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Effects of School Climate on the Work Performance of Public School Secondary Teachers

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ABSTRACT

This study aimed to determine the effects of school climate on the work performance of public secondary school teachers in Pililla District, Division of Rizal, during School Year 2024–2025. Specifically, it examined the teachers' perceptions of school climate in relation to their teaching methodologies, ability to handle diverse students, task accomplishment, and interpersonal relationships. It also determined whether significant differences existed in their perceptions when grouped according to selected demographic and professional profiles and whether these perceptions were significantly related to their work performance based on their Individual Performance Commitment and Review (IPCR) ratings. The study employed a descriptive survey research design involving the total population of 263 public secondary school teachers from five secondary schools in the district. Data were gathered using a researcher-made questionnaire-checklist and documentary analysis of the respondents' latest IPCR ratings. The findings revealed that school climate often affected teachers' work performance across the four dimensions. No significant differences were found when respondents were grouped according to age, sex, civil status, position title, length of service, and educational attainment. However, significant differences were observed in task accomplishment and interpersonal relationships when grouped according to in-service trainings attended. Furthermore, teachers obtained an Outstanding level of work performance, with a mean rating of 4.521. No significant relationship was established between the perceived effects of school climate and teachers' actual work performance based on their IPCR ratings. The study concluded that most demographic and professional characteristics did not influence teachers' perceptions of school climate, while participation in in-service trainings contributed to differences in their perceptions of task accomplishment and interpersonal relationships. Moreover, perceived school climate effects were not significantly associated with teachers' IPCR ratings. The study recommended strengthening school climate initiatives, providing relevant professional development opportunities, promoting collaboration and open communication, and implementing the proposed action plan to enhance teachers' work performance.

Keywords: *School Climate, Work Performance, Public Secondary School Teachers, Teaching Methodologies, Task Accomplishment, Interpersonal Relationships, Descriptive Survey Research Design*

1. INTRODUCTION

1.1. Background and Context of the Study

School climate is an essential element of an effective educational institution because it influences the overall working environment, professional relationships, and teaching and learning experiences within the school. It encompasses the shared perceptions, attitudes, values, and experiences of school personnel concerning leadership practices, organizational support, communication, collaboration, safety, and interpersonal relationships. A positive school climate creates an environment where teachers feel valued, respected, supported, and motivated to fulfill their professional responsibilities. Conversely, an unfavorable school climate may contribute to workplace dissatisfaction, communication barriers, reduced motivation, and difficulties in carrying out instructional and administrative tasks. Thus, understanding school climate is important in determining how the school environment shapes teachers' professional experiences and work performance.

In the educational setting, teachers play a fundamental role in achieving institutional goals and improving the quality of education. Their responsibilities extend beyond classroom instruction to include lesson preparation, assessment of student learning, classroom management, participation in school activities, accomplishment of assigned tasks, and collaboration with colleagues, parents, and other stakeholders. The extent to which teachers effectively perform these responsibilities may be influenced by the organizational conditions surrounding them. Supportive school leadership, constructive feedback, adequate resources, professional development opportunities, and harmonious working relationships can help teachers maintain their commitment and effectiveness. Accordingly, school climate should be considered an important organizational factor in understanding teachers' capacity to perform their duties and responsibilities.

At the school level, climate is reflected in the everyday interactions and experiences of teachers. The manner in which school administrators communicate expectations, recognize accomplishments, address concerns, distribute responsibilities, and encourage teamwork contributes to the development of the school's working environment. When teachers experience fairness, trust, mutual respect, and professional support, they are more likely to participate actively in school initiatives and demonstrate commitment to their responsibilities. These conditions may also encourage teachers to explore appropriate instructional strategies, respond to students' diverse learning needs, accomplish assigned tasks efficiently, and establish positive interpersonal relationships. Therefore, a conducive school climate is not merely a desirable organizational characteristic but also a relevant consideration in promoting effective teaching practices and professional performance.

Recent empirical studies further emphasize the relevance of school climate to teachers' professional responsibilities. Sun et al. (2024) examined the relationship between school organizational climate and teachers' organizational citizenship behaviors and highlighted the importance of teaching efficacy in explaining how organizational conditions influence teachers' participation and contributions to school activities. Similarly, Erniati et al. (2024) found that organizational climate and work motivation jointly had a significant influence on the performance of basic education teachers. These findings suggest that the conditions within an educational institution may contribute to teachers' professional engagement, willingness to collaborate, and effectiveness in performing their assigned responsibilities.
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In the Philippine educational context, the Department of Education (DepEd) recognizes the importance of maintaining professional standards and providing appropriate support for teachers. DepEd Order No. 42, s. 2017, which adopted the Philippine Professional Standards for Teachers (PPST), establishes clear expectations for teachers' professional practice, continuing development, and performance assessment. The standards emphasize the importance of professional knowledge, instructional competence, learning environments, diversity of learners, and professional engagement. These domains demonstrate that teachers' performance involves not only their ability to deliver instruction but also their capacity to establish supportive learning environments and maintain professional relationships.
Department of Education

Furthermore, DepEd Memorandum No. 017, s. 2025, which provided the interim guidelines for the Department's Performance Management and Evaluation System for Teachers for School Year 2024–2025, reflects the continuing commitment to strengthening teacher performance management while supporting the delivery of quality education. This policy is particularly relevant to the present study because teachers' work performance is also examined through their official performance ratings. The use of the Individual Performance Commitment and Review (IPCR) ratings provides a documentary basis for examining teachers' actual performance alongside their perceptions of the school environment.
Department of Education

In addition, Philippine-based research provides further insights into the relationship between organizational conditions and teachers' professional experiences. Pangilinan and Vadil (2024), in their study of public elementary school teachers in Kasibu West District, Nueva Vizcaya, examined organizational climate in terms of school administrators' behaviors and teachers' collegial relationships, alongside teachers' human relations skills. Their research highlights the importance of supportive leadership, collegiality, and constructive interpersonal interactions in the school environment. Although their investigation focused on elementary school teachers, its findings provide a relevant local perspective on the organizational and relational dimensions of school climate.
Consortia Academia

Within this context, public secondary schools in Pililla District, Division of Rizal, operate in an environment where teachers are expected to fulfill multiple instructional, administrative, and professional responsibilities. The district comprises Bugarin Integrated National High School, Hulo Integrated National High School, Malaya Integrated National High School, Pililla National High School, and Quisao Integrated National High School. Teachers in these institutions are responsible for implementing appropriate teaching methodologies, addressing the diverse needs and abilities of learners, accomplishing assigned school tasks, and maintaining professional relationships with colleagues, school administrators, learners, and other stakeholders. The successful performance of these responsibilities requires not only individual competence and dedication but also a school environment that provides appropriate organizational support and opportunities for professional growth.

Despite the recognition of school climate as an important consideration in educational management, differences in school environments and teachers' professional experiences warrant further investigation. In particular, there is a need to examine how teachers perceive the effects of school climate across specific dimensions of their work performance and whether

these perceptions vary according to their demographic and professional characteristics. It is likewise important to determine whether perceived effects of school climate correspond with teachers' actual performance ratings. While previous studies have investigated organizational climate, teacher motivation, professional engagement, and work performance, the specific context of public secondary school teachers in Pililla District requires focused examination. Moreover, the relationship between teachers' perceptions of school climate and their documented IPCR performance ratings deserves empirical consideration rather than being assumed.

In view of these considerations, the present study sought to determine the extent of the effects of school climate on the work performance of public secondary school teachers in Pililla District, Division of Rizal, during School Year 2024–2025. Specifically, it examined school climate in relation to four dimensions of teachers' work performance: teaching methodologies, ability to handle diverse students, task accomplishment, and interpersonal relationships. It also investigated whether significant differences existed in teachers' perceptions when grouped according to age, sex, civil status, position title, educational attainment, length of service, and in-service trainings attended. Furthermore, it determined the relationship between the perceived effects of school climate and teachers' actual work performance based on their latest IPCR ratings. Through the findings, the study intended to provide an empirical basis for understanding the role of school climate in teachers' professional responsibilities and to develop an appropriate action plan that could strengthen the school environment, promote professional collaboration, and enhance teachers' work performance.

1.2. Research Problem

The study aimed to determine the extent of effects of school climate on the work performance of public secondary school teachers in Pililla District, Division of Rizal during the School Year 2024-2025.

Specifically, it sought answers to the following sub-problems:

1. What is the profile of the respondents in terms of?
    - 1.1 age;
    - 1.2 sex;
    - 1.3 civil status;
    - 1.4 position title;
    - 1.5 educational attainment;
    - 1.6 length of service; and
    - 1.7 in-service trainings attended?
2. What is the extent of effects of school climate on the work performance of public secondary school teachers as perceived by themselves with respect to:
    - 2.1 teaching methodologies;
    - 2.2 ability to handle diverse students;
    - 2.3 task accomplishment; and
    - 2.4 interpersonal relationship?
3. Is there a significant difference on the extent of effects of school climate on the work performance of public secondary school teachers as perceived by themselves with respect to the cited aspects in terms of their profile?
4. What is the level of work performance of public secondary school teachers as revealed in their Individual Performance Commitment and Review (IPCR)?
5. Is there a significant relationship between the extent of effects of school climate on the work performance of public secondary school teachers and their level of work performance?

6. Based on the results of the study, what action plan may be proposed to enhance the school climate and improve the level of work performance of public secondary school teachers?

1.3. Research Gap

Although previous studies have established the importance of school climate in promoting teachers' professional engagement, organizational commitment, and work performance, limited attention has been given to examining its perceived effects across specific dimensions of teachers' responsibilities, particularly teaching methodologies, ability to handle diverse students, task accomplishment, and interpersonal relationships. Existing investigations have generally focused on organizational climate, work motivation, leadership practices, and teacher performance as broad organizational concerns. Consequently, there remains a need to examine how teachers perceive the influence of their immediate school environment on these distinct aspects of their professional work. Furthermore, limited empirical attention has been directed toward determining whether teachers' perceptions of school climate significantly correspond with their actual work performance as reflected in their Individual Performance Commitment and Review (IPCR) ratings. This distinction is important because perceived organizational support and objectively documented performance may not necessarily demonstrate the same outcomes.

In the local context, the work experiences of public secondary school teachers in Pililla District, Division of Rizal, warrant specific investigation. Differences in school leadership practices, organizational arrangements, professional development opportunities, and interpersonal relationships may contribute to variations in teachers' perceptions of their working environment. However, the extent to which these conditions affect their teaching methodologies, ability to address diverse learners, task accomplishment, and interpersonal relationships has not been sufficiently established within the district. Moreover, determining whether demographic and professional characteristics, particularly participation in in-service trainings, are associated with differences in teachers' perceptions may provide additional insights for educational management. Addressing these gaps, the present study examined the perceived effects of school climate among 263 public secondary school teachers from five schools in Pililla District and analyzed their relationship with documented IPCR performance ratings. The findings were intended to provide localized empirical evidence and serve as a basis for developing an action plan to strengthen school climate and support teachers' professional performance.

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1.4. Purpose and Objectives of the Study

The study aimed to determine the extent of the effects of school climate on the work performance of public secondary school teachers in Pililla District, Division of Rizal, during School Year 2024–2025. Specifically, it sought to describe the respondents' demographic and professional profiles in terms of age, sex, civil status, position title, educational attainment, length of service, and in-service trainings attended; assess the perceived effects of school climate on teachers' work performance in terms of teaching methodologies, ability to handle diverse students, task accomplishment, and interpersonal relationships; determine whether significant differences existed in these perceived effects when respondents were grouped according to their demographic and professional characteristics; establish the level of teachers' work performance based on their latest Individual Performance Commitment and Review (IPCR) ratings; examine whether a significant relationship existed between the perceived effects of school climate and their documented work performance; and develop a proposed action plan based on the findings to strengthen school climate and enhance teachers' professional performance.

1.5. Significance and Practical Contribution of the Study

The findings of this study may provide valuable insights into the importance of school climate in understanding and improving the work performance of public secondary school teachers. Specifically, the results may benefit school administrators by providing an empirical basis for strengthening leadership practices, organizational communication, collaborative decision-making, and the overall working environment. Teachers may gain greater awareness of how school climate relates to their teaching methodologies, ability to handle diverse students, task accomplishment, and interpersonal relationships, encouraging them to improve their professional competencies and working relationships. Department of Education officials and educational supervisors may use the findings as a reference in developing policies, programs, and interventions that promote a positive school environment and responsive professional development opportunities. School heads and department coordinators may utilize the results in identifying areas for improvement in teamwork, communication, feedback mechanisms, and the monitoring of teachers' responsibilities. Students may indirectly benefit from improved instructional practices, classroom management, and teachers' capacity to address diverse learning needs. Tomas Claudio Colleges may use the study as an academic reference in educational management, particularly in understanding organizational conditions and teacher performance. Future researchers may consider the findings as baseline information for further investigations involving school climate, teacher performance, and other related organizational variables. Finally, the proposed action plan may serve as a practical guide for implementing appropriate interventions and professional development activities aimed at strengthening school climate, promoting harmonious interpersonal relationships, and sustaining teachers' effective performance in public secondary schools.

1.6. Sustainable Development Goals (SDG) Alignment

This study is primarily aligned with Sustainable Development Goal 4 (SDG 4): Quality Education, which emphasizes inclusive, equitable, and quality education and the promotion of lifelong learning opportunities for all. By examining the effects of school climate on the work performance of public secondary school teachers, the study recognizes the importance of providing a supportive and conducive educational environment where teachers can effectively fulfill their instructional and professional responsibilities. It also supports SDG 4.c, which highlights the importance of increasing the supply of qualified teachers through professional development and capacity-building initiatives. Furthermore, the study contributes to Sustainable Development Goal 8 (SDG 8): Decent Work and Economic Growth, particularly its emphasis on productive employment and decent working conditions. Through its focus on organizational support, professional relationships, task accomplishment, and teachers' working environment, the study recognizes the value of promoting a workplace characterized by mutual respect, collaboration, and professional growth. It is also associated with Sustainable Development Goal 16 (SDG 16): Peace, Justice and Strong Institutions, particularly in promoting effective, accountable, and inclusive institutions. Strengthening school climate through transparent leadership, open communication, constructive relationships, and participatory practices may contribute to more responsive and effective school management. Overall, the study supports these global development goals by emphasizing that improving the organizational environment of public secondary schools and supporting teachers' professional performance are essential components of quality education and sustainable educational development.

2. METHODOLOGY

2.1. Research Design

The study employed a descriptive survey research design to determine the extent of the effects of school climate on the work performance of public secondary school teachers in Pililla District, Division of Rizal, during School Year 2024–2025. This design was appropriate because it enabled the researcher to gather, describe, and analyze information regarding the respondents' demographic and professional profiles, perceptions of school climate, and work performance without manipulating any study variables.

2.2. Research Locale

The study was conducted in five public secondary schools in Pililla District, Division of Rizal, namely Bugarin Integrated National High School, Hulo Integrated National High School, Malaya Integrated National High School, Pililla National High School, and Quisao Integrated National High School. These institutions served as the research locale because they provided the setting for examining teachers' perceptions of school climate and their work performance during the specified academic year.

2.3. Sampling Technique

The study utilized total population sampling, wherein all 263 public secondary school teachers from the five identified schools in Pililla District were included as respondents. This technique was employed to obtain comprehensive information from the entire identified population rather than selecting only a portion of the teachers.

2.4. Data Gathering Procedure

The researcher secured the necessary permissions from the appropriate educational authorities and school heads before administering the researcher-made questionnaire-checklist to the 263 teacher-respondents. After obtaining informed consent, the questionnaires were distributed, retrieved, checked, and organized for statistical treatment, while documentary analysis of the respondents' latest Individual Performance Commitment and Review (IPCR) ratings was conducted with the necessary authorization and confidentiality safeguards.

2.5. Data Analysis

The gathered data were organized, tabulated, and analyzed using appropriate descriptive and inferential statistical tools, including frequency count and percentage for the respondents' profiles, weighted mean for the perceived effects of school climate and level of work performance, and appropriate tests of significance to determine differences according to profile variables and the relationship between perceived effects and IPCR ratings.

2.6. Ethical Considerations

The study observed ethical research principles by securing institutional permissions, obtaining the informed consent of the respondents, ensuring voluntary participation, and protecting their privacy and confidentiality. The information gathered, particularly the teachers' IPCR ratings, was treated with strict confidentiality, used solely for academic purposes, and presented in an aggregated manner to prevent the identification of individual respondents.

3. RESULTS AND DISCUSSION

3.1. Profile of the Respondents in Terms of Selected Variables

The profile of the 263 respondents revealed that the majority were 30–39 years old, accounting for 43.3%, female at 74.1%, and married at 65.8%. In terms of position title, most were Teacher I

at 33.8%, while their educational attainment was predominantly characterized by having earned MA units at 35.4%, closely followed by those holding a Master's Degree at 35.0%. Regarding length of service, the largest group had 5–9 years of teaching experience at 33.5%. In terms of professional development, most respondents had attended in-service trainings at the school level at 22.4%, followed by regional-level trainings at 20.9% and division-level trainings at 20.2%. Overall, the findings indicate that the respondents were predominantly female, relatively young, married, in the early to middle stages of their teaching careers, and had participated in professional development activities primarily organized at the school level.

3.2. Extent of Effects of School Climate on the Work Performance of Public Secondary School Teachers as Perceived by Themselves with Respect to Teaching Methodologies, Ability to Handle Diverse Students, Task Accomplishment, and Interpersonal Relationship

The findings revealed that school climate often affected the work performance of public secondary school teachers, obtaining a composite weighted mean of 4.23, interpreted as Often or High Extent. Among the four aspects, interpersonal relationship ranked first with a weighted mean of 4.30, followed by task accomplishment at 4.29, teaching methodologies at 4.20, and ability to handle diverse students at 4.13. All aspects received the same verbal interpretation of Often or High Extent. These results indicate that teachers perceived school climate as an important factor influencing their professional interactions, completion of assigned responsibilities, instructional practices, and capacity to address the diverse needs of learners. The findings further suggest that a supportive school environment characterized by collaboration, mutual respect, effective communication, and professional support contributes to teachers' engagement, cooperation, and commitment to their duties. The results are consistent with the findings of Pasandalan and Cerado (2025), who emphasized the relationship of school climate with teachers' motivation, satisfaction, and commitment, as well as Budiongan and Corpuz (2024), who highlighted the influence of school climate on teachers' work engagement and professionalism.

3.3. Significant Difference on the Extent of Effects of School Climate on the Work Performance of Public Secondary School Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of their Profile

The findings revealed that there were no significant differences in the perceived effects of school climate on teachers' work performance when grouped according to age, sex, civil status, position title, length of service, and educational attainment, as all computed probability values were greater than the 0.05 level of significance. Thus, the null hypothesis was not rejected for these variables across the four aspects. However, significant differences were found when respondents were grouped according to in-service trainings attended, particularly in task accomplishment with a p-value of 0.002 and interpersonal relationship with a p-value of 0.011. These results indicate that teachers generally share similar perceptions of how school climate affects their work performance regardless of their demographic and most professional characteristics. Nevertheless, their training experiences may contribute to differences in how they perceive their ability to accomplish assigned responsibilities and establish professional relationships. This further suggests the importance of relevant and continuous professional development programs in strengthening teachers' task efficiency, communication skills, and workplace collaboration. The findings are consistent with Welsh et al. (2024), who reported that school and student characteristics had relatively small associations with perceptions of school climate. Similarly, Archide et al. (2025) emphasized that teachers' perceptions of school climate may vary according to certain personal and professional characteristics.

3.4. Level of Work Performance of Public Secondary School Teachers as Revealed in their Individual Performance Commitment and Review (IPCR)

The findings revealed that the work performance of public secondary school teachers, based on their Individual Performance Commitment and Review ratings, was Outstanding, with an overall mean of 4.521 and a standard deviation of 0.200. Of the 263 respondents, 52.0% obtained Outstanding ratings, while 48.0% received Very Satisfactory ratings. No respondents received ratings classified as Satisfactory, Unsatisfactory, or Poor. The highest recorded rating was 4.938, while the lowest was 4.000. These results indicate that the teachers generally demonstrated a high level of competence, commitment, and efficiency in fulfilling their professional duties and responsibilities. The relatively low standard deviation further suggests that their performance ratings were closely clustered around the mean. The findings imply that public secondary school teachers consistently meet established performance expectations and demonstrate dedication to their instructional and administrative responsibilities. Sustaining professional development opportunities, supportive leadership, and a conducive working environment may further reinforce their performance and contribution to quality education. The results are consistent with Rahim et al. (2022), who highlighted the association between positive school climate and high teacher commitment. Similarly, Philips (2022) emphasized the importance of teachers' roles as collaborators, resource specialists, and role models in promoting effective professional performance.

3.5. Significant Relationship Between the Extent of Effects of School Climate on the Work Performance of Public Secondary School Teachers and Their Level of Work Performance

The findings revealed that there was no significant relationship between the perceived effects of school climate on teachers' work performance and their actual level of work performance based on their IPCR ratings. This was established by the obtained p-values for teaching methodologies at 0.760, ability to handle diverse students at 0.082, task accomplishment at 0.872, and interpersonal relationship at 0.911, all of which exceeded the 0.05 level of significance. Thus, the null hypothesis was not rejected across all four aspects. The results indicate that teachers' perceptions of how school climate affects their professional responsibilities do not necessarily correspond with their documented performance ratings. Despite differences in their perceptions of the school environment, teachers generally maintained high levels of work performance. This suggests that other individual and institutional factors, such as professional commitment, personal motivation, teaching competence, experience, and adherence to established performance standards, may also contribute to their performance. The findings further imply that while school climate remains important in shaping teachers' workplace experiences, it does not independently determine their actual performance outcomes. These results are consistent with Gonzales and Dioso (2022), who reported no significant relationship between school climate and teachers' commitment. Similarly, Galindo et al. (2025) emphasized that although school climate influences educational practices and professional relationships, other factors also contribute to school effectiveness and performance.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that school climate often affects the work performance of public secondary school teachers in terms of teaching methodologies, ability to handle diverse students, task accomplishment, and interpersonal relationships. The respondents generally shared similar perceptions regardless of their age, sex, civil status, position title, length of service, and educational attainment. However, significant differences were observed in task accomplishment and interpersonal relationships when grouped according to in-service trainings attended, indicating the relevance of professional development in these areas. Furthermore, the

teachers demonstrated an Outstanding level of work performance based on their IPCR ratings, with a mean of 4.521. Nevertheless, no significant relationship was established between their perceived effects of school climate and their actual work performance ratings. This suggests that although school climate is an important aspect of teachers' professional experiences, their documented performance may also be influenced by other personal and institutional factors.

In view of these conclusions, it is recommended that school administrators strengthen initiatives that promote a positive, supportive, and collaborative school climate through effective communication, mutual respect, participatory leadership, and constructive professional relationships. Relevant in-service training programs and professional development activities should be provided to further enhance teachers' task accomplishment, interpersonal skills, and instructional competencies. Teachers are encouraged to continuously improve their teaching methodologies, strengthen classroom management practices, and actively participate in professional learning opportunities to address the diverse needs of learners. School heads and department coordinators may also establish mechanisms for collaboration, feedback, and recognition to sustain teachers' commitment and outstanding performance. The proposed action plan should be considered for implementation to address identified areas for improvement and promote a more conducive working environment. Finally, future researchers may conduct similar studies involving other educational institutions, additional variables, and alternative research approaches to further examine the factors associated with school climate and teachers' work performance.

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