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Abstract

This study investigated the relationship between school climate and teachers' performance in Palanog Resettlement Elementary School. Using the descriptive- correlational research design the study included all teachers of the school. The school climate was measured through the Organizational Climate Descriptive Questionnaire and the teachers' performance through the Performance Appraisal System for Teachers. The data were analyzed using frequency count, percentages, means, Pearson-r product moment correlation and t-test correlation coefficient. The findings revealed that the supportive principal behavior and collegial teacher behavior dimension of school climate has significant relationship on teachers performance. Based on the findings, it was suggested that school head should continue the supportive climate on teachers but not to disregard the directive behavior as to ensure the implementation of the school policies.

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INTRODUCTION

The National School Climate Council (2007) defines school climate as “norms, values, and expectations that support people feeling socially, emotionally and physically safe” (p.4). School climate is a product of the interpersonal relationships among students, families, teachers, support staff, and administrators.

An organization consists of people who function to achieve a set of goals and objectives and it has culture. Organization's culture pertains to personality, atmosphere or “feel.” It defines appropriate behavior and bonds, it motivates individuals, and governs the way a company processes information, internal relations and values (Gibson et.al, 2000). More so, Smircich as cited by Gorton (2009) define culture act as a social or normative bond that holds the organization together.

As an organization, the school's culture as its essence according to Willower as cited by Short and Greer (1997), compose of the traditions, beliefs, policies, and norms of the school. Organizational culture has important characteristics not limited to observed behavioral regularities, norms, dominant values,

philosophy and rules but also to the organizational climate where it is the overall “feeling” whether it is the physical layout or the way members in the organization interact with each other or conduct themselves with clientele (Luthans, 2008).

In schools, climate is quality and character of school life in which it may be based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching and learning, leadership practices and organizational structure (National School Climate Center, 2015). So, climate relates to human interactions (Gorton, 2009).

Studies in other countries indicate that a positive school climate is an important target for school reform and improving behavioral, academic, and mental health outcomes for students (Thapa et al., 2012). Schools with positive climates tend to have less aggressive and violent behavior among students (Gregory et al., 2010), and fewer student suspensions (Lee et al., 2011), and student disciplinary problems (Thapa et al., 2013). Research also showed association between school climate and lower levels of alcohol and drug use (LaRusso et al., 2008),

In the Philippines, studies on the school climate and teachers performance are scarce. However, these are important inputs for quality decision-making especially in the public sector. The Eastern Visayas Region or Region VIII is composed of thirteen (13) School Divisions. Six (6) Provincial Divisions and seven (7) City Divisions. Tacloban City Division is located in the Province of Leyte. It is the first school division to open and operate a public elementary school in a resettlement area. In the light of the construction of relocation houses in the northern part of Tacloban City to accommodate the victims of Super Typhoon Haiyan/Yolanda and those in the “No Build Zone” area, the next focus of the DepEd is to provide basic education in these sites. Learnings from the Palanog Resettlement Elementary School can provide insights as the DepEd starts putting-up the schools for the relocated families.

This study sought to determine the relationship between school climate and teacher’s performance of Palanog Resettlement Elementary School in the City Division of Tacloban.

Organizational climate is the total environmental quality within an organization such as schools (Lunenburg and Ornstein, 2004). In addition, climate was conceived as general concept to express the enduring quality of organizational life. It refers to teacher’s perception on the general work environment of the school in which it is relatively the enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools (Hoy and Miskel, 2005).

Moreover, school climate is the quality and character of school life where it is based on people’s experience of school life (Cohen, McCabe, Michelli, and Pickeral, 2009). Emmons as cited by Gorton (2009) explained that school climate is the quality of interactions between school staff and students, among the students, among the staff members and themselves, and between the school staff and stakeholders like the parents and the community.

There are numbers of concepts that explicates school climate. According to Loukas (2007) school climate are the feelings that are elicited by a school’s environment in which school climate it is multidimensional construct that includes physical, academic and social dimensions.

The physical dimension of the school climate includes the appearance of the school infrastructures, school size and ratio of students and teachers, order and organization of the classrooms, availability of resources and safety and comfort while the academic dimension, it refers to the quality of instruction and teacher expectations for student achievement. Also, social dimension refers to the quality of interpersonal relationships not only between teachers and students but also between teachers and staff including the school administrator.

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 (Gruenert, 2008).

As to the social aspect of the school climate, school climate can be open or closed (Halpin and Croft, 1968; Hoy et al. 1991) using the Organizational Climate Descriptive Questionnaire (OCDQ) as measuring instrument. Open climates manifest by cooperation and respect between teachers and teachers and principal (Hoy and Miskel, 2005) while closed climate has a high degree of apathy on the part of most all members of the organization (Lunenburg and Ornstein, 2004).

Moreover, Hoy and Tarter (1997) completely revised the abovementioned instrument which is the OCDQ-RE (Hoy et al., 1991) where this study is anchored conceptually. It has 42-items with six dimensions that measure elementary school climate. The instrument measures three behaviors of principal's leadership (supportive, directive, and restrictive). It also measures three behaviors of teacher's interactions (collegial, intimate, and disengaged behavior) as shown in the table below.

The OCDQ-RE Dimensions

Supportive Principal Behavior

Reflects a basic concern for teachers. The principal listens and is open to teacher suggestions. Praise is given genuinely and frequently, and criticism is handled constructively. The competence of the faculty is respected, and the principal exhibits both a personal and professional interest in teachers.

Directive Principal Behavior

It is rigid, close supervision. The principal maintains constant monitoring and control over all teacher and school activities, down to the smallest detail.

Restrictive Principal Behavior

It is the behavior that hinders rather than facilitates teacher work. The principal burdens teachers with paper work, committee requirements, routine duties, and other demands that interfere with their teaching responsibilities.

Collegial Teacher Behavior

Supports open and professional interactions among teachers. Teachers are proud of their school, enjoy working with their colleagues, and are enthusiastic, accepting, and mutually respectful of their colleagues.

Intimate Teacher Behavior

It is cohesive and strong social relations among teachers. Teachers know each other well, are close personal friends, socialize together regularly, and provide strong social support for each other.

Disengaged Teacher Behavior

It signifies a lack of meaning and focus to professional activities. Teachers are simply putting in time in non-productive group efforts; they have no common goals. In fact, their behavior is often negative and critical of their colleagues and the school.

Performance is the action or process of carrying out or accomplishing an action, task, or function and there are researches that show the relationship of school climate and performance of teachers.

In Adeyemi (2008), a significant relationship found between organisational climate and teachers' job performance despite that the level of organizational climate in the schools and the level of the teachers' job performance were equally low.

Navarette (2012) reported significant positive correlation between the different aspects of principal and teacher behaviors and performance of the college teachers in public and private sectors. He also examined the relationship of school climate and teaching performance where faculty relationship as dimension of school climate is highly significantly related to the overall level of teaching performance in non-sectarian institutions.

This study is on the relationship of school climate to teacher's performance in a public elementary school in a resettlement area.

METHODOLOGY

This study used the descriptive-correlational research design. It utilized a descriptive questionnaire as main tool in gathering data. The scores were used to determine the administrators' and teacher's behavior as to describe the school climate (Hoy and Tarter, 1997).

The respondents of this study included all the twelve (12) classroom teachers of Palanog Resettlement Elementary School in the School Year 2014-2015.

This study used the OCDQ – RE (Organizational Climate Descriptive Questionnaire – Elementary Schools) developed by Hoy and Tarter (1997). The instrument 42-items questions using four-point scale defined by the categories "rarely occurs," "sometimes occurs," "often occurs," and "very frequently occurs" (1 through 4, respectively). However, the scores are reverse in items 6, 31, 37. The reliability scores for the scales were tested and were relatively high and construct validity. Moreover, a factor analysis supports the construct validity of organizational climate (Hoy, Tarter, & Kottkamp, 1991).

The teachers' performance was extracted from the Performance Appraisal System for Teachers (PAST) for school year 2014-2015.

This study used Means for the profile of respondents and level of school climate, the Pearson r Product Moment Correlation and t-test for Correlation Coefficient for determining the relationship of school climate and teachers performance.

RESULTS AND DISCUSSIONS

Results

The profile of respondents as indicated by their age, sex, highest educational attainment, length of teaching experience, teaching position, and level of competence presented in Table 2.

Table 2 indicates that the profile of teachers in Palanog Resettlement Elementary, 12 or 100% are young at 40 years old below and female dominated (91.67%). Eleven (11) teachers or 91.67% had earned units in master's degree. On teaching experience, 8 or 66.67% are still 5 years below in the service.

On the other hand, despite of the educational attainment, half of them, 6 or 50% are still in the Teacher I position compare to 3 or 25% on Teacher II and Teacher III positions respectively.

More so, as the same table reveals that the level of competence of teachers of Palanog Resettlement (11 or 91.67%) is very satisfactory.

Table 2. Distribution of Teachers According to Age, Sex, Educational Attainment, Length of Teaching Experience, Teaching Position, and Level of Competence.

Variable	Frequency	%
<u>Age</u>		
41 above	0	0%
40 below	12	100%
<u>Sex</u>		
Male	1	8.33%
Female	11	91.67%
<u>Educational Attainment</u>		
Bachelor's Degree	0	0%
Bachelor's Degree w/ Master's Units	11	91.67%
Master's Degree Holder	0	0%
Master's Degree w/ Doctorate Units	1	8.33%
Doctorate Degree Holder	0	0%
<u>Teaching Experience</u>		
5 years below	8	66.67%
6 – 10 years	4	33.33%
11 – 15 years	0	0%
16 – 20 years	0	0%
21 – 25 years	0	0%
<u>Teaching Position</u>		
Teacher I	6	50.0%
Teacher II	3	25.0%
Teacher III	3	25.0%

Master Teacher I	0	0%
Master Teacher II	0	0%
Master Teacher III	0	0%
<u>Level of Competence</u>		
Outstanding	1	8.33%
Very Satisfactory	11	91.67%
Satisfactory	0	0%
Unsatisfactory	0	0%

As shown in Table 3, an *average* level of school climate principal behavior on supportive (M=3.15) and directive (M=3.0) but *middle low* on restrictive behavior.

Conversely, an *average* level of school climate in terms of teacher behavior on collegial (M=3.14) and Intimate (M=3.13) compare to the disengage behavior (M=1.92) which is in *middle low* level.

School Climate of Palanog Resettlement

Table 3. School Climate Profile of Palanog Resettlement Elementary School

Dimensions	Mean	Interpretation
Principal Behavior		
Supportive	3.15	Average
Directive	3.0	Average
Restrictive	2.6	Middle Low
Teacher’s Behavior		
Collegial	3.14	Average
Intimate	3.13	Average
Disengage	1.92	Middle Low

Range and Interpretation: 4.0 – High Functioning Climate; 3.5 – High Middle; 2.5 Middle Functioning (Average); 1.5-Middle Low; 1-Low.

On Teachers Performance

Table 4 presents the level of teaching performance of Palanog Resettlement Elementary School. The teaching performance is extracted from the Performance Appraisal System for Teacher (PAST) of teachers for school year 2014-2015.

Table 4. Level of Teachers Performance of Palanog Resettlement Elementary School

	Mean	Interpretation
Overall Rating of Teaching Performance (n=12)	8.52	Very Satisfactory

As shown in Table 4, the overall mean rating of teachers performance (M=8.52) is very satisfactory.

Relationship Between School Climate and Teachers Performance

The relationship between school climate and teachers’ performance is shown in Table 5. The table indicates that there is a *high correlation* between the supportive principal behavior to the teachers’ performance (r=0.72) compares to directive behavior (r=0.53) which has *moderate correlation* and restrictive behavior that has *no correlation* (r=0.01) respectively to teacher’s performance.

In contrast, there is *high correlation* to the collegial teachers’ behavior to teachers’ performance (r=0.66) however *low correlation* on intimate behavior (r=0.26) and disengage behavior (r=0.24) on the performance of teachers.

Furthermore, the table also shows the significant relationship of each dimension of school climate as to principal behavior and teachers’ behavior. It reveals that the supportive principal behavior has *significant relationship* to the performance of teachers at (t=3.2455) at 0.05 level of significance and the collegial teachers’ behavior also have *significant relationship* to the performance of teachers (t=2.8033) at 0.05 level of significance.

Table 5. Correlation of School Climate and Teaching Performance

Dimension of School Climate	Correlation		Significance*	
	r – value	Interpretation	t - value	Interpretation
Principal Behavior				
Supportive	0.72	High	3.2455	Significant
Directive	0.53	Moderate	1.9749	Not Significant
Restrictive	0.01	No correlation	0.0261	Not Significant
Teacher’s Behavior				
Collegial	0.66	High	2.8039	Significant
Intimate	0.26	Low	0.8414	Not Significant
Disengaged	0.24	Low	0.7976	Not Significant

Discussions

The profile of teachers in Palanog Resettlement Elementary School indicated that they are still young, female-dominated, have less than 10 years of service, with very satisfactory performance.

As to the school climate, the dimension of supportive behavior and directive behavior is at the *average* level. This suggests that the school head usually shows supportive behavior, listens and is open to the suggestions of teachers, and shows personal and professional interest in the teachers. As to directive behavior, the principal is perceived to regularly monitor the teachers such as in the checking of lesson plans and in other school activities.

On the other hand, the teachers’ collegial behavior is at *average* which implies that teachers help and support each other, they are proud of their school, enjoy working with their colleagues, respects the professional competence of their co-teachers, and are enthusiastic, accepting, and mutually respectful of their co-workers.

Moreover, the results also show that the teachers' performance is very satisfactory. This means that the teachers have exceeded the expected output or performance by at least 25% but fall short of what is considered an outstanding performance. This implies that teachers have good preparation for their classes and exerts effort to improve their teaching. This also connotes that the teachers use appropriate teaching methods and assessment, and timely useful feedback to students thereby obtaining the intended learning outcomes

Lastly, as to the aim of this study, it is revealed that supportive principal behavior and collegial teacher behavior is *significantly related* to the teacher's performance. This indicates that the supportive school head and mutual behavior of teachers contribute to the improvement of teachers' performance. This finding agrees with the findings in Adeyemi (2008) on the significant relationship between organizational climate and teachers' job performance and in Navarette (2012) on the significant positive correlation between aspects of principal and teacher behaviors and performance of college teachers.

CONCLUSIONS and RECOMMENDATIONS

Conclusions

The supportive behavior of school head and collegial behavior of teachers must continue and further cultivated.

The principal directive behavior must not be disregarded, as assurance that teachers are abiding by the Department of Educations' (DepEds) and school policies and programs.

The intimate behavior of teachers to each other, which is a positive trait, must be improved.

The disengagement behavior, though low, needs to be eradicated so as not to negatively influence the school climate.

Recommendations

The school can implement team building activities and other similar pursuits to improve the school climate from an average to a high rating.

Initiate activities to raise the teachers intimate behavior from low to high so as to make it significant. This may eradicate the disengagement behavior from the school organization.

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