be maintained and be treated carefully because it affects the emotions and motivation of teachers.”*

During the focus group discussions with teachers, they reported how important it is for them to work well with their colleagues.

Teacher H quoted, *“If one gets into a tangled relationship with another teacher, a lot of work gets affected. Misunderstandings can sometimes be dangerous as some teachers tend*

to become uncooperative and antagonistic to school plans and activities which may lead to failure.”

Though these problematic relationships may stem from various reasons, Principal 5 stated, *“Principals play a very vital role in school climate especially on managing their teachers by being supportive and by communicating with them constantly until they all attain their organizational goals. Maintaining an open-line communication will speed up the attainment of organizational goals.”*

The teachers and the principals have expectations of each other in terms of maintaining an amiable relationship. These were revealed during the strings of interviews and focus group discussions.

In general, teachers expect their principals to be their motivators towards achieving their teaching goals. Teacher D mentioned in the discussion that, *“a simple pat on the back could make a great boost on whatever endeavors you are going through”*. To which Principal 4 agreed to as she said, *“Principals should also be like a ‘shoulder’ to lean on. A simple affirmation of their teachers’ hard work could help them to do better. They also should be sincere. We should treat them like how we want to be treated. I sincerely commend them but I also frankly tell them what to improve on.”*

From these results, we can say that principals and teachers should not forget that we are all humans craving for some affection and motivation from each other. Hence, they both should make a good connection between each other to better work as a team who supports all

endeavors towards the achievement of their organizational goals and not as critic to each other which could lead them nowhere.

TABLE 4.

Weighted Mean Score as Perceived by the Six Schools from Different Districts on their Schools' Leadership Decisions Dimension of School Climate

LEADERSHIP DECISIONS INDICATORS	S1	S2	S3	S4	S5	S6	OVERALL	DESCRI
	mean	mean	mean	mean	mean	mean	MEAN	PTION
1. The school has a strong sense of vision, mission and core values shared by all staff.	4.6	4.5	4.8	4.6	3.8	4.8	4.5	High
2. Decisions by the school head are grounded in the mission.	4.2	4.4	4.7	4.5	3.8	4.5	4.3	High Middle
3. Teachers feel valued and recognized. The school head listens to their opinions and ideas.	4.3	4.3	4.5	4.1	3.5	4.3	4.2	High Middle
4. Teachers have a clear system in identifying priority needs and are part of the school's "shared decision-making".	4.3	4.3	4.6	4.0	3.5	4.3	4.2	High Middle
5. School leadership is headed towards stakeholders' experiences of the quality of school climate.	4.3	4.2	4.6	4.2	3.6	4.3	4.2	High Middle
6. Faculty has a high level of trust and respect in the leadership of the school head.	4.5	4.5	4.7	4.3	3.7	4.3	4.3	High Middle
GENERAL WEIGHTED MEAN							4.3	High Middle

Range of Rating Description and Verbal Interpretation: 1-1.49: Low, 1.50-2.49: Middle-Low, 2.50-3.49: Middle, 3.50-4.49: High Middle, 4.50-5: High

Table 4 projects the weighted mean score as perceived by the six schools from different districts on their schools' leadership decisions dimension of school climate.

As for the respondents' school climate on leadership and decisions dimension, they put an overall rating of HIGH MIDDLE level for their respective schools. They rated the five indicators which are as follows; (1) decisions by the school heads are grounded in the mission, (2) teachers feel valued and recognized as the school heads listen to their opinions and ideas, (3) teachers have a clear system in identifying priority needs and are part of the schools' "shared decision-making", (4) school leadership is headed towards stakeholders' experiences

of the quality of school climate, and (5) faculty has high levels of trust and respect in the leadership of their school heads.

However, it can be noted positively that they gave a HIGH level rating to the indicator that states that their schools have a strong sense of vision, mission, and core values shared with a weighted mean of 4.5.

Gleaning on the figures, the data reveals that generally, the respondents have a positive school climate based on the leadership decisions dimension.

During the interviews, Principal 3 emphasized that principals should always remember their roles as school managers. She stated, *“Being visible at all times is very important in school management. I don’t have to sit inside the classrooms to check whether the teachers are doing their job. I practice management by walking around. I make my presence felt.”*

She also quipped that, *“Principals should come to school very early to see how early or late the teachers and students are in coming to their classes. They should also stay late but not way later than her prescribed work time to see what support they can give the teachers or students. By doing so, they could identify their needs. Principals should avoid skipping or escaping work because they won’t be able to justly and objectively make decisions if they are not always around.”*

To which Principal 4 agreed saying, *“Only the principals can attend to and decide on emergencies more easily. Although the guidance teacher or the master teachers can also do so, these personnel also have their class time and other tasks like filing and observing classes”.*

Principal 3, on the other hand posited, *“Principals can affect the school climate positively if they can make firm and sound decisions on important matters”*. The teachers agreed with this during discussions that principals should be firm and that fickle principals disappoint them very much. For them, communicating with them through timely meetings and memos can help them understand things more easily.

In line with this, Principal 5 quoted, *“Besides being open to communication with the faculty and firm in making decisions, it is important to inform the teachers why certain decisions change sometimes. They have the right to know why. Having regular professional meetings help a lot on this”*.

During the teachers’ focus group discussions, they brought up that school heads should avoid soliciting ideas from their favorite teachers only, but also give the collegial body a chance to share their ideas as well to keep abreast of the organizational goals and plans of the school. Teacher E quoted, *“We were never consulted because they have their favorites”*.

Also, Teacher B stated, *“If principals and master teachers are more reaffirming and are ready to give a pat on their backs, teachers would feel more motivated to do well inside their classrooms and in school activities”*.

After all, Principal 5 stated, *“School climate is dependent on how principals manage, support and communicate with their teachers, hence, they should learn to listen to them more”*.

With these results, we can say that school climate is characterized by good communication between and among teachers and principals. As what the National Education

Association (2013) stated that principals should not neglect the fact that open communication and collegiality bring higher levels of commitment among teachers.

TABLE 5.

Weighted Mean Score as Perceived by the Six Schools from Different Districts on their

Schools' Discipline Environment Dimension of School Climate

DISCIPLINE INDICATORS	ENVIRONMENT	S1 mean	S2 mean	S3 mean	S4 mean	S5 mean	S6 mean	OVERALL MEAN	DESCRIPTION
1. Students' behavior show that there are clear expectations and consistency in the discipline policy.		4.1	4.2	4.3	3.7	3.5	3.9	4.0	High Middle
2. Teachers use effective positive discipline strategies and refrain from employing punishments or shaming as a form of discipline.		4.3	4.1	4.4	4.1	3.8	4.5	4.2	High Middle
3. Teachers maintain a positive classroom climate and follows through with disciplinary incidents in a calm and non-personal manner.		4.4	4.3	4.6	4.2	4.0	4.4	4.3	High Middle
4. Teachers focus on the problematic behavior, not the student as a person when disciplining students.		4.2	4.3	4.5	4.0	3.7	4.5	4.2	High Middle
5. Teacher-student interactions are supportive and respectful.		4.4	4.4	4.6	3.9	3.8	4.5	4.3	High Middle
6. Teachers use student-generated ideas and input on classroom discipline.		4.3	4.4	4.5	4.0	3.8	4.5	4.3	High Middle
GENERAL WEIGHTED MEAN								4.2	High Middle

Range of Rating Description and Verbal Interpretation: 1-1.49: Low, 1.50-2.49: Middle-Low, 2.50-3.49: Middle, 3.50-4.49: High Middle, 4.50-5: High

Table 5, poses the weighted mean score as perceived by the six schools from different districts on their schools' leadership decisions dimension of school climate.

Generally, the respondents' school climate on discipline environment dimension, were rated HIGH MIDDLE level with a general weighted mean of 4.2. The following indicators were rated High Middle: (1) students' behavior show that there are clear expectations and consistency in their discipline policy, (2) teachers use effective positive discipline strategies and refrain from employing punishments or shaming as a form of discipline, (3) teachers

maintain a positive classroom climate and follows through with disciplinary incidents in a calm and non-personal manner, (4) teachers focus on the problematic behavior, not the student as a person when disciplining students, (5) teacher-student interactions are supportive and respectful, and (6) teachers use student-generated ideas and input on classroom discipline.

Also, the table shows that the first indicator, (1) students' behavior show that there are clear expectations and consistency in the discipline policy with an overall mean of 4.0 was rated the lowest among all others. However, it can be noted that three indicators were rated equally with an overall mean of 4.3. They are as follows: (1) teachers maintain a positive classroom climate and follows through with disciplinary incidents in a calm and non-personal manner, learner-centered and challenging (2) teacher-student interactions are supportive and respectful, and (3) teachers use student-generated ideas and input on classroom discipline.

Overall, the discipline environment dimension data is perceived favorable by the respondents. However, the teachers complained about the discipline environment consistently in the interviews and focus group discussions. They say that this area is the most challenging as these students come from different kinds of families.

Teacher E stated, *"Our students' lack of discipline is the cause of low academic achievement. We hope that parents would be more cooperative in helping us with their students' discipline."* For most teacher respondents, this is the most challenging area.

Additionally, Principal 1 emphasized that her school adheres to the positive discipline strategies to improve their classrooms' climate. She said, *"I constantly remind my teachers to practice positive discipline at all times. I also make sure to invite distinguished resource*

speakers to discuss this during in-service trainings so that my teachers will learn more on this”.

However, despite these encouragements by the higher-ups, majority of the teacher respondents have mentioned that student discipline is really taxing to them, more so because of the limitations posed in the Child Protection Policy. Some groups of teachers mentioned that it would have been a lot easier to teach their pupils if they were more disciplined.

Additionally, another group of teachers mentioned that it would help to improve their pupils’ discipline if the school would annually provide a series of parenting seminars and workshops wherein they could learn how to handle their children’s attitudes, and listen to other parents’ experiences, concerns and best practices. By doing so, they could motivate and educate the parents to help the school discipline their children. Teacher F suggested, *“Schools may ask the assistance of the local barangay officials to help the schools in their area”.*

The teacher respondents also stated that if parents would be more involved in their children’s discipline, they could lead them more easily towards better academic achievements. Joyce Epstein, the proponent of the six types of parental involvement, stated, that student achievement and parental involvement in their children’s schooling is very closely related to high student achievement and better self-esteem. This, according to the teachers, could help ease the burden of student discipline among teachers and school heads.

On the other hand, as for the principals, discipline does not only cover their students but also of teachers’. Principal 1 accounted some incidents when she had to deal with some teachers with disciplinary issues. She stated, *“Some teachers nowadays are not as dedicated*

as those back in the day. There are some who are very uncooperative in achieving organizational goals despite encouragements". Principal 3, shared how she manages these situations by encouraging the master teachers to improve their interpersonal relationships through their Learning Action Cells (LAC) sessions. Through these, everyone in the group are given the chance to share their expertise, best practices and other concerns to the group they belong in.

From these results, we can say that besides having parenting seminars, a behavioral management plan should also be prepared by principals and teachers. This can help them deal with discipline issues and implement or even devise policies for them to achieve their organizational goals. They will also

Smith (2009) mentioned in his study that intentional strategies which are based on the schools' needs should be developed to address the schools' weaknesses and maintain or improve their strengths. However, there is a lack of policies to address disciplinary issues.

As what Farah (2017) stated in her study that despite teachers' struggles with their students' behavior, they do not have a plan to ease it. She further stated that a professional development-training plan with proven behavioral techniques should be devised and that this should be adapted school wide to guarantee consistency throughout the school year. It would be good if schools have its own plan to implement so they could collectively help one another in dealing students' disciplinary issues.

Devising and implementing these kinds of initiatives would be greatly beneficial to the organization as these can unload teachers' burdens and improve their organizational

commitment as they move towards achieving better academic results and achievement of identified goals.

TABLE 6.

Weighted Mean Score as Perceived by the Six Schools from different districts on their Schools' Learning Assessment Dimension of School Climate

LEARNING INDICATORS	ASSESSMENT	S1	S2	S3	S4	S5	S6	OVER	DESCRIPT
		mean	mean	mean	mean	mean	mean	ALL MEAN	
1. Instructions and assessment targets are clear and attainable for all learners.		4.3	4.3	4.6	4.3	4.0	4.4	4.3	High Middle
2. Teachers are aware of learning styles and are responsive to these.		4.4	4.4	4.6	4.3	4.0	4.6	4.4	High Middle
3. Instructions are dynamic and relevant, learner-centered and challenging.		4.3	4.5	4.5	4.2	4.0	4.6	4.3	High Middle
4. Classroom dialogue is characterized by higher-order thinking skills (analysis, application and synthesis) not just obtaining right answers.		4.6	4.4	4.5	4.1	4.0	4.5	4.3	High Middle
5. Students are given opportunities to reflect on their learning progress.		4.4	4.4	4.4	4.1	3.9	4.5	4.3	High Middle
6. Students' positive behavior (investment, process and effort) is recognized and rewarded.		4.3	4.3	4.6	4.2	3.9	4.7	4.3	High Middle
GENERAL WEIGHTED MEAN								4.3	High Middle

Range of Rating Description and Verbal Interpretation: 1-1.49: Low, 1.50-2.49: Middle-Low, 2.50-3.49: Middle, 3.50-4.49: High Middle, 4.50-5: High

Table 6 displays the weighted mean score as perceived by the six schools from different districts on their schools' leadership decisions dimension of school climate.

Similarly to other dimensions, the respondents rated their school climate on learning assessment dimension HIGH MIDDLE level with a general weighted mean of 4.3. The majority of them feel that their (1) instruction and assessment targets are clear and attainable for all learners, (2) teachers are aware of learning styles and are responsive to these, (3) instructions are dynamic, relevant, learner-centered and challenging, (4) classroom dialogue is characterized by higher order thinking skills (analysis, application and synthesis) not just

by obtaining right answers, (5.) students are given opportunities to reflect on their learning progress, and (6.) students' positive behavior (investment, process and effort) is recognized and rewarded.

Although all indicators were rated HIGH MIDDLE, it can be observed that five of them obtained a rating of 4.3 which are as follows: (1) instructions and assessment targets are clear and attainable for all learners, (2) instructions are dynamic, relevant, learner-centered and challenging, (3) classroom dialogue is characterized by higher-order thinking skills (analysis, application and synthesis) not just obtaining right answers, (4) students are given opportunities to reflect on their learning progress, and (5) students' positive behavior (investment, process and effort is recognized and rewarded.

The highest rating was given to the second indicator which is teachers are aware of learning styles and are responsive to these. It is rated with an overall weighted mean of 4.4.

During the interviews, the principals expressed confidence on their teachers' instructional skills. Although they still feel the need to sometimes check on them. As repetitively stated by most of them, they do not need to sit in the classrooms to check whether their teachers execute these indicators or not. They just know they do.

Principal 1 stated, *"I try to understand them (teachers) as much as I can. What's important to me is that they are well-prepared for their lessons"*.

Moreover, Principal 3 said, *"Our teachers here are very competitive. That's why we are a performing school"*.

On the other hand, the teachers complained that this dimension is affected because of disciplinary issues but are already doing their best to help their students become critical and reflective learners.

Teacher A reported, *“There are a lot of trainings given to DepEd teachers to help them with their classroom instructions. We also get chances to interact with other teachers’ best classroom practices.”*

With these results we can digest that this dimension is handled well by the schools but the fact that this can get affected by the piling paperwork cannot be ignored.

During the interview, Teacher C stated, *“There are a lot of paperwork to accomplish from time to time. Doing it takes a lot of our time in preparing more interactive strategies in our classrooms. Sometimes, even class time is affected because we have to accomplish certain tasks.”*

From these results, we can see the need that despite teachers’ willingness to provide a better classroom instructions for their students, they need help in dealing with paperwork. With the stress it gives teachers, their organizational commitment is dampened. Hence, a management plan to address this is needed.

TABLE 7.

Weighted Mean Score as Perceived by the Six Schools from different districts on their schools' Attitude and Culture Dimension of School Climate

ATTITUDE AND CULTURE INDICATORS	S1 mean	S2 mean	S3 mean	S4 mean	S5 mean	S6 mean	OVERALL MEAN	DESCRIPTION
1. Teachers share high expectations for all students.	4.3	4.2	4.6	4.1	3.9	4.4	4.2	High Middle
2. School promotes school pride and a sense of historical continuity by maintaining traditions.	4.3	4.3	4.6	4.2	3.9	4.5	4.3	High Middle
GENERAL WEIGHTED MEAN							4.3	High Middle

Range of Rating Description and Verbal Interpretation: 1-1.49: Low, 1.50-2.49: Middle-Low, 2.50-3.49: Middle, 3.50-4.49: High Middle, 4.50-5: High

The table depicts the level of the respondent's schools' climate on attitude and culture dimension as MIDDLE HIGH level with a general weighted mean of 4.3. They rated the indicators favorably; (1) teachers share high expectations for all students with a mean of 4.2, and (2) school promotes pride and a sense of historical continuity by maintaining traditions with a mean of 4.3.

These results show that the respondents can identify with the organization's goals and objectives. This can be attested by Principal 2 as she said, *"Teachers are supportive. They just need someone to lead them on."*

During the discussions, teachers stated that they value traditional programs like Family Day and Foundation Day. True to this, a Teacher B respondent stated, *"When a principal doesn't seem so interested in making efforts to continue programs and activities that have been implemented and conducted for so long, we feel sad. It is also good to continue doing*

some traditional events because we (teachers, students and community) anticipate them.”

Hence, principals should also consider and include these activities in her school plan.

TABLE 8.

*Weighted Mean Score as Perceived by the Six Schools from different districts
on their schools' Community Relations Dimension of School Climate*

COMMUNITY RELATIONS INDICATORS	S1	S2	S3	S4	S5	S6	OVER ALL MEAN	DESCRIPTION
	mean	mean	mean	mean	mean	mean		
1. School is welcoming to all stakeholders.	4.6	4.7	4.9	4.6	4.0	4.7	4.6	High
2. School sends regular communication and invitation to concerned stakeholders to attend key events.	4.5	4.5	4.7	4.2	4.1	4.7	4.5	High
3. Parents and teachers all work for the benefits of students.	4.5	4.5	4.7	4.4	3.9	4.8	4.5	High
4. There are many parent volunteers who are well-coordinated and appreciated.	4.5	4.4	4.5	4.3	4.0	4.6	4.4	High Middle
5. School events are well-attended due to deliberate efforts.	4.3	4.4	4.6	4.3	3.8	4.6	4.3	High Middle
6. Community members are regularly invited to speak and volunteer in classes and events.	4.3	4.4	4.5	4.0	3.8	4.4	4.2	High Middle
GENERAL WEIGHTED MEAN							4.4	High Middle

Range of Rating Description and Verbal Interpretation: 1-1.49: Low, 1.50-2.49: Middle-Low, 2.50-3.49: Middle, 3.50-4.49: High Middle, 4.50-5: High

The table presents the level of school climate based on community relations dimension.

It shows that this dimension obtained a general weighted mean of 4.3 which indicates HIGH MIDDLE level.

Among the eight dimensions of school climate used in this study, the community relations dimension was the only one rated with three HIGH level under the following indicators; (1) school is welcoming to all stakeholders, (2) school sends regular communication and invitation to concerned stakeholders to attend key events, (3) parents and teachers all work for the benefit of students which were rated with means of 4.6, 4.5 and 4.5, respectively.

On the other hand, three indicators were rated with HIGH MIDDLE level. They are as follows; (1) there are many parent volunteers who are well-coordinated and appreciated with an overall mean of 4.4, (2) school events are well-attended due to deliberate efforts with an overall mean of 4.3, and (3) community members are regularly invited to speak in classes and events with an overall mean of 4.2.

However, many teachers complained about student discipline to be highly related to community relations/parental relations. They claimed that many parents do not seem to help the teachers with their students' behavior and academic achievements. A group of teachers mentioned that if they were more disciplined at home, teaching them would have been much easier because too much of their class time is lost whenever students misbehave. Hence, they suggested that parents should be obliged to meet with them and cooperate in disciplining their children.

In addition, they mentioned that a yearly parenting seminar should be given to remind them of their duties as parents and partners of teachers and the school community for the betterment of their students towards more successful learning outcomes.

Teacher D stated, *“If some parents were just as helpful and supportive as the others, students would get better grades. Some are even proud and un-cooperative to us. It’s just disappointing sometimes”*.

While some are uncooperative and unsupportive, other parents hover over their children too much that they tend to be over sensitive. To support this claim, Teacher F mentioned, *“Some parents take it against teachers if their children don’t get chosen to perform on stage during programs or if they aren’t placed at the center of the stage. Sometimes, they would confront teachers why their children are seated next to someone they don’t personally like”*.

In addition, Principal 2 narrated that the community relations dimension is the most challenging for her because some parents tend to linger in schools and have become friends with their children’s teachers. She quoted, *“Some parents have developed a certain bond which I call ‘familiarity’. What’s not good about it is that when parents are not favored by the teachers, they feel bad about it and their friendship may get ruined.”*

With these, we can deduce that some parents tend to be too attached or detached to their children’s academic or non-academic performance. While many schools welcome parental involvement and make great efforts to listen to their students, we know that this is not always the case and not every family is able to take advantage. Other school-related issues include, absenteeism, truanting, challenging behaviors such as aggression, physical and verbal abuse, schoolwork and homework. Schools recognize family differences and struggles but there are not many programs that oblige them to take part in school. Hence, parental

involvement programs should be developed and information drive on certain school policies should be implemented to make parents as teacher partners towards achieving organizational goals.

Table 9.

Summary of General Weighted Mean of all Seven (7) Dimensions of School Climate

SCHOOL CLIMATE DIMENSIONS		MEAN	DESCRIPTION
1.	Physical Appearance	4.2	Middle High
2.	Faculty Relations	4.4	Middle High
3.	Leadership And Decisions	4.3	Middle High
4.	Discipline Environment	4.2	Middle High
5.	Learning Assessment	4.3	Middle High
6.	Attitude And Culture	4.3	Middle High
7.	Community Relations	4.4	Middle High
General Weighted Mean		4.3	Middle High

Range of Rating Description and Verbal Interpretation: 1-1.49: Low, 1.50-2.49: Middle-Low, 2.50-3.49: Middle, 3.50-4.49: High Middle, 4.50-5: High

Table 9 presents the summary of the results of the eight dimensions of school climate. As shown in the table, the mean per dimension is similar to each other. The differences are very slim with means ranging from 4.1-4.4 which suggest a Middle High level. The general weighted mean of 4.3 indicates a Middle High level of school climate of the six participating schools in Quezon City.

When ranked from highest to lowest, the highest average mean of 4.4 was obtained for the faculty relations and community relations dimensions. They are followed by leadership

and decisions, learning assessment and attitude and culture dimensions with means of 4.3. Next in rank are the physical appearance and student interactions dimensions with means of 4.2 and 4.1, respectively.

However, despite the high rating, obtained in each dimension, there are still underlying issues in school climate that affect the teachers' performance at work, hence should be addressed.

Problem 2. What is the level of teachers' organizational commitment?

TABLE 10.

Weighted Mean Score as Perceived by the Six Schools from different districts on their schools' Affective Commitment Dimension of Organizational Commitment

AFFECTIVE COMMITMENT INDICATORS	S1 mean	S2 mean	S3 mean	S4 mean	S5 mean	S6 mean	MEAN	DESCRIPTION
1. I would be very happy to spend the rest of my career with this organization.	6.2	5.8	5.5	5.8	5.2	6.2	5.8	Moderately Agree
2. I enjoy discussing my organization with people outside it.	6.1	5.8	5.8	5.5	5.2	6.0	5.7	Moderately Agree
3. I really feel as if this organization's problems are my own.	5.7	5.4	5.4	5.5	4.9	5.8	5.4	Slightly Agree
4. I think that I could easily become as attached to another organization as I am to this one. (R)	4.7	5.2	5.5	5.5	4.7	5.2	5.2	Slightly Agree
5. I feel like a 'part of the family' at my organization.	6.6	5.7	6.0	5.9	5.5	6.5	6.0	Moderately Agree
6. I feel 'emotionally attached' to this organization.	6.1	5.7	5.5	5.7	5.4	6.1	5.7	Moderately Agree

7. This organization has a great deal of personal meaning for me.	6.1	5.6	5.8	5.9	5.3	6.4	5.9	Moderately Agree
8. I feel a strong sense of belonging to my organization.	6.1	5.8	5.8	5.9	5.2	6.4	5.9	Moderately Agree
OVERALL MEAN							5.7	Moderately Agree

Range of Rating Description and Verbal Interpretation: 1-1.49:Strongly Disagree, 1.50-2.49:Moderately Disagree, 2.50-3.49:Slightly Disagree, 3.50-4.49: Neither Disagree nor Agree, 4.50-5.49: Slightly Agree, 5.50-6.49: Moderately Agree, 6.50-7: Strongly Agree

Table 10 shows the level of Affective Commitment Dimension of principals and teachers from target schools. The results indicate that the overall affective commitment level of the respondents is generally high.

Across all indicators, the perceptions of the respondents on their affective commitment obtained a general mean of 5.7 which is described as Moderately Agree.

When ranked from highest to lowest, the highest average mean of 6 was obtained for the indicator that states “I feel like a “part of the family” at my organization”. Second in rank are the indicators that state “this organization has a great deal of personal meaning to me” and “I feel a sense of belonging to my organization with an overall mean of 5.9. Third in rank is the indicator that states “I would be very happy to spend the rest of my career with this organization” with an overall mean of 5.8. This is closely followed by the indicators that state “I enjoy discussing my organization with people outside it” and “I feel emotionally attached to this organization” which obtained an overall mean of 5.7.

Although the general weighted mean is interpreted as moderately agree, two indicators were rated as slightly agree. The indicator that states “I really feel as if this organization’s problems are my own” was rated with 5.4 while the lowest rated indicator states “I think I

could become as attached to another organization as I am to this one” with an overall mean of 5.2.

Generally, the respondents moderately agree with the indicators in the affective commitment dimension with an overall weighted mean of 5.7. This means that they are emotionally attached to their respective schools. In relation to this, Teacher A relayed during the interview that she lives in another district but teaches in one which is an hour away from her home. When asked why she doesn’t request for transfer, she said, *“This school has become my ‘home’. I am used to its ways and the teachers here my friends already”*.

Principal 2 also stated, *“My teachers are very committed to this school. I can tell because they perform well and always do their best. When a teacher requests for transfer of school assignment, I sign it because her happiness is important to me. She can be better somewhere else”*.

However, as for the principals, they seem to be a little distant to their assigned schools. This maybe because they are assigned to different schools every after two or three years. Despite this, it can be noted that they are concerned with their respective organizational goals and are willing to maintain good working relationships with their teachers.

As quoted by Principal 4, *“We need to ensure good working relationships so that our teachers can work well and happily. We need to avoid stress as much as we can”*.

For the principals, their main goal is to monitor and supervise all their teachers for them to become better instruments of education. This and all for the achievement of their

organizational goals. As Cogaltay (2015) stated that the quality of teachers' relationships motivates them and play an important role in their efficiency in the organization.

TABLE 11.

Weighted Mean Score as Perceived by the Six Schools from Different Districts on their schools' Continuance Commitment Dimension of Organization

CONTINUANCE COMMITMENT INDICATORS	S1 mean	S2 mean	S3 mean	S4 mean	S5 mean	S6 mean	MEAN	DESCRIPTION
1. I am afraid of what might happen if I quit my job without having another one lined up.	5.4	5.2	5.6	5.7	5.2	5.6	5.5	MODERATELY AGREE
2. It would be very hard for me to leave my organization right now, even if I wanted to.	5.9	5.3	5.2	5.9	5.1	5.6	5.5	MODERATELY AGREE
3. Too much in my life would be disrupted if I decided I wanted to leave my organization now.	5.8	5.2	4.9	5.7	4.8	5.4	5.3	SLIGHTLY AGREE
4. It would be too costly for me to leave my organization now.	5.4	5.2	4.9	5.5	5.0	5.4	5.2	SLIGHTLY AGREE
5. Right now, staying with my organization is a matter of necessity as much as desire.	5.3	5.3	5.2	5.5	5.0	5.8	5.3	SLIGHTLY AGREE
6. I feel that I have too few options to consider leaving this organization. (R)	4.8	5.0	4.5	5.4	4.8	5.3	5.0	SLIGHTLY AGREE
7. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	5.2	5.0	4.8	5.3	4.9	5.3	5.1	SLIGHTLY AGREE
8. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice—another organization may not match the overall benefits I have.	5.5	5.1	5.0	5.4	5.1	5.6	5.3	SLIGHTLY AGREE
OVERALL MEAN							5.3	SLIGHTLY AGREE

Range of Rating Description and Verbal Interpretation: 1-1.49:Strongly Disagree, 1.50-2.49:Moderately Disagree, 2.50-3.49:Slightly Disagree, 3.50-4.49: Neither Disagree nor Agree, 4.50-5.49: Slightly Agree, 5.50-6.49: Moderately Agree, 6.50-7: Strongly Agree

Table 11 shows the weighted mean as perceived by the six schools from different districts on their schools' continuance dimension of organizational commitment.

The results indicate that the overall continuance commitment level of the respondents is rated with a general weighted mean of 5.3 which is interpreted as slightly agree.

Among the eight indicators for continuance commitment dimension, two were rated with an overall weighted mean of 5.5 interpreted as Moderately Agree and they are as follows; (1) "I am afraid of what might happen if I quit my job without having another one lined up." and, (2) "It would be very hard for me to leave their organization right now, even if I wanted to".

On the other hand, they slightly agree on the following continuance commitment indicators stated as follows; (1) "Too much of my life would be disrupted if I decided to leave my organization now", (2) "It would be costly for me to leave my organization", (3) "Right now, staying with my organization is a matter of a necessity as much as desired" and (3) "One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice-another organization may not match the overall benefits I have". These three indicators were all rated with an overall mean of 5.3 interpreted as slightly agree.

Generally, the respondents slightly agree to the continuance commitment indicators with an overall mean of 5.3. This means that majority of the respondents are not just after the benefits they get from the government but more importantly towards achieving their organizational goals although some teachers go through financial issues.

During the interview, the teachers mentioned that their main concern is to improve their students' academic achievement. Teacher F stated, *"I stay up late at night because I prepare my instructional materials to use on the next day"*.

However, Teachers C and G mentioned that juggling their finances is very challenging because of many reasons such as sending their children to school, funding their own education, rent and mortgage, food, and buying school supplies.

Principal 1 stated that, *"Teachers who go through financial problems are less committed because how can they do their jobs when they do not have enough for the family. Some teacher have taken out some loans and are left with very small take home pay. She also added, "Some teachers like to spend money impulsively so I suggest that financial management should be taught to teacher education students in college so that when they become teachers, they will be better spenders"*.

The same topic emerged during the teachers' discussion. A teacher also suggested that besides providing teachers seminars and trainings to improve their instructions, they should provide seminars on financial management. *"We also have to financially educate our teachers"*, a teacher mentioned.

It is evident from these results that financial matters may affect teachers' organizational commitment. Seminars on handling their finances should also be considered by the school planning team to help the teacher be better managers of their finances.

TABLE 12.

Weighted Mean Score as Perceived by the Six Schools from Different Districts on their schools' Normative Commitment Dimension of Organization

NORMATIVE COMMITMENT	S1 mean	S2 mean	S3 mean	S4 mean	S5 mean	S6 mean	MEAN	DESCRIPTION
1. I think that people these days move from company to company too often.	5.1	5.6	4.7	5.6	5.3	5.8	5.4	SLIGHTLY AGREE
2. I believe that a person must always be loyal to his or her organization.	6.1	5.9	5.9	5.8	5.7	6.2	6.0	MODERATELY AGREE
3. Jumping from organization to organization does not seem at all unethical to me. (R)	4.7	5.1	4.5	4.9	4.7	5.2	4.9	SLIGHTLY AGREE
4. One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	6.0	5.7	5.6	5.9	5.5	6.2	5.8	MODERATELY AGREE
5. If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.	5.5	5.3	4.7	5.5	5.2	5.6	5.3	SLIGHTLY AGREE
6. I was taught to believe in the value of remaining loyal to one organization.	6.0	5.6	5.8	5.9	5.5	6.2	5.8	MODERATELY AGREE
7. Things were better in the days when people stayed with one organization for most of their careers.	5.8	5.4	5.7	5.5	5.4	6.0	5.6	MODERATELY AGREE
8. I do not think that wanting to be a “company man” or “company woman” is sensible anymore. (R)	4.7	5.1	4.1	5.2	4.9	5.3	4.9	SLIGHTLY AGREE
OVERALL MEAN							5.5	MODERATELY AGREE

Range of Rating Description and Verbal Interpretation: 1-1.49:Strongly Disagree, 1.50-2.49:Moderately Disagree, 2.50-3.49:Slightly Disagree, 3.50-4.49: Neither Disagree nor Agree, 4.50-5.49: Slightly Agree, 5.50-6.49: Moderately Agree, 6.50-7: Strongly Agree

Table 12 shows the weighted mean as perceived by the six schools from different districts on their schools' normative dimension of organizational commitment.

The results indicate that the overall normative commitment level of the respondents is rated with a general weighted mean of 5.5 which is interpreted as moderately agree.

On this dimension, data revealed that the highest average mean obtained is 6.0 described as Moderately Agree for the indicator that states “I believe that a person must always be loyal to his or her organization”. The second highest mean was obtained for the indicators that state “One of the major reasons I continue to work here is that I believe that loyalty is important and therefore I feel a sense of moral obligation to remain” and “I was taught to believe in the value of remaining loyal to one organization”. These two were rated with an overall mean of 5.8 interpreted as Moderately Agree.

On the other hand, the third highest mean was rated for the indicator that states “I think that people these days move from one company to another too often” with an overall mean of 5.4 and is followed by the “If I got another offer for a better job elsewhere I would not feel it was right to leave my organization” with an overall mean of 5.3.

Lastly, the lowest rated mean was computed for the indicators that state “Jumping from one organization to organization does not seem unethical at all” and “I do not think that wanting to be a “company man” or “company woman” is sensible anymore”. Both indicators were rated with an overall mean of 4.9 described as Slightly Agree.

Overall, the general weighted mean for this dimension is 5.5 interpreted as Moderately Agree. This means that teachers identify their individual goals with their organization’s goals. As Celebi (2016) stated that normative commitment is evident when teachers value obedience, cautiousness and formality, similar to that of affective commitment. If teachers do not have this kind of organizational commitment, any plans and programs cannot succeed.

Principal 3 stated that she sees to it that the teachers' goals is always aligned with the organization's goals. He stated, *"Being in a good relationship with my subordinates is important because we can easily align our goals and work together towards them"*.

Teachers also value this relationship with their principals, this is why they want their principals to relay important issues to them. A teacher quoted, *"We feel left out when the principal changes her decisions and we don't know why"*.

With this, it can be inferred that practicing open and collegial relationships in school affect teachers' organizational commitment. Principals should inform and involve the teachers in dealing with school issues for them to be always aligned with their organizational goals. As Tentama and Pranungsuri (2016) stated that organizational commitment comes from teachers' motivation and satisfaction and a reflection of the supervisor's decency and monetary aspect alone cannot do these but by making them feel valued and their skills and capacities are utilized for the attainment of organizational goals (Mohamed and Ruth, 2016).

Problem 3. Does school climate affect teachers' organizational commitment?

Table 13.

Scatter Plot of School Climate VS Organizational Commitment with Trendline

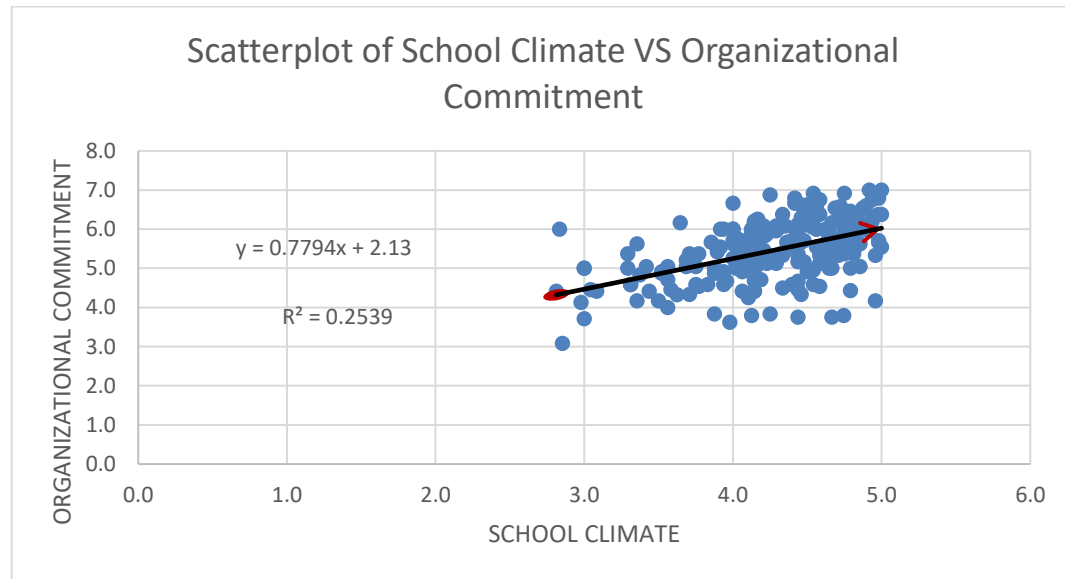


Table 13 shows the scatterplot of the respondents' responses on the indicators on school climate and organizational commitment. It can be noted that there are a few observations below the 4 point rating but most responses can be seen above it.

In addition, the trend line shows that there is a strong positive correlation between school climate and teachers' organizational commitment because the good-fit line drawn amongst these points have a positive slope.

Furthermore, Tables 14 and 15 specifically explain the regression statistics of the relationship of the two variables.

Table 14.

Regression Statistics

<i>Regression Statistics</i>	
R	0.503903933
R Square	0.253919173
Adjusted R Square	0.250558449
Standard Error	0.668199133

Table 15.

ANOVA Statistics

<i>ANOVA</i>					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	33.73450999	33.73451	75.55489226	7.93664E-16
Residual	222	99.12079806	0.44649		
Total	223	132.855308			(p<.001)

Table 16.

Intercept of School Climate

	<i>Coefficient</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
SCHOOL CLIMATE	0.779403925	0.089666722	8.692232	7.93664E-16	0.602697053	0.956110797	0.602697053	0.956110797

After treating the data in a scatterplot using simple linear regression technique, trend line shows that there is a strong positive relationship between school climate and organizational commitment of teachers and principals of Quezon City. The equation on the scatterplot is the same as in the succeeding tables (Table 14, Table 15 and Table 16). As shown in the table, the R^2 value in the scatterplot which is $R^2=0.2539$ is the same as the value of R^2 after the regression treatment of the data. This means that prior to regression, a valid correlation was obtained. The model shows that 25% of the differences in teachers' organizational commitment is explained and that there are 75% that are unexplained. Studies that involve human behavior generally have R^2 values less than 50% because people are just harder to predict than other processes. The data show that there are many other unexplored reasons why teachers have high or low organizational commitment hence, these points are interesting points and are good to investigate.

The principals and teachers expressed their perceptions on school climate and organizational commitment. During the interview, all principals claim that their schools have a positive climate and that their teachers have strong organizational commitment. However, it can be noted that when the respondents were asked to define what school climate is, they interchangeably defined it with organizational commitment. When asked about their school climate, they spoke about being committed and motivated to their sworn vocation. The principals described them in different ways but all fell down to the different dimensions of school climate.

During the interviews and discussions with teachers and principals, they all agreed that they have strong organizational commitment although there were times when teachers hit their

lows. They also thought that it was just normal to feel this way sometimes but they believe that all teachers have the passion and love of learning and teaching, hence they are strongly committed to their vocation.

It was clearly stated by Cohen and colleagues (2012), that teachers and principals should strive harder to clearly define the sets of norms, goals and values that shape the learning and teaching environment and this can be done well if teachers feel attached to the goals and visions of the school. Hence, principals should push for cooperative learning, group cohesion, respect and mutual trust between and among teachers and school principals not only to create a positive school climate but also to strengthen teachers' commitment.

When asked to define what organizational commitment is, Principal 1 stated that, *".....this is evident when teachers can deliver their lessons despite any hindrances like personal problems or lack of instructional materials. A strongly committed teacher will not let a day slip away that her students won't learn a thing from her. She will surely ensure that they will go home loaded with learning"*. She summed up organizational commitment of teachers as having positive attitude towards their students and the work that comes with the job. And, she believes that *"Seasoned teachers have stronger and more positive organizational commitment than those who just started in the service"*.

In like manner, Principal 3 expressed that organizational commitment is seen when teachers try their best to teach well and have the initiative and responsibility to perform their tasks with joy in their hearts. She also reiterated that, *"No seasoned teacher has very low organizational commitment. In fact, no one in the service has low organizational commitment"*

and if there was, she would quit in a few years' time''. Additionally, Principal 4 described organizational commitment as one's motivation towards work and patriotism towards her duties to her students and to the country. She also emphasized that teachers in public school are driven with a great amount of motivation and patriotism.

While these may be true, when asked about what drives them to continue working, the teachers would mention the different dimensions of school climate, namely, 1.) physical appearance, 2.) faculty relations, 3.) student learning outcomes, 4.) leadership and decisions, 5.) discipline environment, 6.) learning assessment, 7.) community relations, and 8.) community relations. At the same time, these indicators, according to them, dampen their spirits towards work at times.

From these discussions, majority of the teachers mentioned the following indicators to affect their organizational commitment more frequently than others; 1. Student discipline, 2.) leadership and decisions, 3.) family/community relations, 4.) learning assessment and outcomes and others issues and conditions emerged. As what Lucero and Etom(2017) cited in their study, schools should pay attention to their teachers because they are the frontliners and have the greatest impact on the learners so their perceptions could help greatly in identifying the areas for reforms and interventions.

Problem 4. How do teachers explain the role of school climate in their organizational commitment?

During focus group discussions, the teachers freely conveyed their eagerness to do their best all the time. However, according to them, despite their fiery dedication and eagerness to do better, the following conditions and issues were mentioned as challenges that greatly affect their organizational commitment:

1. Class and Classroom Size

The teachers said they would prefer to have a smaller student-teacher ratio so they could better monitor and attend to their students' needs. As stated, *“Class size and classroom ventilation lessen our eagerness to keep on as our school is cramped with at least 40 students in each classroom. Teaching in these classrooms is not easy, they said especially during hot weather”*.

2. Student Discipline and Learning Outcomes

Repetitively, the teacher respondents complained about how challenging it is to manage their students' attitude and behavior nowadays. With the changing culture and ways of life, the children, they claimed, are a handful. As they quetched, *“Our class time is usually reduced because of giving constant reminders and some scolding in between our lessons. If our students would be more disciplined, learning outcomes would be higher”*.

3. Leadership and Decision Inconstancies

As for this area, teachers attested that if their principals would be better at managing, communicating and affirming people and making more sound decisions, their levels of school climate and organizational commitment would be higher. *“Inconstancies and inconsiderate decisions made by the principals affect their motivation to come to work”*, a teacher stated.

As stated by Principal 5, *“Principals should manage their teachers by being able to support and communicate issues and concerns with them constantly so they all work towards the attainment of our organizational goals”*. Hence, an open-line communication is the key as she suggested. Moreover, they added that principals should avoid obvious favoritisms at school. They said, *“They should also listen to other teachers’ opinions on certain matters not just on what their favorites’ say”*.

4. Student Discipline and Family/Community Relations

In relation to student discipline, teachers blame the families’ ways of raising their children. According to them, *“Most of the non-readers and low achievers come from families who could care less on how their children do at school”*. Hence, they suggested that schools should give the parents, with the participation of the community, seminars/ workshops on parenting and parental involvement wherein they could exchange ideas on their best practices on parenting.

5. Teacher Workload

While they claim that they have strong organizational commitment, teachers complained about having too much paperwork. A teacher said, *“These take away our time in preparing our instructional materials and teaching strategies to use in our classes”*. More often than not, according to a group, they stay up late at night to work on piles of documents. These paperwork include reports on different subject areas, special programs and many others.

Moreover, for some teachers their workload is too heavy. They say that some of them handle more tasks than others. While some are coordinators of different subjects/programs, there are some who do not take on other tasks. Some are even sent to various seminars for many days and have to help their students attain better academic achievement when they come back. They said, *“These, among other things, affect our main role as a teacher- to teach and improve the personalities and learning of our students”*.

According to the principals, they say that there are some teachers who refuse to do extra-curricular work but a group of teachers oppose this by saying that school heads sometimes play favorites and appoint only those who are closest to them. *“The delegation of tasks should be fairly given to all faculty members so that everyone gets to do more for their students”*, they said.

6. Low Take Home Pay

“Going to work is not easy if the finances hit the lows”, according to a group of teachers. Though it is widely known that some teachers have loans here and there because of different reasons, they claim that besides spending on their family’s education, food, rent mortgages and the like, they spend a lot on papers (bond, photo, colored), computers and printers and ink. *“These”*, a teacher stated, *“are inevitable expenses because I need them in doing my instructions and paperwork”*. They cried that managing their finances is not easy because of the meager pay.

However, Principal 1, spoke about how lacking teachers are in financial aspects (financial management). She also mentioned that, *“Some teachers are lavishly spending their money and that they should live within their means”*. She also suggested that colleges and universities offering teacher education should include a course on financial management to help the student teachers become better prepared to handle their finances in the future.

7. Faculty Relationships

While the data from the survey revealed Moderately High results on faculty relations, a group of respondents mentioned this dimension to be demotivating sometimes. With the differences in personalities and the need to collaborate together in varied tasks, clashes happen unintentionally. If one teacher runs into an antagonistic character, they say, *“Work becomes even*

harder”. From their experiences, they narrated some instances when they were abashed and scorned by their fellow teachers which they say, led to their feeling unconnected to organizational goals. *“Having good camaraderie among the faculty members would help a lot in building professional learning community and achieving organizational goals”*, they quoted.

These group of teachers suggested that the school heads and school faculty officers should think of improving their teachers’ relationship by improving their team-building activities and learning action cell sessions to intensify communication among teachers so they could better understand each other’s intention and later bring them all to the achievement of their goals.

8. Health Conditions

Besides the different responsibilities and the piling paperwork to be done, some teachers in focus group discussions claim that their health conditions also affect their organizational commitment. With all the stress they have to face day-by-day, they are posed to health risks which includes mental health. A teacher emphasized during the discussion that with all the stressful tasks she has to accomplish before deadlines, *“My relationship with my family gets affected. I bring home a lot of paperwork and miss chances to bond with them”*. She also mentioned being so sad sometimes because she feels that she’s alone and no one can help her accomplish the piling paperwork. *“Most of the time, I feel lonely”*, she complained.

In addition, some seasoned teachers mentioned that using the computer is not easy for them who just started learning it. One teacher mentioned that, *“Integrating ICT to my lessons is not easy because the computer screen strains my eyes and making power point presentations is always a hassle”*. Also, a number of teachers also mentioned having respiratory problems such as asthma attacks that hinder them from performing at their best.

Problem 5: What management plan can be developed to enhance teachers’ organizational commitment using school climate as a framework?

Generally, most schools have a good school climate and strong organizational commitment among teachers and principals, however, there is still a need to develop a management plan to sustain and improve the school climate and organizational commitment among teachers and principals in Quezon City.

Despite the principals’ and teachers’ positive overall report on their school climate, there are a number of factors that were mentioned that affect their organizational commitment. Besides the dimensions of school climate included in the study, namely; physical appearance, faculty relations, leadership and decisions, learning assessment, attitude and culture and community relations, there were other important factors that emerged during the qualitative stage of the study. The teachers have identified that the following directly and indirectly affect their organizational climate; class and classroom size, student discipline and learning outcomes, leadership and decision inconstancies, student discipline and family relations, teacher workload, low take home pay, faculty relations and health conditions. Using these as

a guide, the researcher developed a management plan to address these areas to improve or sustain school climate and strengthen teachers' organizational commitment.

This management plan which covers the physical appearance, faculty relations, discipline environment, parental/community relations, leadership decisions, attitude and culture and learning assessment. This plan also includes activities that would improve teachers' wellness, workload management and finance management skills. Supervisors, principals and teachers may include it in their program or use it in developing a teacher development program. This could help principals and teachers attain and sustain positive school climate and stronger organizational commitment.

As what Smith (2009) stated in his study, intentional strategies based on schools' needs should be developed to address the schools' weaknesses and maintain or improve their strengths. Hence, this management plan (see Appendix M) is recommended to be used by school heads and School Improvement Plan crafters. They can use it as a guide or basis in making their school policies and programs.

CHAPTER 4

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary and results of the study, conclusions and recommendations relative to the study.

Summary of the Study

The school climate reform is highly supportive of the K-12 program of the Department of Education as it is an evidence-based strategy that could encourage teachers and principals to work together towards a more supportive, engaging and harmonious schools. Improving the school climate is not only the means to increase student learning and achievement but also to strengthen teachers' organizational commitment.

This study is designed to examine the school climate and teachers' organizational commitment and investigate the perceived school climate of the participating schools and teachers' organizational commitment. The study is descriptive in nature and the respondents' responses were measured through a survey which was followed by interview and focus group discussions to probe and constructively discuss what factors would improve or strengthen teachers' organizational commitment and school climate. The results were organized and analyzed to answer the research questions of this study.

In this study it was found out that the respondents generally have positive school climate. They have defined school climate in different ways but all feel in the seven dimensions presented in this study. Moreover, the respondents confirmed that positive school climate greatly affects their organizational commitment. They spoke about a number of factors

that affect their organizational commitment which includes the following; class and classroom size, student discipline and learning outcomes, leadership and decision inconstancies, student discipline and family/community relations, teacher workload, low take-home pay, faculty relationships, and health conditions (physical and mental health).

To address these factors, a management plan was developed to maintain and/or strengthen teachers' organizational commitment. Using the results as a basis, the management plan (see Appendix M) covers the following school climate dimensions namely; physical appearance, faculty relations, discipline environment, parental/community relations, leadership decisions, attitude and culture and learning assessment. It also includes activities that would improve teachers' wellness, workload management and finance management skills. Supervisors, principals and teachers may include it in their program or use it in developing a teacher development program. This could help principals and teachers attain and sustain positive school climate and stronger organizational commitment.

Limitations of the Study

Among the different dimensions of school climate, the researcher examined the eight dimensions of school climate from the California State University which consists of seven out of eight sub-factors namely; (1) physical appearance (2) faculty relations (3) leadership and decisions, (5) discipline and management environment (6) learning, instruction and assessment (7) attitude and culture, and (8) community relations. Also, the researcher adapted the Study of School Climate from the California State University. According to the Alliance for the Study of School Climate (ASSC), the School Climate Assessment Instrument (SCAI)

is the best instrument to base on because it captures more reliable and valid data and - can identify not only the effects but also the causes of school climate. Also, it is said to be more statistically predictive than other instruments.

As for the teachers' organizational commitment, the researcher used the Three-Component Organizational Commitment Questionnaire (Three-Component Model or TCM) by Nathalie Allen and John Meyer (2004). This is the most commonly used tool in organizational commitment and is useful because, according to Starnes and Truhon, (2006) and Smith (2009) and Celebi (2016), they could measure the employees' acceptance of the organization's goals, willingness to work hard for the organization, and desire to stay with the organization. The three dimensions include affective commitment, continuance commitment and normative commitment. These instruments were validated by several experts in the field of education to fit the Quezon City context.

The researcher aimed to find out which factors could highly create a positive climate between and among teachers and principals. The study was conducted to examine the school climate and organizational commitment of teachers to their principals, principals to their teachers and other stakeholders in their schools in Quezon City. Generalizations from the study are limited to the degree that:

1. the schools of this study represent the schools in Quezon City.
2. the number which was included in the sample was limited to schools that responded to the survey instruments.
3. the survey instrument used was suited to the Quezon City context.

Summary of Results

1. Generally, principals and teachers agreed that they have a positive school climate. They described school climate as the atmosphere that facilitates efficiency and productivity. Of the seven dimensions of school climate, the respondents reported that student discipline is one of the most challenging dimension to them. They linked student discipline to learning outcomes and community relation. They suggested that parenting programs among others be implemented in schools to improve parental involvement and lessen disciplinary issues.
2. The teachers reported that they have strong organizational commitment. Most of them feel attached to and are comfortable in their organizations. Despite the challenges that come with their work, they expressed. They are willing to share their capabilities to the administrators towards the achievement of their organizational goals.
3. The result proved that there is a strong positive relationship between school climate and teachers' organizational commitment. During the interviews and focus group discussions, the respondents claimed that the seven dimensions of school climate affect their organizational commitment.
4. Teachers value the importance of open communication and collegial decision making. They also expressed willingness to participate and cooperate in many activities towards the achievement of their organizational goals. However, they mentioned some conditions and issues that are challenging and are factors that affect their organizational commitment. They are as follows; class and classroom

size, student discipline and learning outcomes, leadership and decision inconstancies, student discipline and family/community relations, teacher workload, low take home pay, faculty relations, health conditions (includes physical and mental health). The teachers expressed that these affect their organizational commitment and motivation to strive more towards the attainment of organizational goals.

5. The researcher developed a management plan to address the identified factors affecting teachers' organizational commitment. Some important key point in this plan are the following; involvement of teachers in school issues and concerns through open communication and collegial decision-making, giving priority to teachers' well-being/physical and mental health and to fortify amiable relationships between and among teachers and principals.

Conclusion

Based on the findings and results of the study, the following conclusions were drawn:

1. The principals do not have a well-defined management plan to improve or sustain their school climate and strengthen teachers' organizational commitment.
2. Open-communication and collegial decision-making are some factors that could better involve teachers in School-Based Management as they could better identify their individual goals with the organizational goals.

3. The piling teacher workload is one huge factor that takes much time away from teachers personal and social relationships with their families and friends, preparation of instructional materials and a factor that strike their physical and more importantly their mental health.
4. Principals play a vital role in maneuvering their school climate hence, they should look into all the school climate dimensions to holistically involve it, not only to strengthen teachers' organizational commitment but also to increase participation of the community, families and more importantly, the development of critical and reflective students.
5. Principals have expectations of their teachers but not many consider their teachers' expectations of them. Teachers expect their principals to be motivators, good decision-makers and communicators, role models, and improvement-oriented while principals expect their teachers to be focused, happy and open-minded. By considering these expectations, both parties will be able to address certain areas to improve school climate and strengthen teachers' organizational commitment.
6. The over-all school climate invigorates teachers' organizational commitment, hence, schools should have definite programs to uplift teachers' motivation to work collegially with one another towards the attainment of their organizational goals.

Recommendations

In the light of the foregoing findings and conclusion, the following are recommended;

1. School should practice consulting and communicating issues with the teachers should be done regularly to further improve trust in leadership and decisions as well as to improve the attitude and culture of the school community.
2. The principals should adapt or develop the management plan reflected in this study to better improve or sustain their school climate and strengthen teachers' organizational commitment.
3. Seminars and conferences may be conducted to better motivate teachers to involve themselves in school projects and programs.
4. Schools should develop a wellness program for their teachers to maintain and/or improve their physical and mental health.
5. Schools should develop a behavior management plan or a professional development-training plan which includes all the proven behavioral techniques. This should be adopted school-wide to help teachers deal with discipline issues.
6. Schools should consistently conduct parenting seminars to help the parents and teachers with students' discipline.
7. Results may be used in the policy making process of schools on School Improvement Plan.

8. Schools should strongly develop strong partnership between and among teachers and principals for them to attain their organizational The instruments used in this study can also be used to determine the school climate and teachers' organizational commitment of teachers from the smaller public elementary schools (P1 and P2 categories) and in private schools.
9. Explore and investigate other unexplained factors of school climate which affect teachers' organizational commitment.
10. Conduct a study on other stakeholders like students, parents and community to better measure school climate and its factors affecting them.

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APPENDICES

Appendix A

Request for Permission to Conduct Research in SDO-QC

September 26, 2018

DR. ELIZABETH E. QUESADA, CESO V
Schools Division Superintendent
Division of Quezon City

Madam,

Greetings of peace!

I am presently working on my master's thesis entitled "Examining School Climate and Teachers Organizational Commitment" as partial fulfillment of the requirements for the degree of Master of Arts in Education with Specialization in Educational Management at Philippine Normal University.

The main instrument for my study is a questionnaire to assess and determine the school climate and its relationship to teachers' organizational commitment.

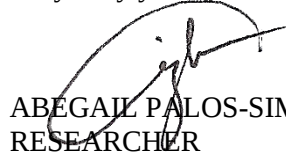
May I request that I be allowed to administer the questionnaires in at least six schools in the Quezon City division (one per district)? I believe that this study would contribute to further insights and understanding on the concept of school climate and teachers' organizational commitment and their important role in public schools.

Upon completion of the study, I undertake to provide your office a bound copy of the full research paper. Moreover, I am willing to share the results through a forum to discuss its merits.

Your most favorable response regarding this matter shall be most appreciated.

Thank you very much and God bless you.

Very truly yours,



ABEGAIL PALOS-SIMBRE
RESEARCHER

Noted by:



DR. INERO V. ANCHO
ADVISER

Appendix B

Letter of Request to the Principals

October 11, 2018

xxxxxxx

Principal

XXXXXXXXXXXX Elementary School

Quezon City

Dear Madam:

Greetings!

I am currently working on my master's thesis entitled "Examining School Climate and Teachers Organizational Commitment".

In this connection, may I request from your good office to allow me to administer the questionnaires to at least 5 Master Teachers, 10 Teachers I, 10 Teachers II, and 10 Teachers III, regardless of teaching experience.

Rest assured that the data gathered will be treated with utmost confidentiality. There are no known or anticipated harm to the institution or the teachers.

Your invaluable help is greatly appreciated. I hope that this study will contribute valuable insights for the benefits of all educators.

Thank you very much and God bless you.

Very truly yours,


ABEGAIL PALOS-SIMBRE
RESEARCHER

Noted by:


DR. INERO V. ANCHO
ADVISER

Appendix C

LETTER OF REQUEST TO THE TEACHER-RESPONDENTS

Dear Sir/Madam:

Greetings!

I am undertaking a research work entitled “Examining School Climate and Teachers Organizational Commitment” as a partial fulfillment of the requirements for the degree of Master of Arts in Education with Specialization in Educational Management at Philippine Normal University.

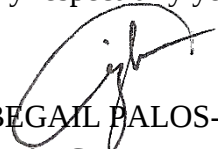
In this connection, may I request your whole-hearted cooperation by providing the vital information needed in my study. The purpose of this questionnaire is to examine your school climate and organizational commitment and aims to help establish baseline data for the input in designing a management plan. There are no right or wrong responses. The best response is the one that most accurately describes yourself and the institution.

Rest assured that the data gathered will be treated with utmost confidentiality. There are no known or anticipated harm to the institution or to you.

Your honest, sincere, and cooperative efforts in answering this questionnaire will surely be of great help to me in my research. Your benevolent gesture to assist me in this endeavor will be of great contribution for the success of the study in particular and of the institutional empowerment in general.

Thank you very much and God bless you and your family.

Very respectfully yours,



ABEGAIL PALOS-SIMBRE
RESEARCHER

Noted by:



DR. INERO V. ANCHO
ADVISER

Appendix D

INFORMED CONSENT FORM

Dear Sir/Madam:

Greetings!

I am undertaking a research work entitled “Examining School Climate and Teachers Organizational Commitment” as a partial fulfillment of the requirements for the degree of Master of Arts in Education with Specialization in Educational Management at Philippine Normal University.

In this connection, I would like to invite you to be part of my study as one of the teacher-respondents. I would like to request your whole-hearted cooperation by providing the vital information needed in my study. Attached is a survey questionnaire that aims to examine your school climate and organizational commitment based on its individual and institutional dimensions that will help establish baseline data for the input in designing a management plan. The questionnaire will take 10-15 minutes only to answer and it is free from any biases. You can answer it in your favorable and free time in a place that is conducive for you. There are no right or wrong responses. The best response is the one that most accurately describes yourself and the institution.

Rest assured that the data gathered will be treated with utmost confidentiality. Any information that is obtained that which can be identified with you will remain confidential and will only be disclosed with your permission. There are no foreseeable risks, no known or anticipated harm to the institution or to you. Participation is completely voluntary. Withdrawal or refusal to participate will not affect you in any way. Furthermore, you will not receive any direct financial incentives or any type of payment for participating in this study.

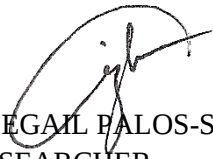
In return, after the completion of the study, an electronic summary of the findings of the research will be made available to you on request. I undertake to provide the Schools Division Office-Quezon City with a bound copy of the full research paper and I would be willing to share the results through a forum to discuss its merits.

Your honest, sincere, and cooperative efforts in answering this questionnaire will surely be of great help to me in my research. Your benevolent gesture to assist me in this endeavor will be of great contribution for the success of the study in particular and of the institutional empowerment in general.

Your signature below is to be taken as an indication of your consent to participate. Thank you very much and God bless you and your family

Teacher’s Signature over Printed Name

Very respectfully yours,



ABEGAIL PALOS-SIMBRE
RESEARCHER

Appendix E

PERMISSION REQUEST TO THE QUESTIONNAIRE AUTHORS

9/9/2018

Gmail - A Three-Component Organizational Commitment Questionnaire



ABEGAIL SIMBRE <abegail.simbre@gmail.com>

A Three-Component Organizational Commitment Questionnaire

3 messages

ABEGAIL SIMBRE <abegail.simbre@gmail.com>
To: nallen@uwo.ca

Sun, Sep 9, 2018 at 3:42 AM

Dr. Nathalie J. Allen
Faculty-Department of Psychology
University of Western Ontario

Dear Dr. Allen,

I am Abegail Palos-Simbre, a graduate student of the Philippine Normal University in Manila, taking up Master of Education - Educational Management. I am currently writing a study on school climate and organizational commitment of teachers in the the public elementary schools of Quezon City and it aims to help establish baseline data for the input in designing a management plan. .

I am writing to seek permission to reproduce and use your Three-Component Organizational Commitment Questionnaire in my study as this best fits the context of our school division. In line to this, I promise to use the survey only for this research study and will not sell or use it with any compensated or curriculum development activities. Also, I will include the copyright statement on all copies of the instrument.

I am looking forward that my request would merit your favorable response.

Thank you and God bless you always.

Sincerely,
Abegail Palos-Simbre
Philippine Normal University
Manila, Philippines

Natalie Jean Allen <nallen@uwo.ca>
To: ABEGAIL SIMBRE <abegail.simbre@gmail.com>

Sun, Sep 9, 2018 at 4:08 AM

Hello Abegail,

Thank you for your interest in using the Three-Component Model (TCM) Employee Commitment Survey in your research. You can get information about the measure, a Users' Guide, and the measure itself at:
<http://employeecommitment.com/>

For academic / research purposes, please choose the Academic Package. (There is no charge for this package.) I wish you well with your research!

Best,

Natalie Allen

From: ABEGAIL SIMBRE <abegail.simbre@gmail.com>
Sent: Saturday, September 8, 2018 3:42 PM

<https://mail.google.com/mail/u/07ik=d8bed38660&view=pt&search=all&permthid=thread-a%3Ar-1979799450430828275&siml=msg-a%3Ar88836958...> 1/2



ABEGAIL SIMBRE <abegail.simbre@gmail.com>

A three-component organizational Commitment Questionnaire

3 messages

ABEGAIL SIMBRE <abegail.simbre@gmail.com>
To: meyer@uwo.ca

Sun, Sep 9, 2018 at 3:43 AM

Dr. John Meyer
Chair-Department of Psychology
University of Western Ontario

Dear Dr. Meyer,

I am Abegail Palos-Simbire, a graduate student of the Philippine Normal University in Manila, taking up Master of Education - Educational Management. I am currently writing a study on school climate and organizational commitment of teachers in the the public elementary schools of Quezon City and it aims to help establish baseline data for the input in designing a management plan. .

I am writing to seek permission to reproduce and use your Three-Component Organizational Commitment Questionnaire in my study as this best fits the context of our school division. In line to this, I promise to use the survey only for this research study and will not sell or use it with any compensated or curriculum development activities. Also, I will include the copyright statement on all copies of the instrument.

I am looking forward that my request would merit your favorable response.

Thank you and God bless you always.

Sincerely,
Abegail Palos-Simbire
Philippine Normal University
Manila, Philippines

John Peter Meyer <meyer@uwo.ca>
To: ABEGAIL SIMBRE <abegail.simbre@gmail.com>

Sun, Sep 9, 2018 at 10:47 PM

Dear Abegail,

You can get our commitment measures and permission to use them for academic research purposes from <http://employeecommitment.com>. I hope all goes well with your research.

Best regards,

John Meyer

From: ABEGAIL SIMBRE (mailto:abegail.simbre@gmail.com)
Sent: September-08-18 3:44 PM
To: John Peter Meyer <meyer@uwo.ca>
Subject: A three-component organizational Commitment Questionnaire

9/9/2018

Gmail - A Three-Component Organizational Commitment Questionnaire

To: Natalie Jean Allen

Subject: A Three-Component Organizational Commitment Questionnaire

[Quoted text hidden]

ABEGAIL SIMBRE <abegail.simbre@gmail.com>

Sun, Sep 9, 2018 at 4:11 AM

To: Natalie Jean Allen <nallen@uwyo.ca>

Dear Dr. Allen,

Thank you very much for your response. I owe you so much for this. You are a great help to many researchers like me.
God bless you more!

Sincerely,

Abegail Palos-Simbire

[Quoted text hidden]

<https://mail.google.com/mail/u/0/?ik=d8bed38889&view=pt&search=all&permthid=thread-e%3A-1679799459439626275&siml=msg-e%3A-88838958...> 2/2



ABEGAIL SIMBRE <abegail.simbre@gmail.com>

School Climate Assessment Instrument

3 messages

ABEGAIL SIMBRE <abegail.simbre@gmail.com>
To: jshindi@exchange.calstatela.edu

Sun, Sep 9, 2018 at 4:01 AM

John Shindler
Charter College of Education
Department of Curriculum & Instruction
California State University

Dear Dr. Shindler,

I am Abegail Palos-Simbire, a graduate student of the Philippine Normal University in Manila, taking up Master of Education - Educational Management. I am currently writing a study on school climate and organizational commitment of teachers in the public elementary schools of Quezon City. This aims to help establish baseline data for the input in designing a management plan.

I am writing to seek permission to use your School Climate Assessment Instrument (SCAI) as a basis in making my questionnaire for my study as this is the best instrument to base on because it captures the context of our school division. The 8-dimension tool encompasses all the factors that affect school climate. In line to this, I promise to have it validated by education experts in my university and in my division and use it only for this research study.

I am looking forward that my request would merit your favorable response.

Thank you and God bless you always.

Sincerely,
Abegail Palos-Simbire
Philippine Normal University
Manila, Philippines

Shindler, John <jshindi@exchange.calstatela.edu>
To: ABEGAIL SIMBRE <abegail.simbre@gmail.com>

Mon, Sep 10, 2018 at 6:39 AM

Hello Abegail,
Yes accept our permission to use the instruments for the purpose of your study.
Sincerely
John
Shindler

Sent from my iPhone
(Quoted text hidden)

ABEGAIL SIMBRE <abegail.simbre@gmail.com>
To: "Shindler, John" <jshindi@exchange.calstatela.edu>

Mon, Sep 10, 2018 at 6:42 AM

Dear Dr. Shindler,

Thank you very much. I greatly appreciate it, sir!

God bless you always!

Sincerely,
Abegail Palos-Simbire

Appendix F
LETTER OF APPROVAL TO CONDUCT STUDY IN THE DIVISION OF QUEZON CITY



Republic of the Philippines
Department of Education- National Capital Region
SCHOOLS DIVISION OFFICE
QUEZON CITY
Nueva Ecija St. Bago Bantay, QC
www.depedqc.ph



September 28, 2018

Ms. ABEGAIL PALOS-SIMBRE
Researcher

Dear Ms. Palos-Simbire:

In reference to your letter request dated September 26, 2018, please be informed that this Office interposes no objection to the said request provided that proper coordination with the Principals and arrangement of your schedule shall be made in adherence to the **no disruption of classes policy** as stipulated in DepEd Order No. 9, s. 2005 entitled "*Instituting Measures to Increase Engaged Time on Task*" and ensuring compliance therewith.

Furthermore, we will appreciate if you could furnish this Office with your feedback on the findings of the study and recommendations.

Thank you.

Truly yours,

For and By Authority of the
Schools Division Superintendent:

Engr. MARC VOLTAIRE A. PADILLA
Assistant Schools Division Superintendent

Incl.:
As stated.

Copy Furnished:
The Principals

et al

Admin/tina
DTS # 91400

Appendix G

REQUEST LETTER FOR EXPERT VALIDATION

September 26, 2018

XXXXXXXXXXXXXX

XXXXXXX

Schools Division Office – Quezon City
Quezon City

Dear Ma'am,

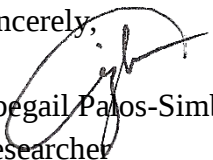
The undersigned is currently writing a study on school climate and organizational commitment of teachers in Quezon City. The purpose of this study is to examine the school climate and organizational commitment of public elementary schools in Quezon City and it aims to help establish baseline data for the input in designing a management plan.

With your expertise, I am humbly asking you to validate the attached questionnaires. One is based from the California State University school climate measurement while the other was made by Nathalie Allen and John Meyer to measure the teachers' organizational commitment.

I am looking forward that my request would merit your favorable response,

Thank you and God bless you always.

Sincerely,


Abegail Palos-Simbire
Researcher

Appendix H INSTRUMENT OF THE STUDY

RESPONDENT'S PROFILE

Dear respondent,

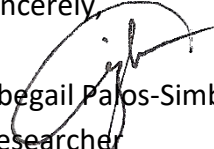
Please complete this questionnaire as accurately as possible by checking (/) the line corresponding to your answer or filling out the needed information.

1. **Name(optional):** _____
2. **School/**
District(optional): _____
3. **Sex:** _____ **M** _____ **F**
4. **Age:** _____
5. **Civil Status:** _____ Single _____ Married _____ Widow/Widower _____ Separated
6. **Highest Educational Attainment:**
_____ BS /Education Degree
_____ Master's Degree
_____ Doctorate Degree
7. **Position:** _____ T1 _____ T2 _____ T3
_____ MT1 _____ MT2 _____ MT3
_____ P1 _____ P2 _____ P3 _____ P4
8. **Years in Service (in total):** _____ *(as principal)* : _____
9. **Grade Level Handled at Present (for teachers):**
_____ Kinder _____ Grade 3 _____ Grade 6
_____ Grade 1 _____ Grade 4
_____ Grade 2 _____ Grade 5
10. **Subject/s taught at present:** _____
11. **Other positions:** _____

Furthermore, kindly answer the next pages very truthfully so that the researcher could yield to accurate results. Thank you for your time and cooperation.

God bless your ways!

Sincerely,


Abegail Palos-Simbire
Researcher

School Climate Assessment Instrument (SCAI)
Elementary Teacher Version

Directions: Rate each item below. Check (/) the rating that best describes the current state at your school as a whole –

5- high	4- high middle	3- middle	2- middle low	1-low
---------	----------------	-----------	---------------	-------

1. PHYSICAL APPEARANCE					
1. School looks welcoming and safe with some signage that serve as reminders.	5	4	3	2	1
2. There is no litter because the school is cleaned at any time of the day because the school observes proper waste segregation and disposal.	5	4	3	2	1
3. All students' school work is displayed to show pride and ownership of good performance.	5	4	3	2	1
4. Teachers and students show respect to the school janitors.	5	4	3	2	1
5. There are very rare writings on walls because they are dealt with right away by the staff.	5	4	3	2	1
6. Teachers and students take ownership of the school and help in maintaining cleanliness and order.	5	4	3	2	1
2. FACULTY RELATIONS					
1. Teachers always collaborate on teaching matters and are congenial to one another.	5	4	3	2	1
2. Teachers deal with problems collectively as a team.	5	4	3	2	1
3. Teachers frequently go to school activities.	5	4	3	2	1
4. Teachers have a high-level of respect to one another.	5	4	3	2	1
5. There is a strong teacher leadership that comes from proper coordination.	5	4	3	2	1
6. Professional meetings are attended by all teachers and to address relevant issues and concerns.	5	4	3	2	1
3. STUDENT INTERACTIONS					
1. Students identify themselves as part of the school family because the school exudes warmth and acceptance towards them.	5	4	3	2	1
2. All students attend school events.	5	4	3	2	1

3. Students feel that their school is a safe place because there is no bullying, or acts of harassing from other students.	5	4	3	2	1
4. Talented and gifted students are validated and honed by teachers and trainers and are recognized for their accomplishments.	5	4	3	2	1
5. Students as vocal enough to express their opinions on decisions that affect them.	5	4	3	2	1
6. Students work collaboratively in any given learning area.	5	4	3	2	1
4. LEADERSHIP/ DECISIONS					
1. The school has a strong sense of vision, mission and core values shared by all staff.	5	4	3	2	1
2. Decisions by the school head are grounded in the mission.	5	4	3	2	1
3. Teachers feel valued and recognized. The school head listens to their opinions and ideas.	5	4	3	2	1
4. Teachers have a clear system in identifying priority needs and are part of the school's "shared decision-making".	5	4	3	2	1
5. School leadership is headed towards stakeholders' experiences of the quality of school climate.	5	4	3	2	1
6. Faculty have high level of trust and respect in the leadership of the school head.	5	4	3	2	1
5. DISCIPLINE ENVIRONMENT					
1. Students' behavior show that there are clear expectations and consistency in the discipline policy.	5	4	3	2	1
2. Teachers use effective positive discipline strategies and refrain from employing punishments or shaming as a form of discipline.	5	4	3	2	1
3. Teachers maintain a positive classroom climate and follows through with disciplinary incidents in a calm and non-personal manner.	5	4	3	2	1
4. Teachers focus on the problematic behavior, not the student as a person when disciplining students.	5	4	3	2	1
5. Teacher-student interactions are supportive and respectful.	5	4	3	2	1
6. Teachers use student-generated ideas and input on classroom discipline.	5	4	3	2	1
6. LEARNING ASSESSMENT					

1. Instructions and assessment targets are clear and attainable for all learners.	5	4	3	2	1
2. Teachers are aware of learning styles and are responsive to these.	5	4	3	2	1
3. Instructions are dynamic and relevant, learner-centered and challenging.	5	4	3	2	1
4. Classroom dialogue is characterized by higher-order thinking skills (analysis, application and synthesis) not just obtaining right answers.	5	4	3	2	1
5. Students are given opportunities to reflect on their learning progress.	5	4	3	2	1
6. Students' positive behavior (investment, process and effort) is recognized and rewarded.	5	4	3	2	1
7.ATTITUDE AND CULTURE					
1. Most students feel that they are part of the classroom family because they are guided and acknowledged.	5	4	3	2	1
2. Students feel that they collectively work towards a goal.	5	4	3	2	1
3. Students speak positively about their school, showing pride.	5	4	3	2	1
4. Teachers share high expectations for all students.	5	4	3	2	1
5. School promotes school pride and a sense of historical continuity by maintaining traditions.	5	4	3	2	1
6. Students correct their peers who use destructive and/or abusive language.	5	4	3	2	1
8.COMMUNITY RELATIONS					
1. School is welcoming to all stakeholders.	5	4	3	2	1
2. School sends regular communication and invitation to concerned stakeholders to attend key events.	5	4	3	2	1
3. Parents and teachers all work for the benefits of students.	5	4	3	2	1
4. There are many parent volunteers who are well-coordinated and appreciated.	5	4	3	2	1
5. School events are well-attended due to deliberate efforts.	5	4	3	2	1
6. Community members are regularly invited to speak and volunteer in classes and events.	5	4	3	2	1

Organizational Commitment Questionnaire

Instructions: Listed below are a series of statements that represent possible feelings that individuals might have about their school. With respect to your own feelings about the particular school for which you are now working please indicate the degree of your agreement or disagreement with each statement. Check your responses.

7- strongly agree	3- slightly disagree
6- moderately agree	2- moderately disagree
5- slightly agree	1- strongly disagree
4- neither disagree nor agree	

Note" An "(R)" denotes a negatively phrased and reverse-scored item.

Affective Commitment Scale Items							
1. I would be very happy to spend the rest of my career with this organization.	7	6	5	4	3	2	1
2. I enjoy discussing my organization with people outside it.	7	6	5	4	3	2	1
3. I really feel as if this organization's problems are my own.	7	6	5	4	3	2	1
4. I think that I could easily become as attached to another organization as I am to this one. (R)	7	6	5	4	3	2	1
5. I feel like a 'part of the family' at my organization.	7	6	5	4	3	2	1
6. I feel 'emotionally attached' to this organization.	7	6	5	4	3	2	1
7. This organization has a great deal of personal meaning for me.	7	6	5	4	3	2	1
8. I feel a strong sense of belonging to my organization.	7	6	5	4	3	2	1
Continuance Commitment Scale Items							
1. I am afraid of what might happen if I quit my job without having another one lined up.	7	6	5	4	3	2	1
2. It would be very hard for me to leave my organization right now, even if I wanted to.	7	6	5	4	3	2	1
3. Too much in my life would be disrupted if I decided I wanted to leave my organization now.	7	6	5	4	3	2	1
4. It would be too costly for me to leave my organization now.	7	6	5	4	3	2	1
5. Right now, staying with my organization is a matter of necessity as much as desire.	7	6	5	4	3	2	1
6. I feel that I have too few options to consider leaving this organization. (R)	7	6	5	4	3	2	1
7. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	7	6	5	4	3	2	1
8. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice—another organization may not match the overall benefits I have.	7	6	5	4	3	2	1
Normative Commitment Scale Items							
1. I think that people these days move from company to company too often.	7	6	5	4	3	2	1
2. I believe that a person must always be loyal to his or her organization.	7	6	5	4	3	2	1
3. Jumping from organization to organization does not seem at all unethical to me. (R)	7	6	5	4	3	2	1
4. One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	7	6	5	4	3	2	1
5. If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.	7	6	5	4	3	2	1
6. I was taught to believe in the value of remaining loyal to one organization.	7	6	5	4	3	2	1
7. Things were better in the days when people stayed with one organization for most of their careers.	7	6	5	4	3	2	1
8. I do not think that wanting to be a "company man" or "company woman" is sensible anymore. (R)	7	6	5	4	3	2	1

Do you have comments/other concerns related to this topic but not covered in this questionnaire? Feel free to write down below.

Thank you for your time and cooperation! God bless you more! ☺

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Appendix I

INTERVIEW TRANSCRIPTS

PRINCIPAL 1

Q1: How would you describe the school climate of your respective school of assignment?

As a principal in this school for more than a year now, I have noticed that this school has a really different school climate as compared to other schools I have been assigned to before. In my previous schools, some teachers are very committed in their work and some are not so committed but they are also doing their job. But in this school, I noticed that they are all doing their job because this is a special science school. They don't have to be observed at all times. All I have to do is to check whether the materials they need in their classes are complete. They can be trusted. Only a few of them, especially the new ones, need to be supervised because they still need to be guided. I have noticed from my years as a principal that the seasoned teachers are really better than the new ones. I have noticed that some of these new teachers are more relaxed so they need a push for them to be guided to do their job better. There are some who are new but are already responsible. However, some of our teachers lack classroom discipline. With these, I can say that we really have different situations in different schools such as in this school. There are times that I they do things without my knowledge because this is what they were accustomed to. For example, there were programs wherein they would seek financial contributions. In other schools, teachers would consult me for whatever plans they make. Although, I have given them warning not seek contributions anymore as we are adhering to the "No Collection Policy". It is good that this year, there were no instances of collection anymore. I hope that they continue to do so in the coming days. These are just some

of the negative observations I have of them. This makes them different from other schools I have been assigned to before.

Q2: Do you think your school has a positive school climate? Why or why not?

Yes, we do because we are adhering to positive discipline. We are one of the pilot schools for PD or Positive Discipline so when it comes to teaching, we make sure that our teacher use positive words when they discipline their pupils. And, every time we have INSET we see to it that we discuss and invite speakers from ENET or DepEd to discuss positive discipline. As I have observed, there are a few cases of bullying which we cannot avoid but are lessened nowadays. Though, there are not many, we still have to be alert so we see to it that teachers should discipline their students in a way that they will not use harsh words because children are very emotionally sensitive so we have to take care of them. They can be likened to a glass that can break anytime so we should handle them with extra care.

Q3: What dimension is the most challenging for you?

For me, the most challenging would be discipline and management of both teachers and students. I have been assigned to seven schools and I can say that the most difficult problem would be the attitude of students as well as the teachers. Before teachers were very obedient to principals because principals before were older than principals nowadays. You can be a principal as long as you pass the principals' exam even if you are in your 20s or 30s.

Like me, I became a principal only when I was 34 years old and it was difficult for me to handle disciplinary cases among teachers because of their attitudes towards teaching. It is because I am very strict when it comes to my teachers' teaching ability and punctuality. I have to see that they are serious in what they do. They don't have to use the best materials as long as the children learn before the day ends. This is my principle. When I observe teachers, I talk to them about their attitude. They have to discipline themselves and be committed to their jobs because if they have this sense of responsibility to do their jobs they can work well and make sure that they can deliver the learning process to their students every day without any hesitations or distractions like their family problems which they should not take to school. I always tell them to do their best at all times and make sure that all students learn a lot of things from you. Management of teachers is not easy because you cannot please everyone. It's a human factor. There are times when you think you have given your all but to them, still not enough. You cannot give everything to them. As a principal, you cannot aim to have 100 percent followers so you have to accept that there are some who won't like you. What's important is that you do your best to attend to their needs and make sure that you are also fair to everyone. That's what I do. I am always fair to everyone.

Q3: What is the role of principals in improving or maintaining positive school climate in their schools?

The role of principal is very vital. The principal sees to it that positive discipline is implemented in the school through observations and she has to be very sensitive to whatever

complaints as there are a lot of them. I have to see to it that teachers do not use sticks when teaching and only use positive words when disciplining their pupils. In addition, having good relationship with the parents so that if there are any disciplinary problems, they can easily consult with the parents and identify the causes of these problems. Also, we make sure that there is a good communication line between and among community leaders. If we lack communication, we will not know the root cause on why these children show such attitudes. Hence, teachers and school heads should be vigilant. My role is to give guidance to these teachers so that they would be sensitive and observant to their pupils as each one of them is different attitudes and have varied problems in their own lives. If I notice that teachers use harsh words, I correct them right away. Through communication, I can help them improve their attitude. As a principal, they will still obey you, so you need to guide them well especially when they make unexpected mistakes. We also make sure to tell parents about positive discipline during meetings with parents so they could also practice it at home.

Q4: What characteristics and skills should a principal possess in order to create, improve or maintain a positive school climate?

As a principal, you should be understanding and supportive to your teachers and also to the community so that if they have problems, they could easily approach you. If these are present, you will have a harmonious relationship because there will be cooperation among each other. Principals should be supportive and understanding on important matters. Also, you

have to empathetic with them so we could better understand them. This is why principals have to be teachers so that it won't be hard to understand different situations at school.

Q5: What strategies do you employ in improving the quality of your school climate?

Leadership style depends on the existent culture of the school you are assigned in. If their culture is traditional, it would take time for them to be convinced. Nevertheless, if you put your foot in front and they will have to follow. It is different every time because their needs are different too. There is no such thing as permanent leadership styles. Whatever a principal wants to work on will depend on the concerns she will have to address in the school she is assigned in. I have been assigned in four different schools and I employed different styles in each one of them. I can say, one must be flexible.

Q7. What strategies do you employ in improving the quality of your school climate?

I usually just try to communicate with my teachers. I remind them of the goals we all have to attain. I try to understand them as much as I can. What's important to me is to make sure that my teachers are well-prepared in their lessons.

Q6: Do you feel the need to develop a management plan to improve and maintain a positive school climate?

As a school head, you should have a management plan- for this week, for this year so you won't forget anything. An important tool is the calendar. Learn to have notes on what to do. Aside from these, you should also a plan for the whole year not only to remind yourself but to correct or modify if there are some plans to be improved. You can always take a look at it, add or improve it.

Q7: Do you think that your teachers have strong organizational commitment? Why or why not?

I believe that most of the teachers in this school are committed. Though there are a few of them, especially those who have problems at home, show less committed. The problems at home are the first factor why these teachers are affected in doing their job well. I would like to emphasize on financial problems. When they are greatly affected, how can you they do their job well if they do not have enough for the family. They have loans here and there so there is very little left in their monthly pay. Also, even if they have more, I guess they won't be contented. Many like to spend money impulsively. We cannot control ourselves so problems come from there. I think we need to teach education students in college how to deal with these kinds of problems and how to manage their finances. I also believe that we should get teachers that are on top 10 or 20 in their classes. According to some articles, DepEd is planning to get students who are part of the top 20% of their classes to take up education. It is a good plan

because someday we will have teachers in the public schools who are really competitive. How can you teach well if you do not have the knowledge? Some teacher are committed and willing to teach but do not have the needed knowledge. However, they should have the heart for teaching. The mind and the heart should go together, the heart in doing the job and the knowledge as well.

PRINCIPAL 2

Q1: How would you describe the school climate of your respective school of assignment?

In general, teachers here are very committed as well as the parents. But as they say, every forest there are snakes, though they are manageable. Here, teachers do their best because they know that partners are watching. It's in their system that they should teach and perform well. If they see their colleagues not performing, they take the initiative to tap them. They have the initiative to do things because their commitment is deeply injected in them. They know their job well.

Q2: What is school climate to you?

School climate for me would be the whole of what you see in the school, physical, internal and external stakeholders, school linkages- everything that encompasses the school to operate. Sometimes, I associate it with culture of the school I am assigned in.

Q3. Do you think you have a positive school climate?

Yes, you can easily tell upon entering that this school has a positive school climate. Not only is the school clean but the students cooperate in maintaining it, they perform well in classes. Also, the teachers are very hardworking. They participate and work well together.

Q4: What is the most challenging dimension of school climate to you?

The most challenging for me is the community relations. The culture in this school is different because their former pupils are now their pupils' parents. They have developed a certain bond which I call as familiarity. I have reminded the teachers to have an invisible wall that separates them from being the teachers of their pupils and being friends with the parents. What's not good about it is that there are occasions when parents are not favored by the teacher and they feel bad about it. Their secrets as friends are at risk. But I tried to change that. Parents have to stay and wait outside and wait for their pupils there, less contact with the teachers. They do not have a choice. They have to abide. Nowadays, there are no parents in the school, unless for very important matters.

Q5: What is the role of principals in improving or maintaining positive school climate in their schools?

The most important function of the principal is to improve the school in terms of physical, academic, relation with the community and all external stakeholders. But the most

important task is to monitor and supervise all the teachers for them to become better instruments of education for the benefit of the clientele.

Q6: What characteristic skills should a principal possess in order to create, improve or maintain a positive school climate?

Whatever leadership style you employ, the most important characteristic a principal to succeed is her overall character. If you want to succeed then you should have the character. And when I say character, it is in the true sense of the word. When a principal walks with character, she can hold her head up high. You can easily see her distinction. She should be a principal through and through because everything comes in after that. It exudes. For me, regardless of her leadership style in implementing policies at school, you walk your talk.

Q7: What strategies do you employ in improving the quality of your school climate?

A school head should be able to identify the needs of the school she is assigned to. Every school has a different need so the principal should always be sensitive and flexible. Teachers are supportive, they just need someone who can lead them.

Q8: Do you feel the need to develop a management plan to improve and maintain a positive school climate?

Yes. I am doing that now. I have teachers who can be potential principals. I try to expose them to management. I delegate tasks and problems which I know they can handle. The role of the principal is to look into the skills and talents of her teachers. As for their commitment, I think they have strong commitment because they are all performing well. If they aren't happy I tell them to find a school wherein they can be happier so they can transfer. For me, if you are happy, you will do your best. You may not be happy with the learning area, coworkers. When a new teacher is introduced to the faculty, we tell them that the school needs hardworking teachers and tell her about our expectations but we also want teachers to be happy so they can do their best. If upon entry to the school's gates, you feel burdened already, I think everyone around you will get affected- the students and teachers. So, if a teacher asks for a transfer, I sign it right away because I think no one is indispensable. You can be better somewhere.

Q9: Do you think that your teachers have strong organizational commitment? Why or why not?

As for commitment, I think no experienced teacher is forced to do her tasks and responsibilities, though there are a few who cannot really be committed but they won't last in the service. They will, along the way resign. It is innate in every teacher and I believe that life is how you make it. I know that whatever you desire will happen if you will it. After all,

happiness is a choice and suffering is an option. Everyone has problems and these makes us better persons because we strive harder is we have problems. We don't idle and wait for someone to solve it for us. I didn't like teaching before but I came to love it because I enjoyed it.

PRINCIPAL 3

Q1: How would you describe the school climate of your respective school of assignment?

Overall, we have a very good school climate. Here, we have our own responsibilities. The cleaners have specific areas of assignment and job descriptions so cleanliness is observed all the time. As for my teachers, if they have problems and/or if there is a need for them to speak with me, If there are matters that need my attention, I deal with it right away. I also do not intrude if my advice is not needed. I trust that they can solve things but they can always come to me for some advice.

Q2: What is school climate to you? Do you think your school has a positive school climate?

Why or why not?

My school has a very good climate. I can say that it has become better in terms of physical appearance and student discipline management. With over 8,000 pupils a day, they come and go in an orderly manner. There are teachers assigned to oversee their discipline. Teachers are very competitive too as you can see, we are a performing school.

Q3: What dimension of school climate is the most challenging for you?

As a seasoned principal for over 21 years, I can say that it depends on the culture of the school. I may not be perfect but I can manage all of these dimensions well. As for the community, being sociable is a must. I can be friends with the officials but to a certain limit. I can say that I have very good intrapersonal and interpersonal relationship skills. I don't compare myself to anyone because we were raised differently.

Q4: What is the role of principals in improving or maintaining positive school climate in their schools?

For me, it's how you manage the school. As for me, I manage my school by being visible all the time. It's called management by walking around. I come to work very early and leave late in the afternoon. I do not go anywhere unless it's very urgent and important. Also, I do not entertain squeals from any teachers or other people because I think believing them will only create more problems. I dig and discover things myself by walking around.

Q5: What characteristics and skills should a principal possess in order to create, improve or maintain a positive school climate?

Besides the leadership skills, the attitude of the principal matters. It is very important not to be proud. You are not any better than anyone just because you are a principal. Staying

low- that is my secret. That is why in my long years in the service and as a principal, my name was never tainted. I don't speak of my achievements but people know it.

Also, I am not feared by my teachers. They know I am very approachable. I guess they are even happy that I am their principal. I am very simple. That's it.

Q6: What strategies do you employ in improving the quality of your school climate?

To be in good relationship with my subordinates so that we can reach our common goals together is very important. If we do not have a harmonious relationship, we will just be hurting one another. The working relationship should be good so everyone will be happy to work with you. Also, be visible so that they can be reminded of their duties here at work. It's that simple.

Q7: Do you feel the need to develop a management plan to improve and maintain a positive school climate?

I think we have to develop a management plan. We know how different climates are from one school to another. What works here may not work in another. We have to know what the school needs. There is no exact strategy to deal with school climate.

Q8. Do you think that your teachers have strong organizational commitment? Why or why not?

Yes, I think they have strong organizational commitment. They follow the memo and policies. It is normal to hear complaints but they work because they know it's part of their responsibilities. The school heads do not make them, all tasks and policies are from the civil service, Magna Carta and DepEd. Now, if you can do it, stay as long as we don't wear each other out. Sometimes, I feel that patriotism and motivation is down but this is why we have inset to remind everyone of their commitment they have sworn to several years ago. We lose some motivation because of the workload we carry every day at school and even at home. I understand this phase but if this goes on for long, maybe this is when you have to think if this job is for you. I don't want teachers to suffer the teachers, students and the community will also be affected.

PRINCIPAL 4:

Q1: How would you describe the school climate of your respective school of assignment?

School climate, for me, is the relationships and things that happen inside the classroom, and within the school. And whether it is good climate-a good working relationship or not, there should also be an autonomous center. It is more on the working relationships. I am very particular with my task as an administrator and my teachers because I believe that we are important instruments in molding our children's future. If we do our jobs well, we can be assured of the good life our students. If the management of school fails, all else inside it also

will. We need to ensure good working relationships so that our teachers can work well and happily. We need to avoid stress as much as we can because our tasks are already heavy.

Q2: What is school climate to you? Do you think your school has a positive school climate? Why or why not?

For me, it's the physical appearance. Our janitors can do well. I always check the surroundings every morning. I always tell them to check the comfort rooms because the floors there are always wet. I try to be compassionate to the cleaners because I don't want to hurt their feelings. I always remind them of their duties to ensure their students' safety at school. Physical appearance and safety for me is the most challenging because we always have to ensure the students' safety at all times. I don't have any problems with the community because the barangay and district officials are very responsive to our needs and supportive to our programs.

Q3: What is the role of principals in improving or maintaining positive school climate in their schools?

Well, different schools have different culture but I would say that the working relationship between the admin and teachers is good. It is just that the school head should be firm and focused on monitoring the daily activities of school as well as the teaching process inside the classroom. The visibility of the principal is needed otherwise as the saying goes, "If the cat is away, the mouse will play". I think I really have to look into the dedication of the teachers and their commitment. Whether the principal is in or out, everyone should be doing their job.

Q4: What characteristics and skills should a principal possess in order to create, improve or maintain a positive school climate?

A principal should be open, sincere with her relationships with her teachers and non-teaching personnel. We have to handle them well because we are dealing with humans. We have to treat them like how we would want to be treated. I generously commend them for their good work but I also frankly tell them what they need to improve on. Also, the principal should be responsive. She can do so by being physically visible at most times. If there are problems, the principal has to make decisions. I know there are other persons who can do it like the guidance teacher and the master teachers but they also have their classes as well as other duties. Principals have to come early so that she can see what the school and teachers need.

Also, the principal has to firm in making decisions but she has to weigh things objectively well before she does. I may change my decision depending on the situation but I have to inform the concerned individuals why I had to so that they will understand.

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job is for you. I don't want teachers to suffer the teachers, students and even the community will also be affected.

PRINCIPAL 5:

Q1: How would you describe the school climate of your respective school of assignment?

I can say that we have a very good school climate here in this school. The people may seem aloof here when I first came in but they were very responsible. They work with very little supervision. The school is spacious so I just needed to instruct the janitors to improve the gardens because for me, I think plants and nature have a positive effect in us, especially our learners.

Q2: What is school climate to you?

School climate for me is the wave that goes around the school. It is different in every school. Here it was a little cold but now I can feel their warmth. It involves the total atmosphere in school, the relationships between and among teaching, non-teaching personnel, students and parents and our linkages outside school, the community.

Q3: What is the role of principals in improving or maintaining positive school climate in their schools?

A principal should be very wise in making decisions. She should know the pros and cons. However, she should also know that she needs her subordinates opinions and help in

making decisions. I mean, she needs to involve her teachers or seek their ideas and decide together. Also, she needs to be empathetic in dealing with the stakeholders. She should not be always ruled by her emotions but with an objective mind. She should always bear in mind that managing people is not always easy. They say, that no one can please everyone but we can always do our best whatever they say. What's important is that we know our tasks and responsibilities in heading our respective schools.

Q4: What characteristics and skills should a principal possess in order to create, improve or maintain a positive school climate?

The principal is like the driver of a vehicle. They direct where it is going. This is why she should be aware of whatever situations in and around the school. She should know what possible problems may arise and what actions she can do if these happened. She is the captain and so she should always be there when things happen.

Q5: What strategies do you employ in improving the quality of your school climate?

Principals should be very wise in making decisions, They should know the pros and cons. However, she should also know that she needs her subordinates opinions and help in making decisions. I mean, she needs to involve her teachers or seek their ideas and decide together. Also, she needs to be empathetic in dealing with the stakeholders. She should not be always ruled by her emotions but with an objective mind. She should always bear in mind that

managing people is not always easy. They say, that no one can please everyone but we can always do our best whatever they say. What's important is that we know our tasks and responsibilities in heading our respective schools.

Q6: Do you feel the need to develop a management plan to improve and maintain a positive school climate?

Yes. Every principal should have his/her unique management plan. Unique because every school is different from the other. The principal should learn how to check the climate so that she / he could go with it or change it. If she wants to change it, she has to learn which could most benefit the stakeholders.

Appendix J
KEY POINT CODING

ID NUMBER	KEY POINT	CODE
P1SC1	varies from one school to another because these are the overall styles and customs that teachers employ in their respective schools, classrooms and communities	School Climate
P1SC2	means adhering to positive discipline and lessening or having zero-bullying incidents	School Climate
P2SC1	is the relationship and bond between and among principals, teachers, students, parents and the community	School Climate
P3SC1	it is the overall ambience, appearance and cleanliness of the school plant	School Climate
P3SC2	it is the good working relationship and the sincerity between the administration and teachers, because this affect the emotions and motivation of teachers toward teaching	School Climate
P4SC1	it is the total atmosphere in the school, relationships of teachers, administrators , students and non-teaching personnel	School climate
P5SC1	it is sometimes dependent on how principals manage their teachers, on how she supports and communicates with them as they all attain their organizational goals	School Climate
P1OC1	is evident if teachers can deliver their lessons well despite any hindrances like personal problems or lack of instructional materials	Organizational Commitment

P1OC2	it is when teachers have the heart and mind for teaching	Organizational Commitment
P1OC3	it is the attitude of teachers and administrators towards their work	Organizational Commitment
P1OC4	organizational commitment is seen to be stronger among teachers who are considered seasoned	Organizational Commitment
P2OC1	it is when teachers try their best to teach well and have the initiative and responsibility to perform their other tasks with joy in their heart	Organizational Commitment
P2OC2	no seasoned teacher has very low organizational commitment	Organizational Commitment
P3OC1	is related to one's motivation and patriotism towards her duties to her students	Organizational Commitment
P1ELS	being able to guide and support the teachers so they can be productive and responsive to their students' needs	Effective Leadership Styles
P2ELS	being sensitive towards the teachers, students' and communities' needs	Effective Leadership Style
P3ELS1	means to be visible at all times so that students and teachers know that someone checks on them all the time	Effective Leadership Styles
P3ELS2	being fair to everyone eases	Effective Leadership Styles
P1MP	teachers be taught how to handle their finances and to live within their means	Management Plan
P3MP	to involve teachers in decision-making	Management Plan
P2MP	to find teachers who have the most potentials in becoming good principals and push them for promotions	Management Plan

FGD1MP	to include trainings and seminars which are not only in instruction but also those that are recreational and can enrich teachers' motivation (personal/interpersonal development)	Management Plan
FGD2MP	to give due credit and acknowledgment to teachers who were able to accomplish big tasks	Management Plan
FGD3MP	provide a more in-depth parents' orientation to promote parental involvement and to provide them a regular(annual) parenting seminar on various topics	Management Plan
FGD4MP	to make LAC sessions not only as the time to share instructional strategies from one another but also as an avenue to voice out other concerns, affirm or encourage teacher to become more zealous and motivated again	Management Plan
FGD5MP	create more team building activities but to rotate the grouping so that teachers will get to know others and/strengthen the bond and camaraderie of the faculty as a whole	Management Plan
FGD5MP2	to provide a nook or room for teachers to relax in and /or do their paperwork before their classes (for schools with shifting classes)	Management Plan
P1CSCD	the teachers' attitude and culture- because some teachers intentionally go against the management and decisions	Challenging Dimensions of the School Climate
P2CSCD	the community- because teachers and parents have become friends over time which makes the latter become too visible in the school grounds at any time of the day	Challenging Dimensions of the School Climate

P4CSCD	faculty and community relations-dealing with interpersonal and intrapersonal relationships with people	Challenging dimensions
P3CSCD	the physical appearance because we always have to ensure the safety and security of the students	Challenging Dimensions of School Climate
FGD1LOC	classroom discipline-children come from varied types of families and with so many limitations, disciplining cannot always be easy	Challenging Dimensions of School Climate
FGD2LOC	community- some families/parents are not mindful and supportive of their child's academic achievement	Challenging Dimensions of School Climate
FGD3LOC1	leadership/management- some principals just makes decisions that teachers have no clue about	Challenging Dimensions of School Climate
FGD3LOC2	leadership/management- principals and/MTs lack affirmation and forget to give teachers some pat on the back	Challenging Dimensions of School Climate
FGD4LOC1	too much paperwork tasked by the DepEd and other agencies (DOH, NDRMMC, etc.)	Challenging Dimensions of School Climate
FGD4LOC2	too crowded classrooms-teacher ratio is just too much and is hard for teachers to give more time to pupils needing more help in their academics	Challenging Dimensions of School Climate
FGD4LOC3	poorly ventilated classrooms- the rooms, despite having many electric fans is just too warm and uncomfortable	Challenging Dimensions of School Climate
FGD5LOC	management has favorites- no collegial decisions so teachers do not get to know the principals' plans etc	Challenging Dimensions of School Climate
FGD6LOC1	too much paper work which causes teachers to not have enough time to	Challenging Dimensions of School Climate

	prepare instructional materials for classes	
FGD6LOC2	learning outcomes- despite utilizing strategies and constant reminders, some pupils just don't learn as much as expected	Challenging Dimensions of School Climate
FGD3RP	they should be motivators	Role of Principals
FGD2RP	they should be firm in decisions and must inform the faculty of the schools' concerns , seek opinion from the faculty	Role of Principals
P1RP	they should serve as a guide and support to her teachers	Role of Principals
P2RP	should be able to improve the overall school climate- from the physical down to the community aspects	Role of Principals
P4RP	she should be a "shoulder" where teachers may seek refuge in	Role of Principals
P1RT1	they have to leave their problems outside the school gates	Role of Teachers
P1RT2	be committed to their duty to teach the children	Role of Teachers
P3RT	teachers should find happiness in what they do so they will become more productive and so the students will be more prepared for their future	Role of Teachers
P4RT1	teachers are expected to grow with their students, be absorbent of the trends and flexible to the changing times	Role of Teachers

Appendix K
CONCEPTS THAT EMERGED IN THE QUALITATIVE PHASE

A. Principals on School Climate and Organizational Commitment

NO.	CONCEPTS	CODES
1	School Climate	P1SC1, P1SC2, P2SC1, P3SC1, P3SC2, P4SC1, P5SC1,
2	Organizational Commitment	P1OC1, P1OC2, P1OC3, P1OC4, P2OC1, P2OC2, P3OC1
3	Principals on Effective Leadership Styles	P1ELS, P2ELS, P3ELS1, P3ELS2

B. Issues and other Concerns that affect School Climate and Organizational Commitment and Suggestion Gathered from Principals and Teachers

1	Management Plan	P1MP, P3MP, P2MP, FGD1MP, FGD2MP, FGD3MP, FGD4MP, FGD5MP, FGD5MP2,
2	Challenging Dimensions	P1CSCD, P2CSCD, P4CSCD, P3CSCD, FGD1LOC, FGD2LOC, FGD3LOC1, FGD3LOC2, FGD4LOC1, FGD4LOC2, FGD4LOC3, FGD5LOC, FGD6LOC1, FGD6LOC2
3	Role of Principals	FGD3RP, FGD2RP, P1RP, P2RP, P4RP
4	Role of Teachers	P1RT1, P1RT2, P3RT, P4RT1
5	Continuance Commitment	FGDCC

APPENDIX L
EDITOR'S CERTIFICATION

CERTIFICATION

This is to certify that the thesis of ABEGAIL PALOS-SIMBRE titled
"EXAMINING SCHOOL CLIMATE AND TEACHERS' ORGANIZATIONAL
COMMITMENT" was language edited in February 2019 by the undersigned editor.


MS/ RENEE/ ROSE B. CUA
LANGUAGE EDITOR

APPENDIX M

MANAGEMENT PLAN

Management Plan to Enhance Teachers' Organizational Commitment

I. Introduction

The Department of Education has always been on the lookout in making quality education very accessible to everyone. As its vision states, to enable Filipinos to realize their full potential and meaningfully contribute to nation-building, the bureau endeavors to continually improve, sustain and promote quality education for Filipino students. Not only that, it also aims in empowering and motivating teachers, enabling administrators and school heads, involving family, community and other stakeholders for the development of life-long learners.

This management plan is presented to help and support the administrators and school heads and teachers who are the frontline stewards of the children in schools.

II. Rationale

It is evident that the Department of Education is promoting better education that allows Filipinos to realize their fullest potentials and to better contribute to building the nation. The department's investment not only covers the students but also its teachers, school heads, parents and the communities and other linkages.

The DepEd had issued DepEd Order No. 35, s. 2016 which aims to promote continuing professional development of the teaching personnel through Learning Action Cells which serves as a Professional Learning Community (PLC) in schools. To add, the bureau issued DO 44, s. 2015 which states the guidelines on the enhanced School Improvement Plan (SIP) process and the School Report Card (SRC). These two department orders aim to improve schools' climate and teachers' organizational commitment by enhancing the school-based management (SBM).

However, despite the implementation and continuing enhancement of the SBM and PLC, still, there are prominent obstacles that hinder the success of these agenda. Hence, this plan is developed to address the problems areas identified in the study.

III. Goals

The Management Plan aims to reinforce the key areas identified in this study that affect teachers' organizational commitment.

- a. Enhance teachers' organizational commitment by addressing specific problem areas.
- b. Recognize the importance of teachers' organizational commitment as an important factor towards better teaching-learning situations.
- c. Develop strategies to implement this plan.
- d. Implement this Management Plan to strengthen teachers' organizational commitment.

IV. Objectives

Specifically, this management plan aims to;

- a. Sustain, strengthen and enhance teachers' organizational commitment in all elementary schools in the Division of Quezon City.
- b. Help principals to achieve better school climate so they could all attain their organizational goals.
- c. Enhance, encourage and revitalize the participation of teachers in schools.
- d. Improve, strengthen and enhance the School-Based Management
- e. Contribute to the development of school programs.

Management Plan to Enhance Teachers' Organizational Commitment

Key Areas	Objectives	Activities	Persons Involved	TIME FRAME	Source of Funds	Success Indicators
FACULTY RELATIONS /WELLNESS	Enhance collaboration on teaching matters and improve collective problem-solving and decision-making and teacher leadership of teachers on teaching matters and Enhance Learning Action Cell Sessions where teachers could have a breather. Improve and sustain respect between and among teachers.	During LAC sessions include-discussions on best practices on positive discipline and instructional strategies and approaches -encourage collaborative instructional material-making	Master teachers in-charge, faculty members, coordinators and the school principal	Jun-Mar	MOOE	80% of teachers will have attend and actively participate in LAC sessions 100% of the teachers will collectively work on work together towards the organizational goals

	Promote teachers' physical and mental health	-Provide teachers some recreational activities like weekly/monthly physical fitness activities June-Zumba, July-aerobics classes, August-art sessions (coloring for relaxation and detaching) September-2k Fun Run October-Film Showing November-yoga December-Christmas Art and crafts January-meditation February-zumba Organize training on personal development/interpersonal development/recreational workshops -behavior management	Master teachers in-charge, faculty members, coordinators and the school principal			80% of teachers participate in activities implemented to promote their wellness. 100% of teachers will not be absent due to health issues
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		-seminar on wellness Organize biannual teachers' retreat (recollection /meditation) -go out of town to relax and strengthen camaraderie among teachers Invite inspirational speakers to talk about motivation, positive discipline , financial literacy etc		October and May October and May	MOOE LGU/NGO SPONSOR SHIPS	
	Lessen teachers' workload by regularly (monthly/quarterly) monitoring/checking of paperwork to lessen the pile of documents especially on the last quarters	Monthly update of paperwork during common spare time Delegate tasks among the members of the team for speedy accomplishment of paperwork and other reports	Master teachers in-charge, faculty members, coordinators and the school principal	Jun-Mar		No teacher will have any pending paperwork .

		Encourage/ Strive teachers for Printable form 137 and 138				
Student Interaction / Discipline Environment/ Parental and Community Involvement	Provide teachers motivation on how to best deal with disciplinary problems in the classroom	Provide teachers (especially the newer ones) some training/s on how to deal with problematic disciplinary situations which may be done during in- service trainings (INSET) or Learning Action Cells (LAC) sessions)	Principal and Faculty members	annual or bi- annual	MOOE	100% of eachers can easily handle challengin g and problemati c disciplinar y situations in their classroom/ 80% Less or no guidance office visits of students with problemati c discipline issues
Student Interaction / Discipline Environment/ Parental and Community Involvement	Help parents become better parents to help them help their children attain better behaviors at school and even at home	Organize a series of Parenting Seminar/s to help teachers and parents help their children attain better behaviors in the classroom for them to become better citizens of	Principals, master teachers and teachers	June to July and every quarter	MOOE	80% of parents will be more hands-on to improving their childrens' behavior and academic achieveme nt

		the community Develop Behavior Management plan to develop positive behavior to improve positive student learning and improve academic and social outcomes and discipline policy to be implemented in a uniformly in the whole school				
Key Areas	Objectives	Activities	Persons Involved	TIME FRAME	Source of Funds	Success Indicators
Leadership/Decisions/Attitude and Culture	Develop more sense of trust between the administrators and teachers/parents	Regular professional meetings with the faculty members to inform and consult them of any school issues and concerns	Principal/ Master teachers in-charge/ coordinators	monthly or as deemed necessary	MOOE	Teachers become more participative and cooperative in solving school issues and concerns Teachers take the initiative to improve any challenging situations at school by taking part in

	Encourage and strengthen parent participation and involvement in school activities and programs to develop a sense of belonging to the school community	Regular meetings with the GPTA officers to hear their concerns and affirm their initiatives Require parents to take part in the monthly cleanup /Brigada Eskwela to develop a sense of belonging and involvement	Principal/Master Teachers in-charge/ Coordinators	monthly or as deemed necessary		solving them. PTA officers and Parents come up with and take part in many school projects and programs
Key Areas	Objectives	Activities	Persons Involved	TIME FRAME	Source of Funds	Success Indicators
Learning Assessment/Culture and Attitude/ Parental and Community Relations	To attain better student academic achievement and collaborative learning with the school community and other school stakeholders	Come up with LAC session topics to empower teachers to be more open-minded to new strategies and approaches	Master Teachers in-charge, Subject Coordinators and Faculty members	Year-round	MOOE	100%Teacher use varied strategies that include modern and/or ICT integrated lessons
	Enhance Professional Learning	Reading sessions which are	PTA officers/Member s/ Master	at least once/twice a	MOOE	all teachers participate

	Community (PLC) by collaborating on students' academic improvement	led by student leaders and subject teachers/PTA member	Teachers in-charge, Subject Coordinators and Faculty members and SPG members/GSP/BSP members	week for the whole year		in improving reading and comprehension skills of students in both English and Filipino languages
		Organize English conversation sessions (ESL) where students learn and enrich their vocabulary skills and practice simple and basic conversations in English	English subject teachers/coordinators and faculty members with the principal's initiative	at least once/twice a week for the whole year	MOOE	90% teachers actively participate in helping other teachers improve their students speaking and listening skills in English
		Conduct regular grammar classes for student journalists so they could polish on their writing skills in both languages-Filipino and English	Journalism coordinator and English teachers/Master Teachers in-charge with the initiative of the principal	at least once/twice a week for the whole year	MOOE	90% teachers actively participate in helping other teachers improve their students speaking and listening skills in English

		Conduct special class sessions in Math led by math teacher and/or PTA officers and members Put up clubs (Dancing/Singing/instrument playing) to encourage a more holistic learning of students who are more inclined to the arts	Math coordinators and teachers/PTA officers and members/community volunteers PTA officers/member, community volunteers/MAPEH teachers	at least once/twice a week at least once/twice a week	MOOE	90% teachers actively participate in helping other teachers improve their students speaking and listening skills in English, students' numeracy and the arts.
Key Areas	Objectives	Activities	Persons Involved	TIME FRAME	Source of Funds	Success Indicators
Culture and Attitude	To develop a high shared expectations of teachers for all students	Put up a "My Work Wall" in every classroom.	PTA officers and members, classroom advisers, principal	April-May	MOOE/LGU/NGO sponsorships and partnership	All teachers have a "Work Wall" in their classrooms.

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Champion (1st Place) District Level- Congressional District 1, Quezon City

Story Retelling Contest-Teachers' Category-2017

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Story Retelling Contest-Teachers' Category-2017

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Teacher I, Cong. Reynaldo A. Calalay Memorial Elementary School, 2014-present

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Seminars, Trainings and Workshops Attended

May 2018	District-Wide Training on the Enhancement of Pedagogical Skills in the Mother Tongue and Bridging Process of Kindergarten Teachers
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	Outdoor Leadership Training Course Quezon City GSP Council, Tagaytay City
July 2017	Basic Leadership Training Course Quezon City GSP Council, Quezon City

May 2017	Division Roll-Out of Developmentally Appropriate Practices in the Early Language, Literacy and Numeracy (DAP-ELLN) Training for Congressional District 1- K to 3 teachers
January 2016	National Seminar-Workshop on Differentiated Instruction and the 21st Century Teaching Styles in the K to 12 Curriculum Philippine Normal University, Manila City
April 2016	Grade 5 Mass Training of Teachers (MTOT) for the K-12 Basic Education Program, Tagaytay City
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