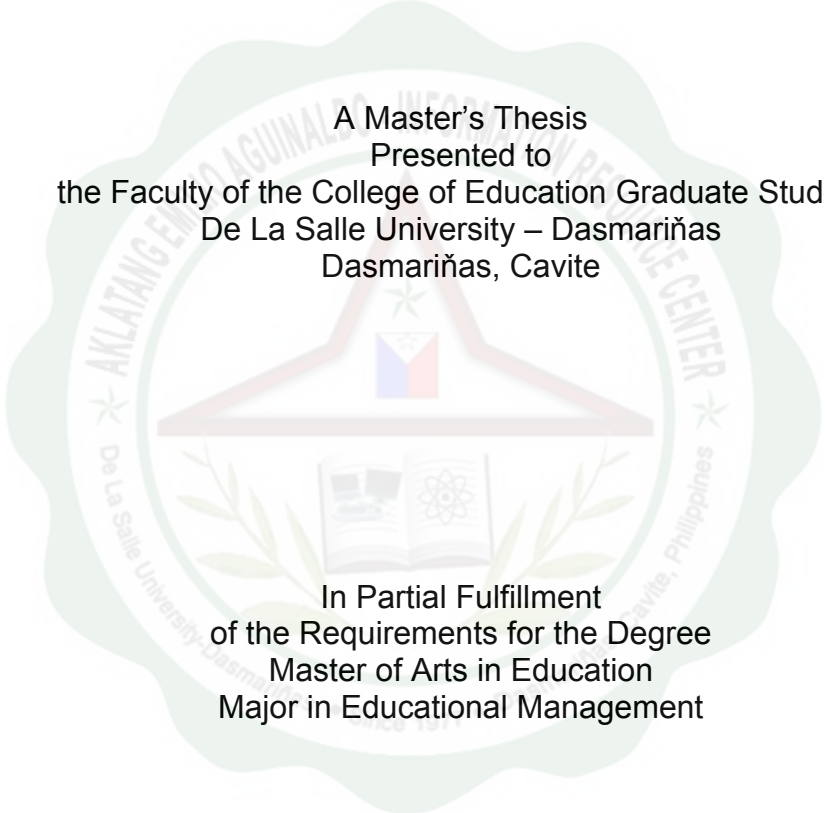


THE SCHOOL CLIMATE OF ST. JOHN FISHER SCHOOL

A Master's Thesis
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the Faculty of the College of Education Graduate Studies
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Master of Arts in Education
Major in Educational Management

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ABSTRACT

Title of the Research: The School Climate of St. John Fisher School

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The study is a descriptive type of research that described the school climate of St. John Fisher School and determined the differences in perception of the respondents when grouped by position and school location. The conceptual framework of the study included the school climate of St. John Fisher School classified into eight areas, along with the profile of the respondents based on their position and school location.

The data were gathered through a researcher-made questionnaire by the researcher.

Findings show that the 40 respondents perceived the school climate of St. John Fisher School as Moderately Favorable in six of the eight areas (institutional integrity, consideration, initiating structure, academic emphasis, cohesiveness, and morale). In the area of principal influence, the respondents perceived it as highly favorable,

and fairly favorable in the area of resource allocation. The comparison of perceptions of the administrators and teachers showed that there were no significant differences in their perception of the school climate in all eight areas. However, in the comparison of perceptions of the respondents grouped according to school location namely, Bacoor and Imus, results show that the two groups of respondents were the same in perceiving that the school climate of St. John Fisher School is more favorable in seven of the eight aspects (institutional integrity, consideration, initiating structure, academic emphasis, cohesiveness, and morale). It is only in resource allocation that the Imus administrators and teachers perceived that the school climate is more favorable.

It is therefore concluded that the school climate of St. John Fisher School as perceived by the respondents is encouraging. However, there are still areas that need emphasis. There were also differences in the perceptions of the two groups of respondents from Imus and Bacoor.

It is recommended that the school climate could be further improved by putting emphasis on the area of resource allocation. This is feasible through a 5 -year development plan. Other areas of school climate should also be enhanced.

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