School Climate and the Work Attitude of Senior High School Teachers of Panabo City Division

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Abstract- **The study was conducted to determine the relationship between School Climate and Work Attitude of Senior High School teachers in Panabo City Division. It sought to identify the level of perceptions of Teachers towards School Climate and work attitudes. It also investigated significant difference on respondents in terms of their perception towards School climate and work attitude when analyzed according to Gender, Strand, and Length of Service. A descriptive-correlational research design was used in this study. SHS teachers were detailed as respondents. Based on findings, it was reported that teachers rated the school climate and work attitude as High. In terms of Gender, Strand, and Length of Service, the results reveal that there is no significant variation in teachers' perceptions of school atmosphere and work attitude. In addition, there is a strong link between school atmosphere and job attitude. In terms of school atmosphere and work attitude, senior high school teachers get a high ranking. There is no discernible difference in how SHS instructors feel about school atmosphere and work attitude. It was shown that there is a substantial link between school environment and instructors' work attitudes. In the light of the findings and conclusions, it is recommended that DepEd officials spearhead orientation-trainings to teachers. School administrators will be guided on the plans to be integrated in the curriculum. They may create strategies containing guidelines so that both teachers and administrators will be guided on properly sailing within the new curriculum.**

Keywords- **school climate, work attitude, senior high school**

I. INTRODUCTION

The initial implementation of the new curriculum has raised some social concerns. In a paper written by Burila (2012) in Crisol et al., (2014), he cited some community concerns in the implementation of the K12 program, like the readiness of the Philippine Government to undergo transitions. In this sense, our schools, especially the teachers, are facing new challenges in terms of the school condition and their work attitude brought about by this new paradigm shift in the landscape of the education system. The school is considered the second home for both students and teachers. Thus, it should be made comfortable, pleasant and safe since it is the extension of home. It is also a community where people, the physical structures and the atmosphere make up a place that may affect each other, contributing to the learning environment and school climate. Since the implementation of this new educational paradigm, though long-prepared by government, still confronted issues like strategic planning and new situations, senior high school teachers are in great adjustments both in their academic and economic dealings.

In the current situation, the senior high school classes and classrooms are integrated into the premise of the junior high school. There is not yet a clear provision or institutional policies that are especially directed for the Senior high school teachers to perform their roles effectively.

In this manner, senior high teachers may feel different knowing that at their level, they ought to be treated accordingly in the context of their new learning environment, given they have students with different needs. From this point of view, there is now a serious problem dealing with how these senior high teachers adjust with the implementation of K to 12 in line with their attitudes towards the new curriculum and how they perceive the school climate. Educational factors that have been found to predict developing teachers' disinterest in school are teachers' work attitudes towards school (e.g., Bryant & Zimmerman, 2002) and teachers' perceptions of school climate (e.g., Perkins & Jones, 2004). The K-12 vision aspires to be socioeconomically relevant as well. An expanded curriculum is the only way to achieve such a vision (Deped Primer, 2011). However, in order for any change to succeed or fail, it is necessary to examine people's views regarding it.

As defined by Sarong (2009), attitude is an inward feeling expressed by outward behavior. People always project on the outside what they feel on the inside. Nevertheless, people's attitudes are shaped by the facilities and environment through which they are mediated (Ferreira, 1995). In the Philippines, many criticisms have been told on the quality of public school education. Most common includes the competence of teachers and the quality of learning environment that are significant to students' everyday learning. Furthermore, school climate efforts also can increase job satisfaction and teacher retention, which is a significant matter given the elevated percentage of turnover in the field.

II. METHODOLOGY

Research Design

The study utilized a descriptive-correlational research design to thoroughly explain school climate as well as its purported relationships toward Senior High School teachers' attitudes. A descriptive study is one that records, analyzes and interprets existing conditions. It is characterized by non-

manipulation of variable in natural rather than artificial setting.

The descriptive method was employed to obtain reliable and valid information and to describe and correlate the school climate and the work attitudes of senior high school teachers in the Panabo City division (Creswell, 2014).

Research Locale and Sampling

The study was conducted at Panabo City Division, Panabo City. The following schools offer Senior High schools. Panabo National High School, this school is the most significant public school in Panabo City. It is located at Brgy. Gredu, Panabo City. It offers thirteen specializations: Science, Technology, Engineering, and Mathematics (STEM) and Technical-Vocational, and Livelihood (TVL). Panabo City Senior High School, located at Brgy.New Visayas, Panabo City. This school was instituted in the year 2016. It offers academic Strands that offer ABM, HUMSS, and GAS programs. The school has twenty-eight senior high school teachers. San Vicente National High School is located at Brgy. San Vicente, Panabo City. It offers six specializations: General and Academic Strand (GAS) and Technical-Vocational, and Livelihood (TVL). Southern Davao National High School is located at Brgy. Southern Davao, Panabo City. It offers Technical Vocational and Livelihood (TVL) with five specializations. Little Panay National High School is located at Brgy. Little Panay, Panabo City. It offers technical-Vocational, and Livelihood (TVL) with two specializations. Antonio O. Floirendo National High School is located at Brgy. A.O. Floirendo, Panabo City. It offers General and Academic Strand (GAS) and Technical-Vocational, and Livelihood (TVL) with ten specializations. Don Manuel Javellana National High School is located at Brgy. DAPCO, Panabo City. It offers Technical-Vocational and Livelihood (TVL) with three specializations. Manay National High School is located at Brgy. Manay, Panbo City. It offers Technical-Vocational and Livelihood (TVL) with three specializations. Lastly, Quezon National High School is located at Brgy. Quezon, Panabo City It offers Technical-Vocational, and Livelihood (TVL) with one specialization.

The respondents of the study were Senior High School teachers in the Division of Panabo City. These teachers are under the Science, Technology, Engineering, and Mathematics (STEM), Accounting Business and Management (ABM), Humanities and Social Sciences (HUMSS), General Academic Strand (GAS) and Technical-Vocational, and Livelihood (TVL) strands. Universal Sampling was used to determine this study's respondents since all Senior High School teachers of Panabo City Division were selected. The distribution of the teacher-respondents is shown as follow:

Data Gathering Procedure

The following steps were undertaken in the gathering of data for this study:

Asking Permission to conduct the study. The researcher wrote a letter addressed to the office of the Schools Division Superintendent through the office of the Secondary School principal to allow the researcher to conduct the study. A letter was also sent to the principal through the Senior High School Coordinator asking Permission to conduct the administration of questionnaires to Senior High Teachers.

Administration and Retrieval of Questionnaires. After the survey questionnaires were administered to the respondents of the study, the gathered data were tallied, analyzed, and subjected to statistical analysis by the designated statistician.

Gathering and Tabulation of Data. The collection of data started with the giving of survey questionnaires to the senior high school teachers using attitude and perception inventory. The questionnaire were given to the teachers to get baseline information regarding the school climate and their attitude towards it.

After the test administration, the results were gathered and were subjected to statistical analysis following statistical tools: mean, t-test, t-test of correlated data for the test of difference, and Pearson, r for the test of the relationship.

Data Analysis

The following statistical tools were used to analyse, analyze, and interpret the obtained data.

Mean and Standard Deviation was used to present mean ratings of the attitude and perception towards school climate of senior high school teachers.

T-test for the uncorrelated sample mean was used to test whether there is a significant difference in the perception towards school climate and Work Attitude of Senior high school teachers when analyzed according to sex and specialization.

Pearson's r was used to see if there was a link between school environment and senior high school teachers' work attitudes.

III. RESULTS AND DISCUSSIONS

The p values of the relationship between School climate and Work attitude in terms of Institutional Environment are reported as follows: Job (p=.000), Salary (p=.000), Relationship (p=.000), and Personal Career (p=.000). Since the probability of significance shown in Table 11 for between teachers' perception of School Climate and work attitude in terms of Institutional Environment are all less than the 0.05 alpha level thus, all the null hypotheses are rejected. Therefore, there is a significant relationship between teachers' perception on school climate and work attitude in terms of Institutional Environment. This implies that the higher is the perception of the faculty on the school climate, the higher is the teachers' work attitude towards Institutional Environment. Moreover, as the teachers'

perception of all the components of school climate increases, their work attitude towards Institutional Environment also increases.

School Connectedness and engagement is a sub-indicator under Institutional Environment. This connectedness entails identification with the school and norms for widespread participation in school life for students, faculty, and families. Ruus et al. (2007) suggested that school connectedness is a powerful predictor associated with health and academic outcomes. Skiba (2004) added that school connectedness is associated with violence prevention. In this sense, it is clearly established that the institutional environment has a strong impact on the work attitude of teachers. Catalano et al. (2004) added that school connectedness is a protective factor against risky sexual violence and drug use behaviors. In this case, if school connectedness is solid and firm, then the institutional environment becomes positive, motivating the educators to increase the level of their work attitude.

IV. CONCLUSION

Based on the findings mentioned above of the study, the following conclusions are drawn:

The senior high school teachers have a high rating in their perception towards School climate in terms of Safety, Relationship, Teaching, and Learning and Institutional Environment.

The senior high school teachers also have a high rating on work attitude in terms of their satisfaction in Job, Salary, Relationships, and Personal and Career Growth. This concludes that the teachers are happy and satisfied with the new curriculum.

There is no significant difference in the perception of senior high school teachers towards school climate. It is concluded that despite the Gender, Strand, and length of service, the teachers have the same perception towards school climate.

It is also concluded that there is no significant difference in the work attitude of senior high school teachers. This means that despite the Gender, Strand, and length of service, the teachers have the same work attitude.

Furthermore, it is found that there is a substantial link between school environment and senior high school teachers' work attitudes. The conclusion is that the school atmosphere has a direct impact on work attitudes.

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