

# CLIMATE SETTING OF PUBLIC ELEMENTARY SCHOOLS IN BULAN DISTRICT

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**Abstract:** The study determined the climate setting of Public Elementary Schools in Bulan District for school year 2019-2020. Descriptive-survey method was used in the study. Purposive sampling technique alongside random sampling technique was used to select the research participants from elementary schools. Self-constructed questionnaire and unstructured interviews were used as relevant tools to gather data from respondents. Weighted mean, frequency, and ranking were used in analyzing data and reporting the study findings.

The study findings indicate computed average weighted mean on the assessment of the respondents along the school climate of the respondent-schools in terms of student voice are 4.76, 4.53 and 4.10, for parent's engagement; 4.85, 4.57 and 4.48, for community partnership; 4.92, 4.68, and 4.53, for learning environment; 4.64, 4.48, and 3.90, social-emotional environment; 4.94, 4.82, and 4.13, and for physical environment; 4.83, 4.59, and 4.54 respectively.

**Keywords:** Climate Setting, Community Partnership, Student Activities, Stakeholders Activities, Bulan Districts.

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## 1. INTRODUCTION

Effective teaching and learning is the result of complex group and psychological processes. However, the precise organizational factors and psychological mechanisms behind these processes are still under investigation. Identifying the means to improve students' learning outcomes remains the subject of continuous academic inquiry and a key objective of government and international bodies. As a result of this interest, an immense body of work centered on the construct of "school climate" has emerged. School climate refers to social characteristics of a school in terms of relationships among students and staff/teachers, learning and teaching emphasis, values and norms, and shared approaches and practices. (Thapa et al., 2013)

School climate is a leading factor in explaining student learning and achievement. Less work has explored the impact of both staff and student perceptions of school climate raising interesting questions about whether staff school climate experiences can add "value" to students' achievement. It is at the very core of the school and has a dramatic impact on everything that goes on in the building. It permeates the school hallway in the way the students act alone and with others, and in the way the teachers react to students. Climate in the school is a powerful tool in teaching effective ways to create a healthy environment. School climate patterns are developed from the input of all stakeholders, not only the present ones, but also the ones that started the school and all those who followed. These patterns are enduring and have powerful influence every day on the inhabitants of the school.

Every school has its own distinct ways of operating which inform the operation of the school, the relationship in the school, and the priority given to the welfare of the individual. Students, teachers, and stakeholders feel valued and

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respected when they are listened to and when their individual concern and opinion counts. Each school will have to reflect on its own communication strategies to ensure that genuine communication is fostered at all levels. The holding of a regular school assembly gives students an experience of community and can increase their sense of belonging. Other strategies to foster democracy include taking parts in events on behalf of the school and celebrating individual, class, or students school achievements. In many situations, a structure can be created where children are involved in the decision making in the school and are given responsibilities both as individuals and as a group.

In 2009, Project UNIFY defines school climate as the quality and character of school life that fosters inclusion, acceptance, respect, and human dignity for all students. It requires the engagement of all education stakeholders, not just students and not teachers alone; but from all administrators, school staff, parents, and community partners. Thus, every stakeholder is given the opportunity and expected to contribute to creating and sustaining an effective quality school climate. Research also indicates that positive school climate is a critical dimension of effective risk prevention, health promotion efforts, and learning. Recent research reviews have shown that effective risk prevention and health promotion efforts are correlated with safe, caring, participatory and responsive school climates.

As stated in the Republic Act no. 6972, Sec. 2, “it is declared to be the policy of the state to defend the right of children to assistance, including proper care and nutrition, and to provide them with special attention against all forms neglect, abuse, cruelty, and other conditions prejudicial to their development”. That is why there is a need to identify the factors that may help the school leaders improve the school climate of their respective schools. A positive school climate is one where individuals feel valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school.

In Bulan, Sorsogon, school leaders both in Bulan North and Bulan South District encountered a lot of problems in their schools involving bullying, teacher burnout, disengaged students, absenteeism, cultural and socio-economic differences, among others that were normally faced by Schools Division Office of Sorsogon Province complaint’s desk. Administrators and teachers today face obstacles to student achievement, well-being and success that are above and beyond traditional instructional assessment concerns. From low school morale to bullying, school climate has become a local and national concern.

Big issues that affect a lot of the holistic aspects of the school. Both districts need more school facilities community, knowledge and skills in improving the climate setting of their respective schools. This is one of the reasons why the researcher prompted to study the school climate setting of Public Elementary Schools in Bulan District in order to find out the factors that affect the school climate.

### 1.1 Statement of the Problem

This study aimed to determine the school climate of the public elementary schools in Bulan District, Bulan, Sorsogon, 2019-2020.

Specifically, it answered the following questions:

1. What is the profile of the schools in terms of:
  - a. Physical facilities
  - b. Stakeholders’ activities
  - c. Student activities
  - d. School security
2. What are the perceptions of the school heads, teachers, and parents on the extent of occurrence of the following elements along:
  - a. Student voice
  - b. Parent’s engagement
  - c. Community partnership

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- d. Learning environment
  - e. Social-emotional environment
  - f. Physical environment
3. Is there a significant difference among the perceptions of the three group of respondents on the extent of occurrence of the said elements?
  4. How does the school climate affect the following:
    - a. quality of instruction
    - b. student's achievement.
  5. What output could be proposed based from the findings of the study?

### 1.2 Purpose of the study

The researcher conducted the study because he found out that a positive school climate can help solve a lot of those problems for it impacts the whole being of the school community- the students' willingness to get involved, the excitement to contribute and the sense of self and others. School climate matters and our commitment to broadening the vision of inclusion and engagement requires school climate to reflect the characteristics of respect, equity, dignity, honesty, justice and safety. If a school climate does not reflect these characteristics, it is challenging to integrate and sustain consistent and equitable opportunities for students with and without intellectual disabilities to engage with one another and develop lifelong dispositions and actions necessary to be productive youth and adults.

For the abovementioned reasons, the researcher decided to make an analysis on the outlook of the school climate setting in Public Elementary Schools in Bulan District, Bulan, Sorsogon.

### 1.3 Research Hypothesis

The hypothesis is tested in null form at 0.05 level of significance. It states that:

There is no significant difference among the perceptions of the respondents on the extent of occurrence of the elements of school climate.

## 2. RESEARCH METHODOLOGY

This study determined the school climate of the Public Elementary Schools in Bulan District, School Year 2019-2020.

This study employed the descriptive survey methods of research. It is descriptive in the sense that it dealt with the collection and presentation of data as well as summarizing value that describes the group's characteristics.

The questionnaire-checklists were used to assess the profile of the schools in terms of physical facilities, stakeholder's activities, student, activities, school security; perceptions of the school heads, teachers, and parents on the extent of occurrence of the factors such as student voice, parent's engagement, community partnership, learning environment, social-emotional environment, and physical environment. Unstructured interview was also conducted to identify the difference of perceptions of teachers, school heads and GPTCA Presidents. The data gathered were analyzed using the descriptive statistics such as frequency count, percentage, and weighted mean.

## 3. RESEARCH FINDINGS AND DISCUSSIONS

Based on the analysis and interpretation of the data, the following findings were revealed:

1. The profile of the schools in terms of Physical facilities, Stakeholders' activities, Student activities and School security varies.
2. The computed average weighted mean on the assessment of the respondents along the school climate of the respondent-schools in terms of student voice are 4.76, 4.53 and 4.10, for parent's engagement; 4.85, 4.57 and 4.48, for community partnership; 4.92, 4.68, and 4.53, for learning environment; 4.64, 4.48, and 3.90 , social-emotional environment; 4.94, 4.82, and 4.13, and for physical environment; 4.83, 4.59, and 4.54 respectively.

3. The results of the Scheffe’s tests on the relationship between the three respondents and the student voice, parental encouragement, community partnership, learning environment, social-emotional development and physical environment are 81.08,25.05,53.09,124.37,196.45 and 22.45 respectively.

4. The school climate affects instruction and student’s achievement to schools where students reported a "more positive" school climate had higher academic performance, and that changes in the school climate also correlated with changes in academic performance. It encompasses the social, emotional and physical characteristics of a school community.

5. An action plan can be proposed to improve the school climate of the respondent-schools.

**1. Difference among the perceptions of the three groups of respondents**

Table 1 reveals the differences among the perceptions of the respondents on school climate along student voice, parental encouragement, community partnership, learning environment, social-emotional development and physical environment. F-test or one-way ANOVA was used to analyze the data. The ANOVA tables and Scheffe’s tests are shown in Appendix G and H respectively.

**Table 1: Difference among the perceptions of the respondents on school climate**

Statistical Bases	Statistical Analyses					
	SV	PE	CP	LE	SED	PE
Level of significance	0.05	0.05	0.05	0.05	0.05	0.05
Df	2,117	2,117	2,117	2,117	2,117	2,117
F <sub>0.05</sub>	3.07	3.07	3.07	3.07	3.07	3.07
F computed	81.08	25.05	53.09	124.37	196.45	22.45
Decision on Ho	Reject	Reject	Reject	Reject	Reject	Reject
Conclusion	<b>Sig</b>	<b>Sig</b>	<b>Sig</b>	<b>Sig</b>	<b>Sig</b>	<b>Sig</b>

Legend: SV – Student Voice LE – Learning Environment  
 PE – parental Encouragement SED – Social-emotional developmental  
 CP – community partnership PE – physical environment

**Student Voice.** Table 4 shows that at 0.05 level of significance, the F-test value of 81.08 is beyond the F critical value of 3.07 when the degrees of freedom are 2 and 117. Hence, the null hypothesis is rejected. Therefore, there are significant differences among the perceptions of the three respondents on the school climate along student voice.

This finding indicates that the ideas of the school heads, teachers, and parents on student voice are not similar as evidenced by the result of Scheffe’s test

**4. CONCLUSIONS AND RECOMMENDATIONS**

The respondents of the study were the Public Elementary School’s teachers, GPTCA Presidents and School Heads/Principals of Bulan Districts, Bulan, Sorsogon. The study utilized descriptive survey and documentary analysis. The main instrument that was used was a questionnaire checklist. The gathered data were treated accordingly with the use of appropriate statistical tools and measures.

**Conclusions**

Based on the findings on the study, the following conclusions were drawn:

1. The profile of the respondent-schools in terms of physical facilities, stakeholder’s activities, student’s activities and school security depends on the sizes and location of schools. Central and Big Schools have more available facilities, and active activities and innovations for students, teachers, parents and other stakeholders than those smalls schools in remote ares.

2. The perceptions of the school heads an teachers on the extent of occurrence along student voice, Parent’s engagement, Community partnership, learning environment, Social-emotional environment, and physical environment falls on the description of always, while the parent-respondents falls on the description of sometimes.

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3. There is a significant difference on the perception of the teachers, parents and school heads along student voice, parent's engagement, community partnership, learning environment, social-emotional environment, and physical environment.

4. The school climate affects a.) instruction because it is a prerequisite for creating meaningful instruction, which increases students' motivation to learn; b.) student achievement and learning and school functioning because it is a leading predictor of students' emotional and behavioral outcomes. It affects students' adaptive psychosocial adjustment, and mental health outcomes which influences students' behavior. In particular, student-teacher relationships effectively work as a protective factor for school adjustment including academic achievement as well as conduct and behavioral problems.

5. An action plan was proposed for the improvement of the school climate of the respondent-schools.

**Recommendations**

Based from the conclusion drawn, the following recommendations are hereby made:

1. Constant and proper planning, monitoring and evaluation by the school authorities on the factors that affect the school climate setting be conducted to determine the strength and weaknesses to implement appropriate actions.
2. The schools and the principals and teachers, in particular, should find ways to improve the current state of the pupils' learning outcome. To do this, action researches to define exactly the real cause of these unfortunate academic achievements may be taken as initial step.
3. The Department of Education, in the district or division level, should conduct programs and projects which could lessen the problem on school climate setting. Intensive intervention or training programs may be carried out for this purpose after a careful need assessment activity
4. Important concerns about physical facilities be considered to improve the positive school climate setting of Public elementary Schools in Bulan District.
5. Schools Heads, teachers, parents and other stakeholders may conduct meetings to make plan of actions to meet the demands of their pupils to have a positive school climate.
6. The proposed action plan be considered and implemented.
7. Researchers may use the results of this study as basis to conduct similar researches in a wider scope.

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