

Teachers' Sensitivity to School Climate and Work Attitude Toward Improved Individual Performance

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ABSTRACT

The research was undertaken on the teachers' sensitivity to the school climate and work attitude as the end result pays off not only for the teachers but for the whole organization, the workforce, and most of all the learners. Implementation of findings is necessary in a positive climate that sustains and appreciates individuality and differences. It pays off in a quality school organization that centers on a mission that is best for everyone. The study adopted the descriptive survey research design. This is because it embarked on the collation of the views of respondents to make decisions. The respondents of the study were the public elementary school teachers from San Miguel District, Division of Bulacan, during the School Year 2023-2024. The majority of the teachers were 31–40 years old, female, with 6–10 years of

teaching experience, were placed to teach in Grade 6, and are Teachers III. The school climate in terms of teacher affiliation and academic emphasis is very conducive among the teachers. In contrast, institutional integrity, collegial leadership, and resource influence somehow favor the teachers. The school climate in general is moderately conducive for teachers. The work attitude of teachers in terms of school, teaching profession, learners, and work group showed a high level of positive work attitude. Teachers have high morale in teaching and working. The majority of the profile variables of the teacher-respondents had no significant relationship to their work attitude toward school, the teaching profession, learners, or their work group. The profiles of the respondents do not affect their positive work attitude. Sex and grade level taught are correlated with school and the teaching profession, respectively. Therefore, when there are more female teachers in the school, they have a higher work attitude in school, and vice versa. The more teachers who are assigned to lower grade levels, the better their attitude will be in the classroom. The teachers' evaluation of the school climate is directly related to their evaluation of their work attitude. If the school climate is conducive among the teachers, their work attitude also increases, and vice versa. The positive work attitude of teachers is influenced by the school climate.

Keywords: *Teachers' Sensitivity, School Climate, Work Attitude*

INTRODUCTION

Teachers are among the most important human resources in every school, and the quality of the environment in which they work can influence not only their attitude toward their profession but also their individual performance. Teaching is not only a profession of delivering lessons and assessing learners' performance. It is also a human-centered work that requires patience, emotional strength, commitment, and sensitivity to the environment where teachers perform their duties every day. In the school setting, teachers are continuously influenced by the kind of climate they experience, including the support they receive from school leaders, the quality of their relationship with colleagues, the availability of resources, the behavior and needs of learners, and the general

atmosphere of cooperation, respect, and trust within the school. When the school climate is positive and supportive, teachers are more likely to feel motivated, valued, and committed to their work. However, when the school climate is marked by poor communication, lack of support, limited resources, or weak collaboration, teachers may experience stress, low morale, and reduced enthusiasm toward their duties.

The study titled “Teachers’ Sensitivity to School Climate and Work Attitude Toward Improved Individual Performance” focuses on the important role of teachers’ awareness and responsiveness to their school environment. Teachers’ sensitivity to school climate refers to how they perceive, understand, and respond to the conditions existing in their workplace. These conditions may include collegial relationships, leadership practices, academic expectations, institutional integrity, and resource support. Since teachers spend much of their professional life within the school community, their perceptions of the school climate may influence how they think, feel, and behave toward their work. In this sense, school climate is not merely a background factor; it becomes an important condition that may shape teachers’ work attitude and eventually affect their individual performance.

Recent literature supports the idea that school climate has a meaningful relationship with teachers’ professional behavior and well-being. Hammar Chiriak et al. (2023) emphasized that teachers’ perspectives are important in understanding school climate because teachers experience the daily realities of school life, including relationships, collaboration, leadership, and the learning environment. Their study showed that school climate is shaped by factors that directly affect teachers’ everyday work experiences. This suggests that teachers’ perceptions should be given attention when studying how schools can become healthier and more productive workplaces.

In addition, studies on school climate and teacher job satisfaction have shown that a favorable school climate is positively associated with teachers’ satisfaction and engagement. A 2024 meta-analysis on the relationship between school climate and teacher job satisfaction found that school climate positively correlates with teacher job satisfaction, showing the importance of school administration and management in developing a supportive climate. Similarly, Otrębski (2022) found that teachers’ perception of organizational or school climate strongly predicts job satisfaction and work-related emotions. This means that the way teachers view their work environment can influence not only their satisfaction but also the emotions they bring into their work.

Work attitude is another important factor in teachers’ individual performance. A teacher with a positive work attitude is more likely to show dedication to teaching, concern for learners, cooperation with colleagues, and commitment to school goals. Positive work attitude may be reflected in teachers’ punctuality, willingness to perform school-related tasks, openness to improvement, and ability to maintain professional relationships. When teachers have high morale and a positive attitude toward their school, profession, learners, and work group, they become more capable of contributing to the improvement of school performance and learner outcomes.

Despite the available studies on school climate, job satisfaction, and teacher performance, there remains a need to examine how teachers’ sensitivity to school climate relates specifically to their work attitude and individual performance in the local public elementary school context. Many studies focus on general school climate, leadership, job satisfaction, or organizational commitment, but fewer studies give direct attention to how teachers personally perceive and respond to the school climate and how this sensitivity may influence their attitude toward work. This creates a research gap, especially in the context of public elementary school teachers who face varied responsibilities, increasing demands, and changing educational expectations.

Another gap is the need for localized evidence. While existing studies provide valuable findings from broader or different educational settings, the experiences of teachers may differ depending on their school district, leadership culture, available resources, learner needs, and community setting. For this reason, it is important to conduct a study among public elementary school teachers in a specific local context. The results may help identify which aspects of school climate are most felt by teachers and how these aspects relate to their attitude and performance. This kind of information is useful for school heads, supervisors, and education leaders in designing programs that strengthen teacher morale, improve workplace relationships, and support individual performance.

The need to conduct this study is also strengthened by the continuing challenges faced by teachers in the post-pandemic educational environment. Teachers are expected to address learning gaps, manage diverse learner needs, accomplish administrative tasks, participate in school programs, and adapt to new policies and instructional demands. In such a situation, school climate becomes a very important source of support. A positive school climate

can help teachers remain motivated and committed, while an unfavorable climate may add to their burden and affect their work attitude. Thus, understanding teachers' sensitivity to school climate can help schools create better conditions for teacher development and improved performance.

Furthermore, the study is significant because individual teacher performance is not only influenced by personal qualifications or years of experience. It may also be shaped by the environment where teachers work and the attitude they develop toward their profession. A teacher may have the skills and knowledge needed for effective teaching, but without a supportive school climate and positive work attitude, performance may not be fully maximized. Therefore, examining the connection among school climate, work attitude, and individual performance can provide a more human and practical understanding of teacher effectiveness.

In view of these considerations, this study aims to determine the relationship between teachers' sensitivity to school climate and their work attitude toward improved individual performance. It seeks to contribute to the growing body of literature by providing localized findings that reflect the actual experiences of public elementary school teachers. More importantly, the study hopes to offer insights that may guide school leaders in building a more supportive, collaborative, and motivating school environment where teachers can work with confidence, dignity, and commitment.

Literature Review

The Concept of School Climate

According to Hoy and Hoy (2019), school climate refers to school achievement. Najeemah (2018) claimed that a happy school is very motivated, with productive accomplishment which made it different from other schools. Howard (2017) defined school climate as a school's social environment and culture which influence the behaviour of its community.

This means that school climate plays an important role in influencing the behaviour and achievement of the community in the school. The National School Climate Council (2015) defines school climate as "norms, values, and expectations that support people feeling socially, emotionally and physically safe". School climate is a product of the interpersonal relationships among students, families, teachers, support staff, and administrators. 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. A related concept is school culture, which refers to the "unwritten rules and expectations" among the school staff (Gruenert, 2018). Although there is no universally agreed upon set of core domains or features, the National School Climate Center identifies five elements of school climate:

- (1) safety (e.g., rules and norms, physical security, social-emotional security);
- (2) teaching and learning (e.g., support for learning, social and civic learning);
- (3) interpersonal relationships (e.g., respect for diversity, social support from adults, social support from peers);
- (4) institutional environment (e.g., school connectedness, engagement, physical surroundings); and
- (5) staff relationships (e.g., leadership, professional relationships).

A positive school climate is recognized as an important target for school reform and improving behavioral, academic, and mental health outcomes for students (Thapa, 2018). Specifically, schools with positive climates tend to have less student discipline problems (Thapa, 2015) and aggressive and violent behavior (Gregory, 2020), and fewer high school suspensions (Lee, 2017).

School climate is a broad term that refers to teachers' perceptions of the general work environment of the school the formal organization, informal organization, personalities of participants, and organizational leadership influence it. School climate is a relatively 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. It is important to describe and analyze school climate because the atmosphere of a school has a major impact on the organizational behavior and because administrators can have a significant positive influence on the development of the personality

of the school. Angus (2014) opined that School climate is the heart and soul of a school. Since the teaching and learning situation in a school seem to be a function of the atmosphere of the school, school climate is a set of unique characteristics of a school.

These characteristics tend to distinguish one school from another. In one school, the head teacher and teachers may find pleasure in working together. In another school, it may be discontent among teachers. In one school, teachers may appear well organized, seem competent and exhibit confidence in whatever they do. Pekins (2019) defines school climate as the social atmosphere of a setting or "learning environment" in which students have different experiences, depending upon the protocols set up by the teachers and administrators. Moos divides learning environments into three categories: relationship, which includes involvement, affiliation with others in the classroom, and teacher support; personal growth or goal orientation, which includes the personal development and self-enhancement of all members of the environment; and system maintenance and system change, which include the orderliness of the environment, the clarity of the rules, and the strictness of the teacher in enforcing the rules. School climate is determined by some parameters based on shared perceptions of climate rather than an individual person's belief. A comprehensive assessment of school environment must reflect observations about student, teacher/staff, and parent satisfaction in addition to school climate.

The Concept of Teacher's Attitude to Work

Teaching is an art, and the quality of teaching depends on the love, dedication, and devotion of the teacher towards the subject of the knowledge. According to David (2015) citing Russell (1971) There are four motivational bases for attitude formation. These include utilitarian, value expressive, ego-defensive, and knowledge. Attitude formed on utilitarian base is associated with survival, safety and other social needs of individuals. This means that one's attitude towards teaching and learning of a subject is bound to be favorable if it improves one's survival needs.

Attitudes of Teachers Towards Teaching

Teachers' Competence - Most of the available teachers are not competent in teaching which makes it difficult for such teachers to give detail explanations about the required concepts. Also, poor mastery of the subject by the teacher causes students' loss of interest in learning the subject. An intelligent and sound teacher with good mastery of his subject matter always commands respect and gains students' attention during teaching learning process (Aggarwal, 2019). According to Agnes (2015) teachers with good professional competent and interpersonal skills are more effective in their classrooms in terms of students' behavior, better understanding of concept by students and disposition of positive and mental alertness by learners.

Existence Obscurity in the Subject Concepts - Although, some of the subject teachers are not competent enough, but those that are good also teaches abstract facts without any reference to context that might give meanings and clarity to the concepts. Furthermore, they hide important information and beneficial discussions with the belief that the purpose of teaching is to transmit fixed knowledge to students (Passos, 2014). Therefore, teachers' negative disposition or attitude towards teaching profession, even if they are knowledgeable with sound professional training, may affect students' performance negatively (Sprinthal, 2015).

Transfer of Aggression - this is resulting from poor dispositions of the society, government, parents and the students towards teachers and the work itself. Teaching and learning can only be effective when the correspondent teachers are happy and professionally fulfilled (Sprinthal, 2015).and teachers with good attitudes create a good learning environment for students (Vermunt and Verschaffel, 2019).

Lack of Training in Process Skills - Majority of the teachers don't see themselves as professionals who need special skills in problem solving techniques, critical and intellectual reasoning and decision-making skills. Since impaction of knowledge is solely meant for who have skills, attitudes and values to impact on others, lack of these important skills by some teachers prevents them from giving or teaching the students the right things required of them to teach.

Avoidance of Controversial Issues - Some teachers try to avoid controversial issues that might be of great benefits to the students in the classroom. This could result from lack of sound knowledge of the concepts or fear of criticism from the society or school heads when sensitive issues related to the culture of the school location,

tribalism and how bad leaders maltreat their follower are discussed. Such attitudes displayed by the teachers prevent students from knowing how interesting the subject is and benefits they could derive if they fully direct their attention towards lessons.

Limited and Shallow Textbook Contents - Lack of teaching materials like textbooks and workbooks for both teachers and students are also affecting teachers' attitudes towards teaching of the subject in secondary schools. The teachers do not have access to appropriate textbooks and the available ones are not even relevant to new curriculum. Also, most textbooks have been written by people with superficial knowledge of the subject, and hence sub-standard, a situation which seriously undermines the effective teaching and learning concepts (David, 2015).

There are many factors responsible for display of negatives and unfriendly attitudes by the teachers towards their work. These factors include:

Students' Attitude Towards Class - Nowadays, students pay little or no attention during lesson. They found the class very boring, not interesting and an avenue for them to sleep and relax as a result of the method used by the teachers. Students see lesson as boring and far from anything they could relate to their life (Lawson, 2003). These negative attitudes of students were not because of the subject is really boring, but because of their perceptions and general views on the subject. Educationists know that readiness of the learners motivates and ginger's ability and interest of the teachers to impart knowledge to the students. Their lack of interest discourages teachers to teach them with all seriousness required.

Poor Government Attitudes - The attitude of government towards schools is nothing to write home about. Consequently, the subject lacks appropriate teaching and instructional materials such as textbooks for both teachers and learners. All these make teaching uninteresting for the teachers which in turn results in lack of interest to teach students the required knowledge (Barros and Elia, 2018).

Lack of Job Satisfaction and Motivation - This is one of the major factors causing poor teachers' attitudes towards work. Teachers are always underrated by not only the government, but also by their colleagues and school heads. In-service and out-service training such as seminars, workshop, conferences, and excursions organized by the government and school heads for other subject teachers are not arranged for the teachers. They don't have opportunities and exposure to update their knowledge like other teachers do. This renders teachers less effective. This is supported by Vermunt and Verschaffel (2019) who opined that workplace also plays a crucial role in shaping teachers' attitudes towards teaching especially school principals' behaviour and tone of communication with in the school premises.

Poor Parental Support - One may be thinking of the impact of this to teachers' attitudes, but it does have tremendous unimagined effects. Parents are not ready to go extra mile in buying required materials needed for studies. Parental support and full participation in their children education had positive influence on students' attitudes to learning, interests and general performance (Desarollo, 2015).

Poor Remuneration and Delayed Salary - Teachers' salaries are very poor and the little amount they receive is not even paid on time. Teachers really suffer so much before being given their salaries. So, when they are not well fed and have enough money to cater for them and their immediate families, their disposition towards teaching will be negatively affected (Osunde and Izevbigie, 2019).

Transportation Issues and Lateness to Work

Getting to work on time every day can be tough for even the best employees. Literally, the term "lateness" implies a situation where an individual arrives after the proper, scheduled, or usual time (Oxford Advanced Learners' Dictionary). Furthermore, Lauby (2014) puts it as a term used to describe "people not showing up on time". Breezes (2020) contributed by saying that lateness is synonymous with "tardiness", which implies being slow to act or slow to respond, thus not meeting up with proper or usual timing.

The challenges facing urban centers have continued to grow particularly within the past three decades. In fact, cities will increasingly face a seemingly paradoxical situation. The city serves as a magnet for employment opportunities, shops, services, and leisure activities. Over the years, it has become the epicenter of economic and social life and has been called upon to accommodate increasingly varied activities and house a growing proportion

of the population. It is this success which may lead to the downfall of the city if its growth is not managed properly, particularly the aspect transport and traffic management.

Today mobility has become a strong aspiration an expression of individual freedom. As the third millennium approaches, public transport has a tough time ahead. It faces challenges on economic, social and environmental fronts in addition to the constant and powerful attraction of the private car.

There are numerous and weighty difficulties in Nigerian transport development. These include i. inferior quality of networks, ii. shortages and malfunctioning of transport equipment and furniture, iii. lack of executive capacity and technically qualified personnel, iv. inadequate planning and coordination, v. inadequate capital and the legacy of unfortunate economic and political policies, vi. continued concentration of transport development on intra and inter-city linkages and the relative neglect of rural transport, vii. institutional gridlocks, viii. efficient energy use (fuel shortages), ix. safety, security and environmental issues, x. financing, xi. research and technology, xii. economic, financial and efficiency viability.

With every emerging mobility problem, man is faced with the responsibility of getting a solution. Unfortunately, with the technical ability to solve such problems well in place, the modern cities are confronted by a transportation problem more complex than ever before and despite all the methods of movement, the problem in cities is how to move (Daniels and Werals, 1980). With the worsening poor macro-economic climate in Nigeria coupled with deteriorating rate of transport infrastructures, erratic energy (fuel) supply, dwindling petroleum resources, the future is glimpsed at with great uncertainty.

Commuters in Lagos experience the effects of traffic congestion daily. According to Adebisi (2015), the congestion is caused partly by road users themselves. Lagos road users are known to be very impatient and bad at obeying traffic rules. Indeed, many times traffic congestion have been caused by a driver refusing to give way for another motorist. The effects of congestion are many folds; some directly affect the drivers' sense of well-being, be it times wasted sitting in a traffic queue and the changes in the behavior of drivers. Such behavior might include rude gestures, verbal insults, deliberately driving in an unsafe or threatening manner, or making threats. This can further lead to altercations, assaults, and collisions which result in injuries and even deaths. Other effects include missed appointments, higher fuel bill, decreased productivity, and high degree of stress and so on. Some of the effects are less palpable, such as the impact on the environment.

Laissez Faire Management Syle and Official Duties

Laissez-faire leadership is based on trust. People who enjoy a wide degree of latitude in making decisions and working on projects autonomously are often most comfortable with laissez-faire leaders. The Merriam-Webster Dictionary defines laissez-faire leadership as:

“A philosophy or practice characterized by a usually deliberate abstention from direction or interference, especially with individual freedom of choice and action.”

This self-rule style empowers individuals, groups or teams to make decisions. Critics of this hands-off leadership style contend it is risky to universally delegate decision-making responsibility to staff members. Groups and teams do not have the power to make far-reaching strategic decisions, but laissez-faire leaders allow individuals or teams to decide how they will complete their work.

People who prefer working in environments with strict procedures, checks and balances work well with autocratic leaders.

Bureaucratic environments are traditionally well-suited to autocratic leadership styles. State departments of motor vehicles are good examples of agencies where standardized processes and management controls are necessary. Established manufacturing facilities offer another example of mature businesses with streamlined processes that need strict protocols and tight quality assurance procedures.

Laissez-faire leadership is the direct opposite of autocratic leadership. Instead of a single leader making all decisions for an organization, group or team, laissez-faire leaders make few decisions and allow their staff to choose appropriate workplace solutions.

Thus, the leadership is usually neutral and allow the group to establish goals and work out problems, though the leaders still issue orders, but subordinates are given some flexibility in carrying out tasks with carefully prescribed limits and procedures.

According to Otokiti (2017) this type of leadership is considered better than authoritarian leadership style but may not be as effective as democratic leadership style.

Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Hackman and Johnson (2014) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 2004).

Center of Educational Technology and Non-use of Instructional Media

Educational technology is a systematic and organized process of applying modern technology to improve the quality of education (efficiency, optimal, true, etc.). It is a systematic way of conceptualizing the execution and evaluation of the educational process, i. e. learning and teaching and help with the application of modern educational teaching techniques. It includes instructional materials, methods and organization of work and relationships, i.e., the behavior of all participants in the educational process. The word technology is derived from the Greek word "techno" which means the willingness, skills, knowledge of the way, rule, skill, tools, and "logos" which means science, word, learning, mental state. There is no single term for educational technology. Different countries use different terms and synonyms as educational technology, educational equipment, AV resources, the technology of teaching.

Terminological differences mostly occur on the grounds of the approach to the technical characteristics and the use of modern appliances, and not their actual application in teaching i.e., their actual pedagogical application. For this reason, there are different opinions among teachers in the field of social and technical sciences. Therefore, the application of educational technology requires knowledge from several areas: pedagogy, psychology, didactics, computer sciences, informatics... Because of this diversity, there are also different perceptions of educational technology, where every author defines the concept of educational technology, according to their needs. Educational technology is still not being applied sufficiently, mostly for reasons of lack of school equipment necessary resources and insufficient qualification of teachers for the implementation of these funds.

Educational technology has three domains of use:

- Technology as a tutor (computer gives instructions and guides the user),
- Technology as a teaching tool and
- Technology as a learning tool.

The Importance of Educational Technology in Teaching

Since computers are still not widely used in many schools, the teaching process is dominated by traditional methods. It is dominated by the frontal form of work where the teacher had enough interaction with students. Failure to thrive at their own pace and insufficient activity of students was one of the drawbacks of this type of learning. In class, we have children who are not uniform in knowledge and never pay enough attention to those who are not sufficiently mastered the material and those who are above their average. This difference is often hampered by teacher assessment work and how to transfer knowledge to a group of children with different knowledge. The teacher chooses to keep average to good teaching where children with insufficient knowledge would not get the necessary knowledge. The children with insufficient knowledge can progress smoothly without unpleasant feeling of their ignorance, no frustration, and humiliation while for the most advanced children teaching will be boring.

With the development of information and communication technology, especially computers, a number of researchers (Morrison et al., 2020) were trying to see the benefits and the effect of their use compared to older traditional learning. For many years, we tried to give answers to the question of advantages and disadvantages between traditional and modern teaching where the prevailing educational technology. The period from 1967 to 1972 is considered to be a period of consolidation of educational technology, which has become the most commonly

used term in the science of pedagogy and the educational process. With the application of educational technology, students can independently progress in mastering teaching materials, to choose the pace of work, to repeat the material that is not sufficiently clear, that after tests performed immediately get results and track their progress. Interactive, multimedia content provides a great advantage of modern learning over traditional learning. With the application of educational technology, we get feedback between the teacher and the student.

Among the first studies on the comparison of the traditional and modern ways with the help of educational technologies research was Clark Richard (Clark, R. 1983). He tried to compare research between lectures and computer guidance and instruction to determine which the better way of learning is. He came to the conclusion that they are both effective depending on the ways they are used. The same conclusion came by other authors (Dynarski et al. 2015; Kulik, 2003) and that is that there are some major differences in the use of educational technology and traditional teaching. On the other hand, research at the Center for Educational Research in Pittsburgh within Individually Prescribed Instruction showed that computers are better tailored to the individual abilities of students, rather than teachers themselves. Educational technology must inevitably be integrated into classrooms and curricula (Clements and Sarama, 2003; Glaubke 2015; NAEYC and Fred Rogers Center, 2018).

With the advent of educational technology in the classroom teacher, education is faced with the challenge that teachers integrate educational technology in their daily work. Numerous studies have shown that a small number of teachers is willing to integrate educational technology in their teaching activities (Becker, 2019; Hermans et al., 2018; Stošić and Stošić 2015; Wang et al., 2004). The reason is that there are two categories of teachers in the understanding of educational technology. Some of them have thorough understanding of modern technical appliances and their operation while others think it is necessary for them to gain additional technical knowledge of the appliances and methods, teaching methods, student-teacher relationship.

These two groups represent a group of teachers between older and younger teachers. Older teachers during their study did not have the possibility of training with modern technical appliances, did not have the information technology, educational technology, while the younger generation of teachers possess the knowledge required for the use of educational technology. For a better understanding of educational technology requires a set of computer science, pedagogy, psychology, cybernetics, informatics. The knowledge teachers possess is sufficient for a basic use of education technology. However, educational technology is one big system. First, teachers have a basic knowledge of the use of educational technology. It takes far more professional training through a variety of conferences, courses, professional literature, seminars. To get a better knowledge in the use of educational technology.

The fact is that under use of educational technology, primarily due to poor school equipment necessary resources, insufficient information and knowledge of teachers and the lack of interest and lack of motivation of teachers to use them. Teachers have to be motivated to use the same because the use of educational technology in teaching provides better interaction with students, better reception of information because the students receive knowledge visual, auditory and kinesthetics way. Among other things, an educational technology motivates students to work independently where the student is more motivated to return to learning and working because modern technical equipment is widely available at any given moment.

Types of Instructional Media

Instructional media according to Mustapha et al. (2018) and Azikiwe (2015) are usually classified based on the characteristics they exhibit. There is a wide variety of instructional media which could be profitably and effectively used in the second language classroom learning situation. They could be broadly classified into four groups namely visual aids, audio-visual aids, audio aids and resources (human and materials). Visual aids are resource materials and devices that appeal to the sense of sight and touch as well as sense of smell. They consist of

- i. Non-projected aids which include chalkboard and adhesives.
- ii. Pictorial aids which include charts and pictures
- iii. Mobile
- iv. Three-dimensional aids
- v. Projected aids which include filmstrips and slides, and slides projector
- vi. Laboratory equipment, chemical and apparatus

vii. Books

Learning resources that fall under audio-visual aids appeal to the senses of sight, hearing, and touch. They include line sound film, sound strip projector, television and video tape-recorders and tapes. The audio aids are instructional materials that appeal to the sense of hearing and touch too. They include records and record players, tapes and tape recorder, radio, and language laboratories. Resources could be human or materials. Human resources include the teacher, the learners and other resource persons in the community. Materials include all those physical objects mentioned earlier such as chalkboard and realia (real objects such as bottle, yam, cup, stone, spoon, and knife).

Instructional media, according to Ayinde (2019), may be bought by the school for use by the teacher. They may be made by the teacher (improvisation). They can be borrowed by the school or the teacher or obtained free of charge by him/her. Some can be donated freely by individuals or non-governmental organization (NGO) to school(s).

Staff Development and Classroom Management

Teachers constitute an important factor in the implementation of the curriculum. The quality of teachers is known to be a key predictor of students' performance. Stressing this point, Hammad (2019) points out that the simple most important determinant of what students learn is what teachers know. Teaching as a profession demands continuous development of knowledge and ability through training programs. Such training programs include workshops, conferences, seminars, induction and orientation for new staff, refresher courses, in-service training and so on.

Staff development has been accepted as an effective method of increasing the knowledge and skills of teachers to enable teachers to teach more effectively. According to Lawal (2017), staff development programs for teachers are important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of staff development programs is that it ensures the promotion of professional growth, helps to improve pedagogical skills, keeps teachers abreast with new knowledge, meets particular needs, such as curriculum development and orientation, helps in leadership responsibility, helps new teachers to adjust to teaching field, helps to promote mutual respect among teachers and recognizes the need for modern teaching methods (Madumere-Obike, 2015).

The non-professionals have never received any form of training in the art of teaching, neither were they properly inducted into the school system. Thus, making them ill-prepared for the task of imparting knowledge. Uche and Erukoha (2017) points out that teaching is a profession, therefore all who desire to work as teachers should be well groomed in the art of teaching. Brennen (2019) asserts that new teachers are faced with several challenges upon beginning their teaching career, such as: class assignment, classroom discipline and management, demanding teaching loads with assignment of extra duties, motivating students, dealing with individual differences among students, assessing students and so on. Hence the need to provide effective staff development programs which will assist novice teachers as they begin their teaching career.

Additionally, Mohammed (2019) noted that many teachers after graduation have little or no opportunity for re-training and their training ends as soon as they graduate with no opportunity for updating their knowledge and skills by attending seminars, workshops and conferences that will subsequently enhance their knowledge and skills and their classroom teaching. Subscribing to this view, Esu (2021) observed that there has been greater awareness that teachers who were trained some few years ago are not adequately equipped for effective teaching except complemented by in-service training. She further stated that the 2-3 years teacher preparation programs in higher institutions of learning do not adequately prepare teachers for the teaching job, as there are too many grounds to be covered in the teacher preparation program.

Indeed, classroom management embodies the arrangement of teachers and students' seats, adequate and proper walkways within the classroom, adequate and proper positioning of other classroom furniture to facilitate conducive teaching-learning atmosphere. Also considered as part of classroom management, is student-student relationship in the class, teacher-student relationship. Madsen & Becker (2017) assert that unless teachers are

effective in getting children ready to learn, their technical teaching skills are likely to be wasted. They added that knowledge of differential social reinforcement procedures as well as other behavioral principles is skills that can greatly enhance enjoyment of the profession and their contribution to effective development of the students. The teacher takes cognizance of the differences in the students who make up the class, contributes tremendously to good teacher / student performance and makes the teacher's work much acceptable to the society. When classroom facilities are not provided by government and stake holders in education, it becomes difficult for the teacher to plan his classroom well, even when the teacher possesses the expertise to organize his classroom proper. Without facilities, he cannot get his classroom adequately planned and managed for effective teaching and learning. Similarly, Ibode (2017) summarized effective classroom management as an embodiment of the following. 1. involving students right from the beginning of any lesson 2. ensuring that classroom is tidy, materials available, displayed, arranged and sometimes, necessary instructions or examples are written on the board; 3. adopting appropriate method of sitting among the students 4. maintaining appropriate position in the class preferably, standing, while teaching is on 5. maintaining decorum in the classroom 6. reaching out to any misbehaving students 7. planning lessons in a way that there will be a successful ending of the lesson.

Importance of Classroom Management

Classroom management in education is very important in the realization of the objective of the education system. Good classroom management enhances teacher's effectiveness; therefore, it is pertinent to note that for effective teaching and learning to take place, there should be conducive classroom environment. 1. A conducive classroom environment increases the desire for knowledge and heightens creativity in learners. 2. Classroom setting helps to eliminate social prejudices among learners because complexes that many arise from economic and cultural backgrounds are thereby eliminated. 3. It also strengthens the spirit of team work and tolerance. 4. The classroom protects learners from the vagaries of nature such as rain, storm, wind, excessive cold, heat and sunlight. A comfortable classroom allows teaching and learning to take place in spite of the season of the year or the weather condition. 5. The professional skill of a teacher is sharpened in the classroom. Instructional activities with learners in the class help the teacher to identify his strong and weak areas. The classroom therefore provides a basis for relevant decision on the professional development of the teachers. (Akinwumiju & Agabi, 2018)

School Climate and Teacher's Work Attitude

School Climate School climate is a broad term that refers to teachers' perceptions of the general work environment of the school the formal organization, informal organization, personalities of participants, and organizational leadership influence it. School climate is a relatively 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. It is important to describe and analyze school climate because the atmosphere of a school has a major impact on the organizational behavior and because administrators can have a significant positive influence on the development of the personality of the school. Freiberg and Stein (2019) in Angus et al (2014) opined that School climate is the heart and soul of a school. Since the teaching and learning situation in a school seem to be a function of the atmosphere of the school, school climate is a set of unique characteristics of a school.

These characteristics tend to distinguish one school from another. In one school, the head teacher and teachers may find pleasure in working together. In another school, it may be discontent among teachers. In one school, teachers may appear well organized, seem competent and exhibit confidence in whatever they do. In yet another school, there may be tension as the head teacher loses control (Evan, 1959; Clifton, 2019). Moos (1979) in Pekins (2019) defines school climate as the social atmosphere of a setting or "learning environment" in which students have different experiences, depending upon the protocols set up by the teachers and administrators. Moos divides learning environments into three categories: relationship, which includes involvement, affiliation with others in the classroom, and teacher support; personal growth or goal orientation, which includes the personal development and self-enhancement of all members of the environment; and system maintenance and system change, which include the orderliness of the environment, the clarity of the rules, and the strictness of the teacher in enforcing the rules. School climate is determined by some parameters based on shared perceptions of climate rather

than an individual person's belief. A comprehensive assessment of school environment must reflect observations about student, teacher/staff, and parent satisfaction in addition to school climate.

Teacher Job Performance refers to an act of accomplishing or executing a given task (Lindsay, 2015; Griffin, 2021; Owei, 2019). McGregor (1960) developed the theory of job performance in his 'X' and 'Y' theories. Theory 'X' postulates that a negative attitude brings low performance, while theory 'Y' predicts that positive attributes result in high performance. The theory that a teacher exhibits influences his or her level of performance (Adeyemi, 2004). In this regard, teacher performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation, and morale among others. High performance organizations achieve superior results by clarifying their strategy, streamlining their design (processes, systems and structure) and making each member of the organization a contributing partner to the business.

Employees understand the business, are committed to getting results, and are organized into units or teams that take full responsibility for making decisions, solving problems, and continuously improving the quality of their work (Harvard Business School (2005) in Katzenbach and Douglas 2020). For the attainment of a high level of efficiency, secondary school teachers are expected to participate regularly in professional development activities. These activities may be intended to help teachers to learn new teaching methods, broaden their subject matter content knowledge, or stay informed of changing policies, among other purposes. Researchers have identified several features of professional development that have been correlated with change in teacher knowledge and instructional practices (Cohen and Hill 2019; Garet et. al.2019). These features include (a) a focus on teachers' subject matter content or the teaching methods they employ, (b) duration in terms of the number of hours of training and the number of weeks or months over which training is provided, and (c) an activity format that is integrated into the daily work of teachers rather than removed from the context of direct public school teaching.

Halpin and Croft Dimension of School Climate Halpin and Croft Dimension of School climate could be viewed from eight broad areas of: (a) Disengagement (b) Hindrance (c) Espirit (d) Intimacy (e) Aloofness (f) Production emphasis (g) Thrust (h) Consideration. Disengagement: The teachers' tendency to be nonchalant and merely routinized in task-oriented situation. Hindrance: The teachers' feelings that the principal bothers them with routine duties and other commitments that do not relate to the actual job of teaching and which they consider as unnecessarily encroaching on their time. Espirit Morale felt as a result of social-needs satisfaction while teachers still enjoy a sense of task accomplishment. Intimacy: Teachers' enjoyment of friendly social relations with other teachers. It is a social need satisfaction as distinct from task accomplishment.

Aloofness: The behavior of the principal which is characterized as formal or impersonal. He is at a distance, and he operates on norms, rules and regulations. He is rigid and officious. Production Emphasis: The principal's behaviors characterized by close supervision that uses directions and stereotyped communication channels. Thrust: The principal's behavior characterized by an evident effort to move the organization forward. It is close supervision coupled with the principal's personal involvement and a conscious motivation of his teachers. Consideration: The principal's behaviors that makes him humane and understanding in his interaction with his teachers. School climate, in this study, comprises school characteristics and processes. As opined by some scholars, such as Chubb and Moe (2020), school climate is an important school process variable. Some scholars suggest that school climate is the social and educational atmosphere of a school that makes families feel welcomed, respected, trusted, heard, and needed (Henderson and Berla, 2018; Hickman, 1996, Comer and Haynes, 1992; Epstein and Dauber, 1988).

Halpin and Croft (2020) were the pioneer of the study for school climate. They deemed organization climate as a school's personality and the climate of a school has certain individual personality. Thus, the school climate of one school differs from another. In terms of organizations in educational environment, Tagiuri (2018), in Kelton, (2020) defined climate as the quality of the environment. Characteristics that are maintained for a certain period in schools is said to create the school climate and this creates the school personality which differentiate it from others. There are four dimensions in

Tagiuri taxonomy of climate theory, namely:

a. Ecology: physical factors such as age, size and design of building; and technologies used in the organization.

b. Surroundings refers to social dimension that relates the individuals to the organization, for example, ethnic groups, salary and level of education.

c. Social system: refers to social dimension that relates to the individuals' style of communication with the community in the organization.

d. Culture: refers to social dimension that relates to beliefs in the system, values, cognitive structure and also meaning.

Hoy, Tarter, and Koottkamp (2019) stated that school climate is the quality of the school surrounding or the school environment that is familiarized by the members of the school. These characteristics differentiate one school from another and affect the behaviour of the members of the school. School climate affects the behaviour, learning, productivity, and effectiveness, whereas the administration affects the school climate (Ali & Hale, 2014; Azzara, 2019; Mine, 2014). This shows that if the school climate is not positive or conducive, then the members of the school will not be able to do their work efficiently. Workers who are committed to an organization are more inclined to work diligently, achieve good performance, work effectively, and stay in the organization (Mowday, 2018).

Many researchers have conducted studies on teachers' commitment. Commitment refers to a teacher's willingness to contribute his/her energy and time towards his/her work. Portal (2017) defined organization commitment as individual's willingness to identify and involve oneself in the organization. Najeemah (2018) has conducted a study to analyse the relationship between school climate and teachers' commitment. The population involved five primary schools in Penang, Malaysia. The finding showed that transparency of the institution level and teachers' commitment in the five schools were high. The correlation between school climate dimensions showed positive correlation with teachers' commitment. Regression analysis showed only teachers' professional behaviour contribute towards teachers' commitment.

Najeemah (2018) has done a study titled "Correlation between intermediate leaders' instructional leadership practice and school climate, teachers' working attitude and organization commitment in secondary schools". This study aimed to identify the impact of intermediate leaders' instructional leadership practice such as Co-curriculum Senior Assistant and Department Heads on school climate, teachers' working attitude and organization commitment in secondary schools. 400 teachers from secondary schools in two northern states of Malaysia participated in this study. The result finding showed instructional leadership practice of intermediate leaders have significant relationship with teachers' working attitude and organization commitment. This study showed that instructional leadership practice of intermediate leaders was not influenced by the school performance. Meanwhile, through structured comparison model, it was found that teachers' working attitude and organization commitment have indirect relationship with inculcating positive learning climate and evaluating teachers' teaching program.

School climate is seen as a significant variable to determine teaching and learning process in schools. The finding of this study provides the base to develop a school leadership model which is robust in the context of teachers' professional development, teachers' productivity level and school performance. Based on the findings, some implications and suggestions have been made. Reza Shirzadi, Jafar Ravan Shad, Mohammad Nasiri, Hasan Abdi and Shahrookh Khani (2015) have conducted a descriptive study to identify the relationship between organization climate and work motivation with organization commitment among new teachers teaching Physical Education and training administration in Kermanshah. 196 respondents were selected at random to complete the questionnaire. The finding showed that there is positive significant relationship between organization climate and work motivation with organization commitment among new teachers teaching Physical Education and training administration. The researchers stated that providing good school climate and conducive working place for Physical Education teachers motivate them, increase their commitment and encourage them to stay in the organization.

Another study done by Collie, Shapka, and Perry (2017) about school climate and social-emotional learning led to prove that there is impact on teachers' commitment. The sample was 664 public school teachers in British Columbia and Ontario in Canada. The respondents completed the questionnaire online about teachers' commitment, school climate and social-emotional learning. The regression analysis showed that positive school climate indicates three types of teachers' commitment that are: general professional commitment, future professional commitment and organization commitment.

Douglas (2020) also conducted a study to identify the relationship between school climate and teachers' commitment at primary schools in Alabama. There were 67 primary schools and 1353 teachers participated as respondents. The finding showed that there is relationship between school climate and teachers' commitment. Teachers' professional behaviour is the best commitment indicator. Collaborative leadership also is another indicator that influences teachers' commitment.

Academic pressure although did not show influence on teachers; commitment, it showed impact on teachers' professional behaviour and collaborative leadership. Institutional transparency has no direct relationship with teachers' commitment.

Smith (2014) also conducted the study in 34 primary schools in the northern part of Alabama whereby 522 teachers participated. It showed the same result and the best indicator for teachers' commitment was teachers' profession. Collaborative leadership and academic pressure were the indicators in teachers' profession.

METHODS

Research Design

The study adopted the descriptive survey research design. This is because it embarked on the collation of the views of respondents to make decisions.

Research Locale

This study was conducted in the San Miguel District, Division of Bulacan, during the School Year 2024–2025. The locale was chosen because it represents a community of public elementary schools where teachers carry out their daily responsibilities in real classroom and school settings. The respondents of the study were public elementary school teachers assigned in the district. These teachers play an important role in shaping the learning experiences of young learners. Aside from teaching, they also perform various school-related tasks, participate in school programs, work with colleagues and administrators, and respond to the needs of pupils and parents. Because of these responsibilities, they are in a good position to share meaningful insights about school climate, work attitude, and individual performance. San Miguel District provides a relevant setting for the study because it reflects the actual working environment of elementary teachers in public schools. The experiences of the teachers in this district may show how the atmosphere of the school, relationships among personnel, leadership practices, and daily work conditions influence their attitude toward work and their performance as educators. By focusing on public elementary school teachers in San Miguel District, the study aimed to gather firsthand information from individuals who directly experience the realities of the teaching profession. Their responses served as the basis for understanding how teachers' sensitivity to school climate and work attitude may contribute to the improvement of individual performance.

Participants and Sampling Technique

The participants of this study were the 100 public elementary school teachers from San Miguel District, Division of Bulacan, during the School Year 2024–2025. They were chosen because they are directly involved in the day-to-day teaching and learning process in public elementary schools. Their experiences, observations, and perceptions are valuable in understanding teachers' sensitivity to school climate, work attitude, and how these may relate to the improvement of individual performance.

The study used stratified random sampling to ensure that the participants were fairly represented. In this method, the population of public elementary school teachers in San Miguel District was first grouped into different strata, such as by school or other relevant classifications. After grouping them, respondents were randomly selected from each stratum. This process helped make sure that teachers from different schools within the district had an equal chance of being included in the study.

Stratified random sampling was appropriate for this study because the teachers came from different public elementary schools, and each school may have its own working environment, leadership practices, and school

climate. By selecting respondents from each group, the study was able to gather more balanced and representative responses. Through this sampling technique, the researcher aimed to include teachers with varied experiences and perspectives. This made the data more meaningful, as the responses reflected not only the views of a single group but also the broader experiences of public elementary school teachers across San Miguel District during the School Year 2024–2025.

Research Instrument

A structured questionnaire was adopted from the study of Jimenez (2020) as instrument for data collection from respondents. The questionnaire was divided into three parts namely- Part 1, 2 and 3. Part 1 presents the demographic data of respondents, Part 2 is made up of indicators drawn from the school climate variables while Part 3 is the attitude to work of teachers. In part 1, a four-point Likert scale was used in weighting data from respondents as follows – Always (4 points), Often (3 points), Rarely (2 points) and Never (1 point) while in part 2, Strongly Agree (4 points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1).

Data Gathering

The researcher asked permission from concerned authorities prior to the conduct of the study. Approval from the Schools Division Superintendent and respective School Principals was sought. Upon obtaining approval, data collection started immediately. The questionnaires fielded to the respondents. To ensure the reliability of the answers of the respondents, the researcher personally administered the questionnaires through the use of Google Forms. After data collection, statistical analysis was done for organization, description and interpretation. The results were presented in tables and texts.

Data Analysis

For Statement of the Problem Number 1, the frequency and percentage were used by the researcher. Percentage determines the proportion of a variable to the total number of respondents. For Statement of the Problem Number 2 and 3, the weighted mean was used. This refers to the overall average of responses or perceptions of the study. For Statement of the Problem Number 4 and 5, Pearson Product Moment Correlation was used to determine the significant relationship of the variables.

Ethical Consideration

This study was conducted with careful consideration of ethical standards to protect the rights, dignity, and welfare of all participants. Since the respondents were public elementary school teachers from San Miguel District, Division of Bulacan, the researcher ensured that their participation was voluntary and based on their willingness to take part in the study. Before the actual conduct of the study, permission was secured from the proper authorities. The researcher followed the required procedures in seeking approval from the concerned offices and school heads. This was done to ensure that the study was properly coordinated and that the participants were informed about the purpose and importance of the research.

The respondents were given a clear explanation of the study, including its objectives, the type of information needed, and how their responses would be used. They were also assured that they had the right to refuse participation or withdraw from the study at any time without any negative consequence. This helped establish trust and respect between the researcher and the participants.

Confidentiality was strictly observed throughout the study. The identities of the respondents were not disclosed, and their answers were treated with utmost privacy. The data gathered were used only for research purposes and were not shared with unauthorized persons. Results were presented in summary form to make sure that no individual participant or school would be personally identified. The researcher also made sure that no harm, pressure, or discomfort would be experienced by the respondents. The questions were designed to be respectful and relevant to the study. In addition, the researcher remained objective and honest in collecting, analyzing, and interpreting the data. By observing these ethical standards, the study aimed to maintain fairness, honesty, and respect for all participants. The researcher recognized the importance of protecting the teachers' rights while ensuring that

the findings of the study would contribute meaningfully to the improvement of school climate, work attitude, and individual performance.

RESULTS AND DISCUSSION

Age brackets of 31 to 40 years old had 49 respondents or 47.10%; 36 respondents or 34.60% were in 20-30 years old; 14 respondents or 13.50% were in 41-50 years old; and five respondents or 4.8% were in 51-60 years old. Most of the respondents belongs to the ages 21 to 40 years old. The data infers that the majority of the respondents are at middle age as they were assessed on their school climate and work attitude.

People in their middle years are therefore viewed as being at the pinnacle of their profession according to Philips (2017). These people make a long-term commitment to learning the relevant knowledge and skills while working in their chosen sector. Majority of the respondents served as a reliable information source for the study's implementation as a result since they are young and are capable to experience change of school climate from different school heads as they progress in their respective career.

The respondents' profile in terms of sex. As shown, 73 out of 104 respondents or 70.20% are females and the remaining 31 respondents or 29.80% are males. The majority of the respondents are females. Therefore, it suggests that females dominated the population of teachers in the San Miguel District, Division of Bulacan.

In almost every region of the world, including the Arab States (59/ 51), Central and Eastern Europe (80/ 74), Central Asia (86/ 69), East Asia and the Pacific (60/ 48), Latin America and the Caribbean (78/ 60), and North America and Western Europe (85/ 61), feminization of teaching is evident, claims Kelleher (2017). In a similar vein, the Philippine Commission on Women (2014) reports that in the 2013–2014 school year, there were 77.06 percent female teachers in public secondary schools and 89.58 percent female teachers in public elementary schools.

In the number of years in service of the teachers, 35.60% or 37 respondents had 6 to 10 years in teaching; 32.70% or 34 are 0 to 5 years in teaching; 23.10% or 24 respondents are 11 to 15 years in teaching; 4.80% or five of them are in teaching for 16 to 20 years; and four of them or 3.8% are teaching for 21 years and above.

The findings noted that the majority of the respondents have 6 to 10 years in service as teachers.

As mentioned by Podolsky (2016), teachers with a desirable number of years of experience can achieve the following in their teaching and learning processes: increasing their effectiveness through experience in the teaching profession; as teachers gain experience, their students are more likely to perform better on other measures of success like classroom attendance; and teachers can achieve these goals when they work in a supportive environment.

In terms of Grade level taught, 28 respondents or 26.90% were assigned in Grade 6; 19 respondents or 18.30% are teaching in Grade 4; 18 respondents or 17.30% of them are teaching in Grade 5; 17 respondents or 16.30% are handling Grade 3; and 11 or 10.60% are assigned both assigned in Grade 1 and Grade 2.

The result suggests that more teachers are assigned in Grade 6 compared to other grade levels. On the other hand, Grade 1 and Grade 2 has the least number of teachers in San Miguel District, Division of Bulacan

In the teaching designation, 52 or 50.00% of the respondents are Teacher III. On the other hand, 34 or 32.70% of the respondents are Teacher I, nine or 8.70% of the respondents are Teacher II, four or 2.4% of the respondents are Master Teacher I, and five respondents or 4.8% are Master Teacher II.

The majority of the respondents are classified as Teacher III. Since the respondents in this study were dominated by those who belong to middle-aged adults, as shown in Table 2, this can be interpreted that their teaching position is dependent on the span of years in teaching and on their educational attainment. Since most of them are middle-aged adults and have possible ongoing graduate studies, the respondents were placed in teacher III positions.

DBM Budget Circular No. 2018-3 specifies the designation of teachers in higher positions, and it was highlighted that teachers who complete their master's degrees, complete their academic units, or have worked for 20 years or more will automatically have their teaching positions upgraded from Teacher I to teacher III using the equivalent record form (ERF).

The results of the respondents' assessment, in terms of the teachers' affiliation, item 6, "Teachers are committed to their students," received the highest weighted mean of 3.37 with the verbal description of "always."

On the other hand, item 4, "Teachers in this school exercise professional judgment," got the lowest weighted mean of 3.30 and had been interpreted as "always."

In terms of the over-all results of the respondents' assessment of their school climate, the teacher affiliation had a weighted mean of 3.33 and was verbally described as "always."

Looking at this, the teacher respondents acknowledged that they consistently observe a positive outlook in the teacher affiliation in terms of help and support from one another, respect for the professional competence of their colleagues, cooperative interactions between faculty members, the school exercising professional judgment, providing strong social support for colleagues, being committed to their students, teachers in this school "going the extra mile" to assist their students, teachers in this school like each other and exhibit friendliness to each other, accomplishing their work with enthusiasm, and there is a feeling of trust and confidence among the staff.

Altun (2017) noted that teacher commitment is an internal force that motivates teachers to devote more time and attention to maintaining school involvement. This readiness to promote the school establishes an emotional bond between teachers and the institution, which eventually motivates teachers to explore ways to advance the teaching profession and provide an effective learning environment that enables students to achieve their goals. Commitment to teaching is an important factor that influences student progress. In addition, passion has a motivational element, so it is a crucial requirement for high-quality learning and instruction. Discovering and experiencing novel concepts is what drives passion. Effective teaching requires a great deal of zeal. Passion, which is essential for both learning and teaching, improves learning by generating desire and passion. By fostering effective learning environments, devoted educators strive to enhance students' academic potential.

On institutional integrity, teacher-respondents' self-assessment noted that item 6, "Teachers express pride in their school," obtained the highest weighted mean of 3.18 and has a verbal description of "often." On the contrary, item 2, "The administration is not influenced by some influential groups," obtained the lowest weighted mean of 3.12 and has a verbal description of "often."

Moreover, based on the result of the assessment, in terms of institutional integrity, the teachers' responses resulted in an over-all weighted mean of 3.16 that has a verbal description of "often."

Thus, the teacher-respondents agreed that the school climate in terms of institutional integrity has a moderate level of teacher satisfaction in terms of the following concepts: influential parents cannot change the school policy, the administration is not influenced by some influential groups, teachers do not feel pressure from the community, the school is protected from outside pressures, the school is protected from the demands of the public, and teachers are proud of their school.

Hence, Gurzawska (2015) noted that integrity at the institutional level denotes an organization that "defines and works within a strong code of ethical behavior and positive values and embraces zero tolerance for attitudes, actions, and activities by its workers or partners that stray from this code." This notion is tightly tied to the principle of transparency, which implies openness, communication, and responsibility. As far as organizations and institutions are concerned, the most important feature is that an organization founded on integrity fulfills its activities in accordance with its original purpose and is administered in a transparent, responsible, decent, ethical, flawless, and impervious way. The conduct of the teachers in the school is compatible with the ideals and objectives being pursued, and the organizations and their affiliates take all means required to conduct their work in accordance with these values.

Teacher respondents perceived that item 1, "The principal explores all sides of topics and admits that other opinions exist." Item 2, "The principal treats all faculty members as his or her equal," and item 6, "The principal discusses classroom issues with the teacher," received the highest weighted mean of 3.04 with a verbal description of "often." On the contrary, item 9, "The principal looks out for the personal welfare of faculty and staff," got the lowest weighted mean of 3.00 with a verbal description of "often."

According to the findings of the research, teachers are fairly satisfied with the implementation of collegial leadership by their school heads. In particular, the respondents agreed that their school head: explores all sides of a topic and acknowledges the existence of alternative viewpoints; treats all faculty members as equals; is friendly and approachable; implements faculty suggestions; is willing to make changes; discusses classroom issues with the teacher; goes out of his/her way to show appreciation for teachers; and conducts meaningful evaluations.

Villanueva et al. (2021) noted that, as required by Republic Act No. 9155, also known as the Governance of Basic Education Act of 2019, all schools are headed by a school principal who is trained, supervised, and held responsible for creating and directing an institutionalized school improvement process at the school level. They believed that the poor performance of schools, including its teachers and non-teaching employees, stems from school administrators' lack of supervisory, interpersonal, collaborative, shared governance, and leadership abilities.

Furthermore, the Glossary of Education Reform (2015) emphasized that collegial or shared leadership is the technique of leading a school by increasing the number of individuals participating in making crucial choices about the structure, operation, and curriculum of the institution. In general, shared leadership involves the development of leadership positions or decision-making possibilities for teachers, staff members, students, parents, and members of the community. Shared leadership is commonly viewed as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting the advice, feedback, or participation of others in the school or community.

Teacher respondents perceived that item 1, "The principal gets what he/she asks from superiors," had the highest weighted mean of 3.13, with a verbal description of "often." On the other hand, item 4, "Teachers are given enough materials for their classrooms," got the lowest weighted mean score of 2.84 and was described verbally as "often."

Based on how the teachers who answered the survey rated the area of resource influence, it got a weighted mean of 3.00 and a verbal description of "often."

The data suggest that teachers see that the school often has access to and influence over resource mobilization. Thus, the study further claimed that somehow the principal's requests are granted by superiors. In addition, extra resources may be available if requested. The principal may also exert influence on his or her superiors. Teachers are supplied with sufficient teaching resources. Lastly, the suggestions of the principal are carefully considered by his or her superiors.

Cobb-Clark and Jha (2016) characterized the principal's role as the formulation of strategic plans, the allocation of budgets, the implementation of policies, and the alignment of school resources with school goals, all of which had a positive impact on not just the school's culture but also on student accomplishment. In addition, Schein (2017) hypothesized that the way in which budgets are established in an organization shows the views and assumptions of the leader. Resource allocation and influence have traditionally been defined as the utilization and impact of funds for diverse purposes within an organization to ensure the operation of a school. Aligning the time, money, people, and supplies with the school's goals is important, but it's also important for school leaders to make sure the skills stay even after the supports are taken away (Perez, 2022).

Teacher respondents perceived that item 4, "Teachers in this school believe that their students have the ability to achieve academically," obtained the highest weighted mean of 3.47 with a verbal description of "always." In contrast, item 2, "Students respect others who get good grades," got the lowest weighted mean of 3.32 with a verbal description of "always."

Based on the results of the teacher-respondents' assessment in academic emphasis, it obtained an overall weighted mean of 3.39 with a verbal description of "always."

The results indicated that teachers have a high level of satisfaction with academic emphasis by setting high standards for academic performance, students respect others who get good grades, the principal maintains definite standards of performance, teachers believe their students can achieve academically, students seek extra work to get good grades, students work hard to improve previous work, and academic achievement is emphasized.

Academic achievement is emphasized because it determines the positive results of students after graduation and because students with strong degrees or high levels of education are more likely to be employed and paid a higher salary than those without academic success. It is also highlighted that academic optimism contributed significantly to student success. Academic concentration and optimism frequently represent the priorities and aspirations of parents, teachers, and students for academic success (Gustafsson and Nilsen, 2016; Scherer and Nielsen, 2016). The influence of school emphasis on academic success on student achievement has also been extensively studied. For instance, Scherer and Nilsen (2016) examined the role of instructional quality as a potential mediator between school climate and student motivation by focusing on three aspects of school climate (emphasis

on academic success, security, and order in schools) and three aspects of academic achievement (self-concept, intrinsic value, and extrinsic value).

Based on the results of the respondents' assessment in terms of the school, item 4, "Teachers are inspired to perform their best in the school," received the highest weighted mean of 3.61 with the verbal description of "always." On the other hand, item 2, "Teachers are loyal to this school," got the lowest weighted mean of 3.50 and had been interpreted as "always."

In terms of the over-all results of the respondents' assessment of the work attitude in terms of school, this acquired a weighted mean of 3.57 and was verbally described as "always."

The outcome demonstrates that teacher respondents indicated their school-related work attitudes produced optimistic outlooks. They claimed that the school allows them to put in more effort than is normally expected to help the school succeed. As a result, they become loyal to the school, are proud to tell others that they are a part of this school, are inspired to perform their best in the school, care about the fate of this school, and consider it the best school for which to work.

Obviously, teachers should be deeply involved and enthusiastic about their work with students. Nevertheless, it is of equal importance to avoid burnout. When a teacher is overworked and exhausted because of being overly involved in their profession, they will not be able to support and assist students as effectively as they could. Thus, the approach and dedication a teacher has toward teaching, and their workplace can vary from individual to individual. Therefore, when the teachers have a school commitment attitude and strength, they identify themselves with their school or organization by accepting the school's aims, expending effort for the organization, and having a strong desire to keep a relationship with the institution. Teachers' involvement and positive outlook in the school are measures of a person's interest in their job (Education Concepts, 2021).

According to the results of the respondents' assessment in terms of the teaching profession, item 2, "Teachers are proud of being teachers," received the highest weighted mean of 3.58 with the verbal description of "always." However, item 5, "If I get a job other than teaching and it pays the same amount, I won't take it," received the lowest weighted mean of 3.34 and was interpreted as "always."

In terms of the over-all results of the respondents' assessment of the work attitude in terms of the teaching profession, this acquired a weighted mean of 3.49 and was verbally described as "always."

According to the results, the teacher-respondents had a strong and optimistic attitude toward teaching as a profession. They stated that they can perform their duties with enthusiasm, that they are proud to be teachers, that they enjoy teaching, that they lie awake at night anticipating the next day's work, that if they were offered a job other than teaching that paid the same, they wouldn't take it, and that becoming a teacher was the best decision they have ever made.

As a dynamic activity, teaching necessitates a positive mindset and particular skills from its practitioners. The proficiency of educators is contingent upon their outlook on the profession. The teacher's positive attitude facilitates the creation of a conducive learning environment. This also has a positive effect on the children's learning. As a social construct, attitude is influenced by a variety of variables, including social strata, age, educational background, and prior employment experience. The development of a positive attitude toward one's career fosters creative thinking and motivates students. A positive attitude toward the teaching profession can bring the desired quality to the education sector by fostering a sense of duty, professional competence, and an understanding of the needs and issues of students (Bhargava and Pathy, 2014).

Based on the results of the respondents' assessment in terms of the learners, item 6, "Teachers feel glad seeing their learners succeed," received the highest weighted mean of 3.55 with the verbal description of "always." On the other hand, item 2, "Teachers in the school are responsible for ensuring learners' success," got the lowest weighted mean of 3.44 and had been interpreted as "always."

In terms of the over-all results of the respondents' assessment of the work attitude in terms of learners, this obtained a weighted mean of 3.50 and was verbally described as "always."

The result shows that the teacher-respondents have positive views and attitudes toward the learners, as this is necessary to build rapport and connection among the learners for improved student performance and the teaching and learning process. This encompasses DepEd Order No. 42, s. 2017, entitled "National Adoption and

Implementation of the Philippine Professional Standards for Teachers (PPST)." Consequently, they claimed that they are responsible for ensuring the success of their students, that they are obligated to mediate between rival groups of students, that they do their best for unsuccessful students, that they provide their full support to their students when they need it, and that they enjoy seeing their students succeed.

The emphasis of student-centered learning domains is typically on the effect of teachers' attitudes on students' academic progress, with no consideration given to lifelong development. A teacher's teaching methods, as well as his or her attitudes and behaviors, leave indelible marks on his or her students, allowing them to develop a mentally healthy personality and a fresh perspective on the world. Possessing the ability to communicate with students and exhibit good conduct, such as asking questions, comprehending their perspectives, demonstrating attention, and expressing gratitude, boosts student motivation and achievement. Teachers become role models for children through their own behavior and attitude while attempting to provide learners at a specific developmental stage with information, experience, and behavior on a specific topic. Positive attitudes result in success, while negative attitudes result in failure; hence, success can result in positive ego attitudes, whereas failure can result in negative ego attitudes (Uluga, Ozdenb , & Eryilmaz, 2017).

Based on the results of the respondents' assessment shown in Table 11 in terms of the school, item 5, "Teachers have harmonious relationships with other teachers outside the school," received the highest weighted mean of 3.33 with the verbal description of "always." On the other hand, item 6, "Teachers feel that their colleagues can be trusted," got the lowest weighted mean of 3.16 and had been interpreted as "often."

In terms of the over-all results of the respondents' assessment of the work attitude in terms of work group, this acquired a weighted mean of 3.28 and was verbally described as "always."

The result shows that teachers possess a positive mindset in how they work with the group. Because they work at the same school, these teachers have positive and healthy relationships with one another. These teachers also stated that they spend break time talking to other teachers, are proud of their coworkers, believe that other teachers in the school view them as close friends, regard other teachers in the school as their closest friends, have positive relationships with other teachers outside of the school, and believe that their coworkers can be trusted.

Fozia (2014) noted that the output and activities of the group as a whole will be influenced by how group members interact with one another. A real team can be defined as "a sum of individuals who are systematized in their research work, have strong goals, applicable skills, reciprocal trust, integrated assurance, good communication, conveying skills, suitable leadership, and both internal and external provision of individuals." The abilities of a team must match the needs of the mission and goals, and teams must also be able to handle potential group conflicts carefully. Any group or team's success depends on more teamwork, positive behavior from each person toward goals that have already been set, and good group planning, cooperation, and communication.

Therefore, Orpilla (2020) emphasized that in working in groups, school heads and teachers should make a good first impression; understanding the school culture and figuring out who is who in the school are essential skills for them. One should participate in the many school events and activities. The head of the school must also make sure that everyone is trying to form working relationships, particularly with other new teachers and staff. The leader should only strive to maintain objectivity, even though there are cliques among the team members, because it is best not to become embroiled in internal conflicts.

The correlation analysis between the profile variables of the teacher-respondents and their work attitudes toward school, the teaching profession, learners, and work group. The results show that two profile variables, sex (.199*) and grade level though (-.195*), of the teachers have a significant relationship to their work attitude in terms of school and teaching profession, respectively. Consequently, more female teachers work harder in the classroom when there are more of them, and the opposite is also true. The same is also applies to the more teachers who are placed in lower grade levels will have better attitudes in the classroom.

However, the majority of the profile variables do not have significant relationships with the other variables, such as the work attitudes of the teachers. Therefore, the study will accept the hypothesis that there is no significant relationship between the profiles of the teachers and their work attitudes toward school, the teaching profession, learners, and work groups.

Therefore, the profile of the teachers does not necessarily affect their working attitude as they enter the school and work regardless of school conditions or the working environment. This could be explained by the fact that what motivates these teachers in their instruction, regardless of school climate, is their desire to impart knowledge to their students and their devotion to this job as their primary source of income. Consequently, teachers keep on performing their duties and responsibilities as teachers. The same result supported the study of Hermogeno and Dulos (2022), which also found that there is no significant relationship between the profile of the teachers and their extent of manifested work attitude and teachers' performance across all profile variables.

The data of the correlational analysis between the teachers' perception of the school climate and their work attitude towards the school, teaching profession, learners, and work group. All the parts of school climate and work attitudes were found to be linked in a strong way.

Thus, when the teacher-respondents assess one component, it influences their evaluations of the other component. As a result, when they have a positive outlook on one component, they also have a positive outlook on the other variables because they are all interconnected. A change in school climate has a significant impact on teachers' work attitudes. When teachers are supported by a healthy and safe learning environment, their work attitude will also increase or improve. Thus, the hypothesis of the study is rejected; there is a significant relationship between teachers' perception of school climate and their work attitude towards school, the teaching profession, learners, and their work group.

According to research, learning environments are vital to teachers' success as well as the development of their work attitudes and morale. Positive learning environments have been demonstrated to increase teachers' motivation, engagement, and overall competence and performance output. On the other side, it will be much harder for teachers to advance their knowledge, stay motivated, and maintain student engagement in unfavorable situations, such as those that are uncomfortable, loud, or full of distractions (Hendrix, 2019). Therefore, a productive, successful, and effective classroom environment is essential to the strengthening of the educational process. Excellent classroom management, which starts with effective lesson planning and preparation, is a crucial component of effective instruction and aids both teachers and students in learning. Students do better in classrooms where there is a positive atmosphere and where they feel supported, cared for, and encouraged to participate. An effective learning environment in the classroom gives students the chance to interact with one another while taking in stimulating material. Effective classroom management, in the eyes of the teacher, entails proactive punishment and engaging instruction (Patrick, 2016).

CONCLUSION

Based on the findings of the study, the majority of the teacher-respondents were 31–40 years old, female, had 6–10 years of teaching experience, were assigned to teach Grade 6, and held the position of Teacher III. The results further revealed that the school climate, particularly in terms of teacher affiliation and academic emphasis, was perceived as very conducive among the teachers. Meanwhile, institutional integrity, collegial leadership, and resource influence were found to somehow favor the teachers. In general, the school climate was considered moderately conducive for teachers.

The study also concluded that the teachers demonstrated a high level of positive work attitude in terms of their school, teaching profession, learners, and work group. This indicates that the teachers possess high morale in teaching and working. Moreover, most of the profile variables of the teacher-respondents had no significant relationship with their work attitude toward the school, the teaching profession, learners, and work group. This means that the respondents' profiles generally did not affect their positive work attitude. However, sex and grade level taught were found to be significantly correlated with school and the teaching profession, respectively. This suggests that a higher number of female teachers in the school is associated with a higher work attitude toward the school. Likewise, teachers assigned to lower grade levels tend to show a better attitude in the classroom.

Finally, the study concluded that teachers' evaluation of the school climate is directly related to their evaluation of their work attitude. This means that when the school climate is conducive, teachers' work attitude also

improves. On the other hand, when the school climate becomes less favorable, teachers' work attitude may also decrease. Therefore, the positive work attitude of teachers is influenced by the quality of the school climate.

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