

# THE IMPACT OF SCHOOL CLIMATE TO TEACHERS AND STUDENTS' PERFORMANCE

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*This study investigated the relationship between school climate, teacher performance, and student academic achievement in public senior high schools in Pantukan District, Davao de Oro. Anchored on Bronfenbrenner's Bio-Ecological Systems Theory, it assessed school climate across six domains, teacher performance via IPCRF ratings, and student performance through General Weighted Averages (GWAs). A quantitative, descriptive-correlational design was employed, involving 109 teachers and 361 Grade 12 students from eight schools. Data were gathered using validated survey instruments and official records, and analyzed using descriptive statistics, Pearson's correlation, and multiple linear regression. Results showed that school climate was rated high in all domains, teacher performance was outstanding, and student performance was very satisfactory. A low but significant positive correlation was found between school climate and student performance, while teacher performance showed no significant relationship with student performance. No school climate domain significantly predicted academic outcomes. The findings suggest that while a positive climate and strong teacher performance are vital, they must be coupled with targeted instructional strategies and learner-centered interventions to meaningfully improve academic achievement.*

**Keyword:** School Climate, Teacher Performance, Student Academic Achievement, Quantitative Research, Descriptive-Correlational Design

## 1. THE PROBLEM AND ITS BACKGROUND

Supportive school climates boost student achievement through teacher engagement and collaborative learning. Research indicates that a positive school climate can significantly enhance academic performance (Pengpid & Peltzer et al., 2024). For example, a supportive environment encourages collaboration, where teachers feel valued, and students feel safe to express themselves. When teachers are provided with resources and ongoing professional development, they are more likely to be engaged and excel in their teaching, leading to improved student learning outcomes.

In Germany, Holzberger and Schiepe-Tiska (2021) highlighted the role of leadership in cultivating a positive school climate that fosters teacher collaboration, supports student development, and enhances organizational quality. It emphasizes that principals' leadership, teacher collaboration, and a supportive school climate are critical for instructional quality. Their findings underscore that a positive school climate, shaped by effective leadership, promotes classroom management and feedback practices, which are integral to enhancing student outcomes.

In the Philippine context, several studies have explored the relationship between school climate and educational outcomes across various regions. In Koronadal City, South Cotabato, Cardenas and Cerado (2016) examined school climate, teachers' efficiency, and pupils' learning outcomes, revealing that while the school climate was perceived as extremely favorable and teachers' efficiency rated excellent, pupils' learning outcomes were only marginally good, with no significant relationship found among the variables. Also, In Tacloban City, a study conducted at Palanog Resettlement Elementary School using a descriptive-correlational design established a significant relationship between school climate and teachers' performance, suggesting that a positive climate enhances teaching effectiveness.

In Davao de Oro, several studies have explored the relationship between school climate and educational outcomes, developed a structural equation model showing that instructional management and the learning environment

significantly affect the science performance of Grade 9 students. Similarly, at Compostela National High School found a strong correlation between school quality and student self-esteem, emphasizing the importance of a positive school climate in fostering student confidence and success. Additionally, a study examined the connection between school climate and teacher commitment.

This study fills a gap in local research by exploring how school climate affects both teachers' and students' performance in senior high schools, specifically in the Pantukan District of Davao de Oro. While similar studies exist in nearby areas, none have focused on this district, especially in a setting with limited resources. By examining this connection, the study aims to offer practical insights that can help school leaders, educators, and policymakers create more supportive school environments and improve educational outcomes.

## 1.1 STATEMENT OF THE PROBLEM

This study aimed to examine the school climate of senior high schools in secondary schools of Pantukan District, Davao de Oro, and its impact on both teachers' teaching performance and students' academic performance. The findings would serve as a basis for strategic implications to enhance school climate and foster positive learning environments that support both educators and learners.

Specifically, the study seeks to answer the following questions:

1. What is the level of school climate in terms of the following dimensions?
  - 1.1 Staff connections;
  - 1.2 Structure for learning;
  - 1.3 School safety;
  - 1.4 Physical environment;
  - 1.5 Peer and adult relations; and
  - 1.6 Parent involvement
2. What is the level of teacher's performance in terms of IPCRF rating?
3. What is the level of student's performance in schools with varying school climate?
4. Is there a significant relationship between school climate and student performance?
5. Is there a significant relationship between teacher performance to students' performance?
6. What indicator of school climate significantly predicts students' performance?

## 1.2 THEORETICAL FRAMEWORK

This study is anchored on Bronfenbrenner's Bio-Ecological Systems Theory, which highlights the crucial role of environmental factors in shaping human development. In the context of education, this theory provides a strong foundation for understanding how school climate the social, emotional, and physical environment of a school directly impacts both teachers' teaching performance and students' academic performance. By examining the interplay of these factors, this study seeks to uncover how a well-structured and supportive school environment fosters both effective teaching and enhanced student learning outcomes.

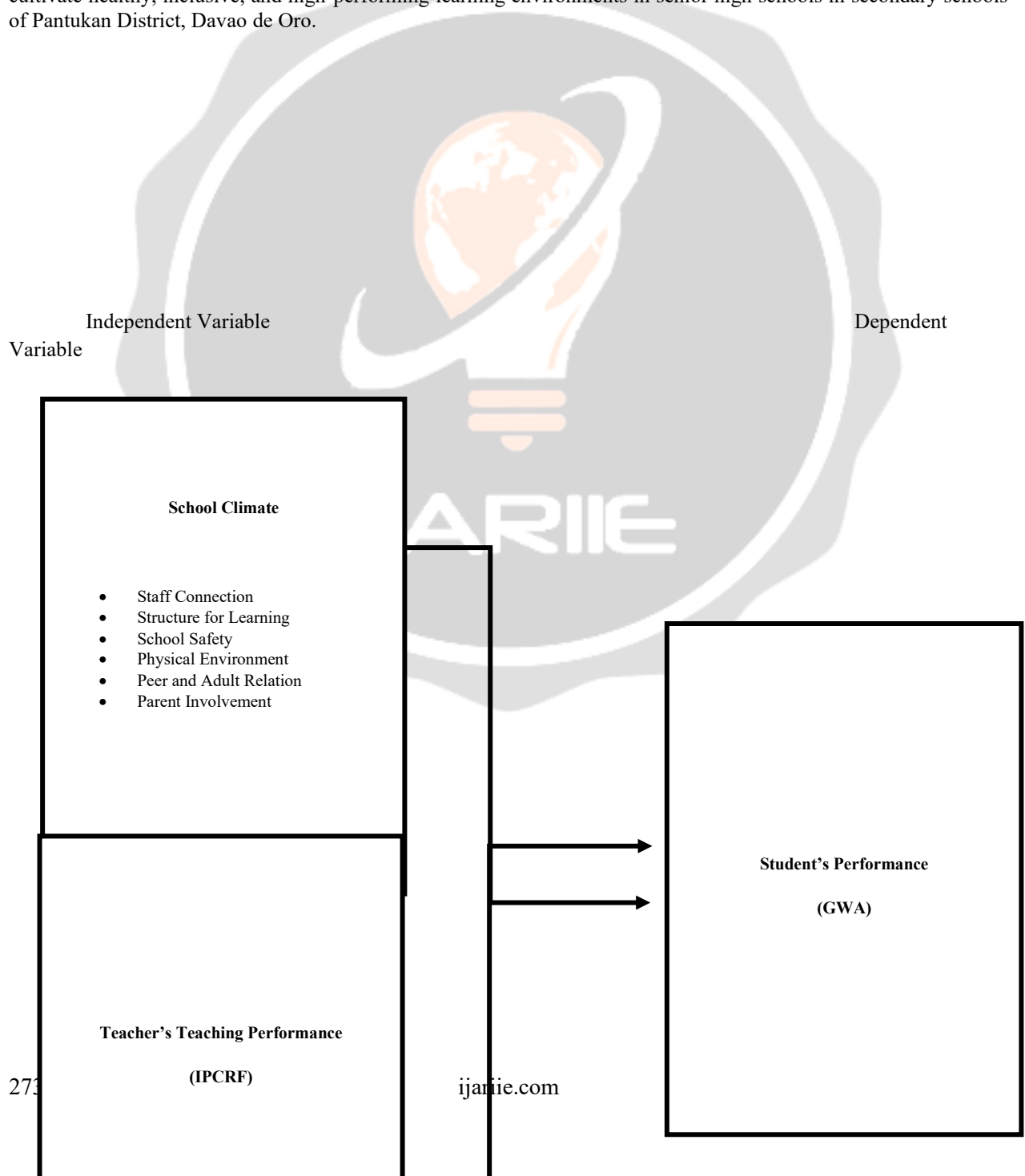
At the heart of Bronfenbrenner's theory (2005) is the microsystem, which represents the most immediate and direct influence on an individual's development. In a school setting, this microsystem includes teacher-student relationships, peer interactions, administrative support, school safety, and physical infrastructure. A positive school climate where teachers experience strong professional relationships, students feel emotionally safe, and parents are actively engaged and creates an ecosystem of motivation, collaboration, and learning. Teachers who feel valued and supported are more likely to engage in effective instructional strategies, mentorship, and curriculum innovation, leading to higher student engagement and academic success.

As illustrated in the conceptual framework, school climate serves as the independent variable, shaping both teachers' teaching performance and students' academic performance. The components of school climate such as staff connection, structure for learning, school safety, physical environment, peer and adult relations, and parent involvement play a critical role in determining how teachers and students interact within the school setting. A supportive and structured environment enables teachers to enhance their instructional delivery, classroom

management, and student engagement. This, in turn, directly influences student learning outcomes, motivation, and overall academic performance.

Conversely, a negative school climate characterized by weak teacher collaboration, poor student relationships, inadequate infrastructure, and lack of safety can lead to teacher burnout, low job satisfaction, and disengagement from effective teaching practices. As a result, students may struggle with lack of motivation, absenteeism, and poor academic performance. Without a structured and nurturing learning environment, both teachers and students face significant barriers to success.

By integrating Bronfenbrenner’s Bio-Ecological Systems Theory with the conceptual framework, this study underscores the dynamic relationship between school climate, teacher effectiveness, and student academic performance. Understanding these interconnections is essential for creating actionable recommendations aimed at improving school policies, classroom management practices, and overall educational outcomes. The findings of this study will serve as a guide for educators, school administrators, and policymakers in developing strategies to cultivate healthy, inclusive, and high-performing learning environments in senior high schools in secondary schools of Pantukan District, Davao de Oro.





**Figure 1. The Conceptual Framework of the Study**

## 2. METHODOLOGY

The study utilized a quantitative, descriptive-correlational design to examine the relationship between school climate, teachers' performance, and students' academic achievement in public senior high schools in Pantukan District, Davao de Oro. Data were gathered through validated survey questionnaires, namely the School Climate Survey adapted from the Positive Behavioral Interventions and Supports (PBIS, 2022) and the Individual Performance Commitment and Review Form (IPCRF) for teacher performance, along with students' general averages obtained from official school records. The research focused on eight public senior high schools in Pantukan, chosen for their varied educational settings and unique challenges. Respondents consisted of 109 licensed senior high school teachers with at least one year of service in their current school and direct engagement with school heads, as well as 361 Grade 12 students. Teachers in probationary status, on extended leave, or working outside senior high schools were excluded.

The instruments measured multiple dimensions of school climate and key indicators of teacher performance, while student academic performance was assessed through their general averages. Validation of instruments was conducted through expert review, pilot testing, and subsequent revisions to ensure clarity and reliability. Ethical clearance was obtained from the Ethics Review Committee of Assumption College of Nabunturan, and formal permissions were secured from DepEd officials and school principals. Orientation sessions were held, informed consent was obtained, and survey questionnaires were distributed and retrieved after one hour. Responses were encoded, verified for accuracy, and prepared for analysis.

Data were analyzed using descriptive statistics such as mean, standard deviation, and frequency distributions to summarize findings. Pearson's  $r$  was applied to determine the correlations among school climate, teacher performance, and student achievement, while multiple linear regression identified which factors significantly predicted student performance. Ethical principles of social value, informed consent, privacy, justice, transparency, and participant welfare were strictly followed throughout the study. Confidentiality was ensured by securing all data in password-protected files and deleting them after the study, and participants were provided with the option to withdraw at any time. To acknowledge their time and effort, tokens of appreciation were given to participants.

## 3. RESULTS

### Level of School Climate

This section presents the results to the first statement of the problem that examines the level of school climate encompasses the overall atmosphere of the school, including interpersonal relationships, the physical environment, academic structure, and stakeholder involvement.

**Staff Connections.** The results for each item in the staff connections scale are presented in Table 2 and interpreted in the discussion below.

**Table 2**  
**The Level of School Climate in Terms of Staff Connections**

<i>Staff Connections</i>	Mean	Descriptive Rating
1. 1. I feel supported by other teachers at my school.	4.00	High
2. 2. I get along well with other staff members at my school.	3.83	High
3. 3. I feel like I am an important part of my school.	3.85	High
4. 4. I enjoy working in teams (e.g. grade level, content) at my school.	4.04	High
5. 5. I feel like I fit in among other staff members at my school.	3.69	High
6. 6. I feel connected to the teachers at my school.	3.77	High
<b>Weighted Mean</b>	<b>3.86</b>	<b>High</b>

Table 2 showed that teachers reported a high level of staff connection, with a weighted mean of 3.86. The highest-rated item was “I enjoy working in teams (e.g. grade level, content) at my school” with a mean of 4.04. “I feel supported by other teachers at my school” (Mean = 4.00) also received a high rating. Similarly, the items “I feel like I am an important part of my school” (Mean = 3.85) and “I get along well with other staff members” (Mean = 3.83) reinforce the presence of a welcoming and inclusive professional environment.

The lowest-rated items, though still within the High range, were “I feel like I fit in among other staff members at my school” (Mean = 3.69) and “I feel connected to the teachers at my school” (Mean = 3.77). These suggest that while the overall climate is positive, there may be some variability in how deeply individual teachers feel integrated or emotionally connected within their work groups.

Overall, the High rating across all indicators confirms that teachers generally experience a collegial and supportive professional environment. These findings affirm that interpersonal relationships among staff contribute positively to the broader school climate, fostering cooperation, mutual respect, and shared responsibility within the school setting.

**Structure for Learning.** The results for each item in the level of school climate in terms of structure for learning scale are presented in Table 3 and interpreted in the discussion below.

**Table 3**  
**The Level of School Climate in Terms of Structure for Learning**

<i>Structure for Learning</i>	Mean	Descriptive Rating
7. Teachers at my school frequently recognize students for good behavior.	4.08	High
8. My school promotes academic success for all students.	4.16	High

9. All students are treated fairly by the adults at my school.	4.03	High
10. Teachers at my school treat students fairly regardless of race, ethnicity, or culture.	4.05	High
11. Teachers at my school work hard to make sure that students do well.	4.19	High

<b>Overall Mean</b>	<b>4.10</b>	<b>High</b>
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Table 3 showed that the overall mean for Structure for Learning is 4.10, which falls within the High descriptive range. Among all items, the highest mean was observed in the statement “Teachers at my school work hard to make sure that students do well” (Mean = 4.19). The item “My school promotes academic success for all students” (Mean = 4.16) also received a very high rating. Teachers also affirmed fair treatment across various aspects of school life, as reflected in the ratings for “Teachers at my school treat students fairly regardless of race, ethnicity, or culture” (Mean = 4.05) and “All students are treated fairly by the adults at my school” (Mean = 4.03).

Finally, the item “Teachers at my school frequently recognize students for good behavior” received a mean score of 4.08. Overall, the results confirm that the participating schools demonstrate a high level of organization and dedication to student learning. Teachers perceive that structures are in place to support academic success, promote fairness, and maintain a consistent and positive approach to instruction.

**School Safety.** The responses to each item under level of school climate in terms school safety are presented in Table 4 and interpreted in the following discussion.

**Table 4**  
**Level of School Climate in Terms of School Safety**

School Safety	Mean	Interpretation
1. I feel safe at my school.	4.32	High
2. I have been concerned about my physical safety at school.	3.93	High
3. If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.	3.90	High
4. I feel safe when entering and leaving my school building.	4.06	High
<b>Weighted Mean</b>	<b>4.05</b>	<b>High</b>

Table 4 showed that the overall mean for School Safety is 4.05, indicating a high level of perceived safety among teachers in the participating schools. The highest-rated item was “I feel safe at my school” with a mean of 4.32. The statement “I feel safe when entering and leaving my school building” received a mean of 4.06. The item “If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of” was rated with a mean of 3.90, still within the High range. Lastly, the statement “I have been concerned about my physical safety at school” had a mean of 3.93, remains within the High category. Taken together, these results confirm that the participating schools maintain a secure and orderly environment. Teachers generally feel safe in their day-to-day duties and trust that the school is equipped to handle potential threats or incidents effectively.

**Physical Environment.** Table 5 presents the results of the item level of school climate in terms of physical environment and followed by a detailed interpretation of the findings.

**Table 5**  
**The Level of School Climate in Terms of Physical Environment**

Physical Environment	Mean	Descriptive Rating
1. Our school building is well-maintained.	4.00	High
2. Instructional materials are up to date and in good condition.	3.78	High
3. Teachers at my school keep their classrooms clean and organized.	3.99	High
4. Teachers make an effort to keep the school building and facilities clean.	4.19	High
<b>Overall Mean</b>	<b>4.05</b>	<b>High</b>

Table 5 showed that the overall mean rating for the Physical Environment is 4.05, which falls within the High descriptive category. The highest-rated item was “Teachers make an effort to keep the school building and facilities clean,” with a mean score of 4.19, The statement “Our school building is well-maintained” received a mean of 4.00. The item “Teachers at my school keep their classrooms clean and organized” was rated at 3.99, also within the High range.

Lastly, “Instructional materials are up to date and in good condition” received the lowest score in this dimension (Mean = 3.78). In summary, the data confirms that teachers view their school’s physical environment as supportive and well-maintained.

**Peer and Adult Relations.** The results for the level of school climate in terms of peer and adult relations are presented in table 6 and discussed in the paragraphs below.

**Table 6**  
**The Level of School Climate in Terms of Peer and Adult Relations**

Peer and Adult Relations	Mean	Descriptive Rating
1. Students at my school would help another student who was being bullied.	4.00	High
2. Students at my school get along well with one another.	3.92	High
3. Students at my school treat each other with respect.	3.91	High
4. Students at my school treat other students fairly regardless of race, ethnicity, or culture.	3.87	High
5. Students at my school show respect to other students regardless of their academic ability.	3.88	High
6. Students at my school demonstrate behaviors that allow teachers to teach, and students to learn.	4.04	High
<b>Weighted Mean</b>	<b>3.94</b>	<b>High</b>

Table 6 showed that the Peer and Adult Relations dimension yielded a Weighted Mean of 3.94, interpreted as High. The highest-rated item was “Students at my school demonstrate behaviors that allow teachers to teach, and students to learn” (Mean = 4.04), suggesting that classroom behavior is largely constructive and that students contribute positively to the learning environment. The item “Students at my school would help another student who was being bullied” received a mean of 4.00. Similarly, “Students at my school get along well with one another” (Mean = 3.92) and “Students at my school treat each other with respect” (Mean = 3.91). Meanwhile, “Students at

my school treat other students fairly regardless of race, ethnicity, or culture” (Mean = 3.87) and “Students at my school show respect to other students regardless of their academic ability” (Mean = 3.88).

The indicator peer and adult relations got an overall weighted mean of 3.94, with a descriptive rating of high. The results suggest that peer and adult relations within the participating schools are positive and contribute to a respectful, inclusive, and cooperative school environment. Such relationships are foundational to maintaining a school culture where both academic and social growth are supported.

**Parent Involvement.** Table 7 presents the results for the level of school climate in terms of parent involvement this dimension, followed by the interpretation of each item.

**Table 7**  
**The Level of School Climate in Terms of Parent Involvement**

Parent Involvement	Mean	Descriptive Rating
1. Parents at my school attend PTA meetings or parent/teacher conferences.	3.93	High
2. At this school, parents frequently volunteer to help on special projects.	3.67	High
3. Parents at this school frequently attend school activities.	3.60	High
<b>Weighted Mean</b>	<b>3.70</b>	<b>High</b>

Table 7 showed that the overall weighted mean for Parent Involvement is 3.70, which is interpreted as High. The highest-rated item was “Parents at my school attend PTA meetings or parent/teacher conferences” with a mean of 3.93. The item “At this school, parents frequently volunteer to help on special projects” received a mean of 3.67. Likewise, the statement “Parents at this school frequently attend school activities” obtained a mean of 3.60, the lowest among the three items, though it still falls under the High category.

Overall, the results the indicator ‘parental involvement’ got an overall weighted mean of 3.70 interpreted as high. The result indicates a positive perception of parental involvement, especially in structured activities such as PTA meetings and conferences. However, informal or event-based participation may require more active encouragement. Schools may consider implementing programs that increase accessibility, engagement, and collaboration with parents to further enhance this aspect of school climate.

**Level of Teacher’s Performance in Schools with Varying School Climate.** The overall teacher performance level is presented in Table 8 and interpreted below.

**Table 8**  
**Level of Teacher’s Performance**

Mean IPCRF Score	Descriptive Level
4.58	Outstanding

Table 8 shows that the participating teachers obtained an overall Mean IPCRF Score of 4.58, which corresponds to the Outstanding descriptive level. This result indicates that teachers consistently exceed expectations in their professional responsibilities and demonstrate exceptional performance across various areas of their work. A rating within the Outstanding category reflects strong instructional competence, timely and quality delivery of tasks, proactive engagement in school and community activities, and a commitment to continuous improvement.

### Level of Student's Performance in Schools with Varying School Climate

Table 9 presents the overall mean GWA of the student respondents from the participating public senior high schools.

**Table 9**  
**Level of Student Performance**

Variable	Mean	Interpretation
Students' Performance	85.83	Very Satisfactory / Average Performance

Table 9 shows that the average General Weighted Average of students is 85.83, which falls within the very satisfactory range. This rating indicates that students are performing at an acceptable academic level, demonstrating a fair understanding of subject content and consistently meeting the basic learning competencies. However, while very satisfactory, this performance level also implies that there is room for improvement, particularly in achieving higher mastery and excellence.

Overall, the academic performance of students in the participating schools is stable and acceptable, reflecting that learning goals are being achieved at a general level. Further analysis may be conducted to explore the underlying factors that influence this performance trend and to identify targeted strategies for academic improvement.

### Relationship Between School Climate to Students' Performance

This section presented the results of the first null hypothesis of this study. Table 10 displayed the relationship between school climate to students' performance.

**Table 10**  
**Relationship Between School Climate and Student Performance**

Variables	p-value	Correlation Coefficient (r)	Remarks
School Climate		0.3	Low Positive Correlation
Student Performance	0.000		

Table 10 showed the relationship between school climate and student performance. The correlation coefficient (r) is 0.3, which indicates a low positive correlation this means that improvements in school climate are associated with slight increases in student performance. The p-value of 0.000 suggests that this relationship is statistically significant at the 0.05 level, indicating that the result is unlikely to have occurred by chance.

### Relationship Between Teacher Performance to Students' Performance

This section presented the results of the second null hypothesis of this study. The table 11 shows results of the statistical analysis of the relationship between teacher performance and student performance. The table revealed the p-value and correlation coefficient value at alpha 0.05 levels.

**Table 11**  
**Relationship Between Teacher Performance to Students' Performance**

Variables	p-value	Correlation Coefficient (r)	Remarks
Teacher Performance			Not Significant

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<b>Student Performance</b>	0.064	-0.176
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As shown in Table 11, the correlation coefficient between teacher performance and student performance is  $r = -0.176$ , which indicates a weak negative correlation. However, this relationship is not statistically significant, as evidenced by the p-value of 0.064, which is greater than the standard threshold of 0.05. The result suggests that teacher performance, as evaluated through the IPCRF, does not significantly predict or influence the academic performance of students in this study.

The results implies that within the context of this study, the teacher performance does not have a measurable or meaningful influence on students' academic performance. The findings suggest that other factors beyond teacher performance may have a greater impact on student outcomes, aligning with research that highlights the multifaceted nature of academic achievement.

### Domains Predicts the Students' Performance

The mean scores by domain are summarized in Table 12, followed by a discussion of the results.

**Table 12**  
**Summary of Means by Domain**

Domain	Mean	Descriptive Rating
Staff Connections	3.86	High
Structure for Learning	4.10	High
School Safety	4.05	High
Physical Environment	4.05	High
Peer and Adult Relations	3.94	High
Parent Involvement	3.70	High
<b>Weighted Mean</b>	<b>3.95</b>	<b>High</b>

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As shown in Table 12, all six domains of school climate were rated High, with Structure for Learning (Mean = 4.10) and School Safety (Mean = 4.05) emerging as the highest-scoring areas. These domains reflect the clarity of academic expectations, support for student success, and the perceived physical and emotional safety within the school. In contrast, Parent Involvement recorded the lowest mean (3.70), though still categorized as High, indicating relatively less engagement from families in school activities.

Despite these favorable ratings, the regression analysis conducted in relation to student academic performance revealed that none of the individual school climate domains significantly predicted student performance. The lack of statistical significance implies that variations in school climate, whether in structure,

safety, or interpersonal relationships, did not show measurable influence on the students' General Weighted Averages (GWAs) within this particular dataset.

#### 4. DISCUSSION

The discussion section interprets the statistical findings in relation to the research questions and the existing literature presented in Chapter I. Each subsection explores the meaning behind the results and their relevance to classroom instruction, teacher effectiveness, and student learning outcomes. The aim is to link the data to practical implications, demonstrating how the prevailing school climate and the performance of teachers contribute to or limit the academic achievement of students in the senior high schools of Pantukan District. Through this analysis, the study offers insights for educational policy, school leadership, and further research focused on improving learning environments and teaching quality.

**Level of School Climate in terms of Staff Connections.** The results are high it reveals that teachers generally feel supported and valued by their colleagues, contributing to a strong professional community. Such collegiality aligns with the work of Bryk and Schneider (2022), who emphasized relational trust among school staff as foundational to improvement. Similarly, Goddard (2017) and colleagues noted that strong staff collaboration fosters a climate that indirectly supports student learning. When teachers feel part of a cohesive team, they are more likely to engage in collective problem-solving and instructional innovation, ultimately benefiting school-wide effectiveness.

**Level of School Climate in terms of Structure for Learning.** In terms of structure for learning, the findings indicate that schools foster academic fairness, clear expectations, and appropriate recognition. This reflects the observations of Cohen et al. (2019), who pointed out that a well-structured learning environment enhances students' academic motivation. Additionally, Thapa et al. (2013) asserted that consistent academic expectations and support contribute to improved learner engagement. These results suggest that schools with well-defined learning structures can reinforce academic resilience even among students with average performance.

**Level of School Climate in Terms of School Safety.** A positive rating indicates that schools offer a physically and emotionally secure environment. According to Cornell and Mayer (2020), school safety is a prerequisite for learning, as students thrive when they feel protected. Similarly, Zullig et al. (2021), found that safe school climates reduce anxiety and promote positive academic behaviors. The implication is clear: schools must maintain proactive safety measures to protect psychological well-being, thereby supporting sustained academic focus.

**Level of School Climate in Terms of Physical Environment.** The results indicate that teachers in the secondary public senior high schools perceive the physical environment of their schools as highly positive, with well-maintained buildings, clean and organized classrooms, and generally adequate instructional materials. This aligns with Earthman (2022) view that the quality of school facilities significantly influences both student achievement and teacher effectiveness. The highest-rated item is the teachers' efforts to maintain cleanliness and it reflects a strong sense of shared responsibility that contributes to a positive school climate, consistent with Higgins et al., ((2015) who emphasized that a well-kept environment symbolizes institutional care and promotes order. While instructional materials received the lowest rating within this dimension, the score still suggests general adequacy, though it also points to a need for regular updates to better meet modern educational demands. Overall, the findings affirm that a clean, organized, and well-maintained physical environment enhances comfort, functionality, and learning conditions for both teachers and students.

**Level of School Climate in Terms of Physical Environment.** A high rating in this domain suggests respectful relationships among students and between students and adults. The result supports the findings of Higgins et al., ((2015) who highlighted that positive peer and adult interactions increase students' sense of belonging. Similarly, Berkowitz, 2017) concluded that emotionally supportive relationships within schools promote behavioral development and reduce disciplinary issues. These findings indicate that schools should invest in programs that cultivate inclusive and respectful interactions to enhance emotional intelligence and social maturity.

**Level of School Climate in Terms of Parental Involvement.** Although still rated high, parental involvement scored the lowest among the domains, indicating a potential gap in school and home collaboration. Cardenas and Cerado (2016) emphasized the crucial role of parental engagement in academic success. Similarly, Fan and Chen, et., al (2016) linked consistent parental involvement to improved student achievement. The

implication here is for schools to develop more inclusive communication channels and parent-centered events that actively draw family members into school processes.

**Level of Teacher's Performance in Schools with Varying School Climate.** The average IPCRF score of teachers was classified as Outstanding. This aligns with Hattie (2009), assertion that teacher quality is among the most influential in-school factors affecting student learning. Similarly, Stronge et al. (2011), and colleagues found that effective teachers consistently implement high-impact strategies that foster student growth. Despite the strong performance ratings, this should motivate continued investment in teacher professional development, feedback mechanisms, and mentorship to sustain high standards across different contexts.

**Level of Student's Performance in Schools with Varying School Climate.** The overall academic performance of students was interpreted as Satisfactory or Average. Despite a generally positive school climate, performance remained modest. This result resonates with findings from Hoy and Miskel (2015), who argued that while climate contributes to outcomes, other factors such as student background and instructional quality play critical roles. As Hammond & Channa (2018) noted, student performance is multifactorial, and climate alone may not yield high academic gains without direct instructional support and personalized learning interventions.

**Relationship between School Climate and Student Performance** The findings indicate a low positive correlation between the two variables, suggesting that as the school climate improves, student performance also tends to increase, albeit to a modest degree. The relationship was found to be statistically significant, reinforcing the idea that a supportive, well-structured, and positive school environment can enhance student motivation, engagement, and achievement, as emphasized by Hoy and Miskel (2005) and Fraser and Walberg (2005). Although the association is not strong, the results imply that fostering a positive school climate remains an important factor in promoting better student outcomes.

#### **Relationship between Teacher Performance and Student Performance**

The correlation indicates a weak and statistically insignificant relationship. This finding contrasts with the conclusions of Rockoff (2004), who emphasized a strong link between teacher effectiveness and student gains. Nevertheless, Goe et. al, (2018) clarified that performance metrics like the IPCRF may not always capture the instructional interactions that directly impact students. This highlights the need for multi-dimensional evaluation systems that assess not only outcomes but also instructional processes and student engagement.

#### **Domains That Predict Student Performance**

Although no domain significantly predicted performance in the regression model, Structure for Learning and School Safety emerged as potential influencers. These results partially support the assertions of Thapa et al. (2013), as well as Cohen et al. (2009), who identified these domains as strong correlates of academic success. While the predictive power was not statistically confirmed in this study, the implication is that future research could examine mediating variables, such as motivation, attendance, and teacher-student interaction that may link school climate to academic outcomes.

### **5. CONCLUSION**

This study underscores the complex relationship between school climate, teacher performance, and student academic outcomes. While the overall school climate in the participating schools was rated high across domains such as staff connections, structure for learning, and school safety, these positive conditions did not translate into statistically significant improvements in student academic performance. Likewise, teacher performance was rated as outstanding based on IPCRF scores, yet this too showed no significant correlation with students' academic outcomes.

These findings affirm that while a positive school environment and high teacher ratings are essential components of school effectiveness, they may not directly predict academic performance when viewed in isolation. Factors such as individual student circumstances, instructional practices, and learning support systems may play more immediate roles in shaping student achievement. The lack of predictive power among the school climate domains also suggests that institutional culture alone, though beneficial, is insufficient without targeted academic interventions and personalized learning strategies.

Furthermore, the results imply that fostering academic success requires a more integrated approach, one that combines a supportive school climate, strong instructional leadership, teacher professional development, and active engagement with students' unique learning needs. As such, improving academic outcomes must go beyond climate enhancement and performance evaluations to include data-informed strategies and learner-centered pedagogies that directly impact student growth.

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