



De La Salle University – Dasmariñas

GRADUATE PROGRAM

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**THE SCHOOL CLIMATE OF COLEGIO DE STA. ROSA-MAKATI
AS PERCEIVED BY THE TEACHERS IN THE THREE
CURRICULAR LEVELS**

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ABSTRACT

Name of Institution: De La Salle University-Dasmariñas
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STATEMENT OF THE PROBLEM:

The study aimed at determining the school climate of Colegio De Sta. Rosa in Makati as perceived by the teachers in the three curricular levels after which an intervention program was proposed/recommended.

Specifically, it sought to answer the following questions.

1. What is the school climate in Colegio De Sta. Rosa-Makati as perceived by the teachers in the three curricular levels in terms of the following aspects:

- 1.1 Structure;
- 1.2 Responsibility;
- 1.3 Reward;



- 1.4 Risk;
- 1.5 Warmth;
- 1.6 Support;
- 1.7 Standards;
- 1.8 Conflict; and
- 1.9 Identity?

2. Which of the nine aspects need strengthening?

3. Are there significant differences in the perceptions of teachers in terms of the different aspects in the three curricular levels?

4. Based on the information generated in the study what intervention program could be proposed/recommended?

SCOPE AND COVERAGE:

The research was conducted at Colegio De Sta. Rosa-Makati. It involved 65 or 100 per cent of the teachers during the School Year 2002-2003. The focus of the study was to determine the school climate as perceived by the teachers in the three curricular levels.

METHODOLOGY:

The descriptive survey method of research was used in this study. A self-made questionnaire was used. The statistical tools applied were: frequency count, percentage, ranking, mean, t-test, and F-test



MAJOR FINDINGS:

1.1 The School Climate as Perceived by Teachers in Terms of Structure. The teachers **Agreed** with their perceptions on the following according to rank: item number 6 The Principal is in the building before the teachers arrive-4.05; item number 8 Principal considers suggestions and recommendations of the teachers-3.75; item number 7 Student progress reports require too much work-3.65; and item number 9 Teachers prepare administrative reports by themselves-3.40.

1.2 The School Climate as Perceived by Teachers in Terms of Responsibility. The respondents **Agreed** on the six statements with item number 17 Teachers need to have creative ability and item number 18 Teachers use leadership abilities-3.95 as first in rank.

1.3 The School Climate as Perceived by Teachers in Terms of Reward. The teachers **Agreed** on the following statements: item number 22 Teachers are given a chance to attend seminars, workshops and graduate studies-3.60; item number 21 Teachers have a sense of pride in a job well done-3.55; and item number 27 The income I get from teaching (3.50).

1.4 The School Climate as Perceived by Teachers in Terms of Risk. Of the ten statements, the teachers **Agreed** with their perceptions on the seven statements with Item number 38 Teachers need to be



mentally alert; item number 39 Teachers use variety of skills with mean score of 4.00 as first in their rank.

1.5 The School Climate as Perceived by Teachers in Terms of Warmth. Teachers **Agreed** that all the items in this aspect were present in their school.

1.6 The School Climate as Perceived by Teachers in Terms of Support. Item numbers 59; 60; 58; 54; and 56 with mean scores of 4.00; 3.95; 3.85; 3.70; and 3.65, respectively which indicated that the respondents **Agreed** on the enumerated item numbers.

1.7 The School Climate as Perceived by Teachers in Terms of Standards. The teachers in the different curricular levels **Agreed** on all the ten statements of the school climate in terms of standards.

1.8 The School Climate as Perceived by Teachers in Terms of Conflict. The respondents **Agreed** on item numbers 80; 78; and 77 which obtained the highest mean scores of 3.80; 3.75; and 3.65 respectively.

1.9 The School Climate as Perceived by Teachers in Terms of Identity. The respondents **Strongly Agreed** on the following item numbers 85; 86; 82; 90; and 87 with mean scores of 4.50; 4.45; 4.35; and 4.30, respectively.

2. Among the nine aspects, the teachers **Moderately Agreed** on Structure, Reward and Conflict, which means that these three aspects needed strengthening.



3. The null hypothesis of no significant differences in the perceptions of the teachers in the three curricular levels in terms of structure, responsibility, and support was **rejected**. The findings meant that the teachers in the three curricular levels had different perceptions in terms of structure, responsibility, and support. On the other hand, the null hypothesis was **accepted** in terms of reward, risk, warmth, standards, conflict, and identity which meant that the teachers had the same perceptions in those aspects.

4. Based on the information generated, the following aspects: Structure, Reward, and Conflict had verbal interpretation of Moderately Agree. These particular aspects needed strengthening, thus an intervention program was proposed by the researcher.

Conclusions

1.1 The teachers believed that their Principal was very particular with the time and attendance of teachers, considered the suggestions and recommendations of the teachers. They also agreed that students and administrative paper works were burdensome.

1.2 The teachers agreed that it was their responsibility to have creative works, leadership abilities, try out new ideas and suggestions and must work with vim, vigor, and pleasure.



1.3 They believed that attending seminars, workshops, graduate studies, sense of pride in a job well done and income they receive from teaching were rewards for them.

1.4 The respondents had a feeling that the school permitted them to invent new things, used variety of skills and products challenges or innovations or developed new ideas.

1.5 The teachers observed that there was warmth interaction with co-teachers, students, parents and principal.

1.6 The teachers knew that the school provided them with a feeling of acceptance, contentment and evoke respect.

1.7 The teachers in the different curricular levels agreed on the effectivity of the processes of communication established by the administration at Colegio De Sta. Rosa, Makati as a rule for the measure of standards.

1.8 The respondents agreed that students, parents and people in the community had high regard for teachers and were supporting the school's activities.

1.9 The teachers have a feeling that they belonged to the school and were valuable members of the working team.

2. Structure, Reward, and Conflict were the three aspects that needed to be strengthened.



3. The null hypothesis of no significant differences in the perceptions of teachers in the three curricular levels in terms of Structure, Responsibility, and Support was rejected. While the teachers had the same perceptions in terms of Reward, Risk, Warmth, Standards, Conflict, and Identity.

4. An intervention program was proposed to strengthen the school climate in terms of Structure, Reward, and Conflict, which were rated moderately agree.

Recommendations

1. Continuous evaluation and monitoring of teachers perceptions of the prevailing school climate in Colegio De Sta. Rosa-Makati be undertaken regularly to identify what aspects need improvement in order that the favorable perceptions of teachers be maintained and sustained.

2. The Colegio De Sta. Rosa-Makati administrators and curriculum planners should utilize the results of the study to guide them in the formulation of school policies and programs particularly for the strengthening of teachers' performance and the school management in general.

3. Teachers should continuously exude positive attitude and outlook toward their roles as this will lead to favorable school climate and they should pursue graduate education, as this is one factor that



intensifies teachers' satisfaction in the performance of tasks, duties, and responsibilities.

4. The proposed intervention program should be attended by all the faculty members and administrators.

5. It is recommended that replication of the study be conducted for further exploration of school climate as these relate to the following: Personal and Socio-demographic Characteristics; Degree of Job Satisfaction; Management Styles and Practices; Teachers' Morale; Work Attitudes; Leadership orientation of Principals; Perceptions of Principals; and Perceptions of Students and their Parents



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FIGURE

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Paradigm of the Study

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