"School Climate: Its Influence on the Commitment and Motivation of JHS Private School Teachers in Bogo City, Philippines"

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Abstract

School climate implicitly affects the aptitudes of teachers. This paper explores the influence of the school climate on the commitment and motivation of JHS teachers in the private schools in Bogo City, Cebu, Philippines. This quantitative study utilizes regression analysis to determine the relationship between school climate and commitment and motivation. There were 105 teachers from the six private schools. The findings reveal that: (1) teachers perceived very frequently the school climate dimensions, (2) teachers slightly agreed on the statements of organizational commitment, (3) teachers agreed on the statements of motivation, and (4) among the school climate index identified, teacher professionalism, academic press, and community engagement were not significant predictors to the commitment of teachers. The results yielded that statistical significance only existed between motivation and community engagement of teachers. It reveals that community engagement and motivation have a strong connection. Community engagement is a significant predictor of a teacher's motivation at a 0.01 level of significance (t(3.466), p-value(0.001)). Collegial leadership is a significant predictor of teachers' commitment at a 0.01 level of significance (t(3.062), p-value(0.003). Thus, this study concludes that the junior high school teachers in the private schools in Bogo City perceived that the four dimensions of school climate: collegial leadership, teacher professionalism, academic press, and community engagements contribute to the positive school climate in the private schools. Moreover, collegial leadership was a significant predictor of commitment. Hence, community engagement is a significant predictor of motivation among teachers.

Keywords— Instructional System and Resource Management, Commitment and Motivation, Collegial leadership, Teacher Professionalism, Academic Press & Community Engagements

Introduction

The school climate influences the behavior of its members (Hoy et al., 2002). It is the social environment and culture which influences behavior (Howard, 1974). Climate of a school implicitly affects the aptitudes of teachers (Tschannen-Moran, Parrish & DiPaola, 2006). In Bogo, Philippines, there is a fast turnover of teachers. The low compensation and working

conditions are the identified reasons. This study aims to explore the influence of school climate in commitment and motivation of private school teachers.

Climate is used to describe an organization's personality, and it may be defined as a collection of shared perceptions that impact members' behavior (Pace & Stern, 1958; Tagiuri, 1968). "The relatively persistent character of the school environment that is experienced by participants, impacts their behavior, and is based on their collective impression of behavior in schools" is how school climate is defined (Hoy & Tarter, 1997). From the standpoint of scientific research, assessing organizational climate is simple because it is defined by common perceptions, which can be quantified statistically through survey research (Hoy & Tarter, 1997). Furthermore, according to the literature, school climate appears to be rather consistent through time and aids in the differentiation of one organization from another (Hoy et al., 1991; Hoy & Sabo, 1998). Scientific studies have repeatedly found substantial relationships between school atmosphere and other characteristics, such as student achievement (Hoy et al., 1991; Hoy & Sabo, 1998; Tschannen-Moran et al., 2006). According to Cole (2000), motivation is a phrase used to characterize the logical and initiative processes by which people seek to meet the core urges, personal objectives, and perceived needs that drive human action. Teacher motivation, according to Afe and John (2002), refers to the basic factors that operate within the school system that, if not made available to the teacher, can cause a hindrance in performance, stress, frustration, and dissatisfaction, all of which can affect and reduce classroom effectiveness and student quality output. Motivation was described by Kerlinger (1993) as "an intervening variable" that highlighted

psychological and internal processes that were not clearly observable but mostly accounted for behavior. Anything done to make teachers satisfied, joyful, devoted, and dedicated in their employment so that both parents, pupils, and society benefit from their services is considered teacher motivation (Tracy, 2000). According to Accariya & Khalil (2016), climate produces an atmosphere in the school that adds greatly to instructors' general motivation and a sense of stress reduction. Furthermore, according to Ladyong (2014), organizational environment affects teachers' work motivation, and two aspects of organizational climate, collegial leadership and school community interrelationships, have a considerable impact on teachers' work motivation. Employee motivation is said to be influenced by the environment by several researchers. Employees are motivated when a pleasant and friendly work atmosphere is developed (Nelson, 1996; Kazeem, 1999).

With the various literature reviews, no study explores the influences of school climate on the teachers' commitment and motivation at the private schools of Bogo City, Philippines. Aside from compensation, teachers have different factors for work commitment and motivation. The collegial leadership, teacher professionalism, academic press, and community engagement contribute to the school climate index (Tschannen-Moran, Parish & DiPaola, 2006; Organizational Commitment Questionnaire and Teacher Motivation Scales). Thus, it determines the influence of school climate on the commitment and motivation of teachers during the Coronavirus Disease 2019 (COVID-19) pandemic. It will provide additional information to solve the fast turnover of teachers in Bogo City. Furthermore, the perception of junior high school (JHS) teachers in organizational commitment and motivation will provide ideas and significant predictors to

determine the factors that influence the teachers. Thus, this paper explores the influence of the school climate on the commitment and motivation of JHS teachers in the private schools in Bogo City, Cebu, Philippines

The results will be beneficial to the school administrators for providing research-based and evidence-based training for private school JHS teachers. Hence, it comprehends professional efficiency as a requirement for successful school management and administration. Teachers will also gain insights into the influence of school climate on their commitment and motivation. Based on the results, the Human Resource Office (HRMO) will be aware of the impact of school climate on teachers. HRMO will have a basis for professional and career development programs to address fast turnovers. Thus, future

researchers will review, input replication, and inspiration to conduct more studies that will provide new knowledge in education.

Theoretical framework

This research is based on Stage-Environment Fit Theory which states that behavior, emotions, and thoughts are influenced by personal characteristics and surrounding environment. When the needs or goals of the individual are congruent with the opportunities afforded by the environment, then favorable motivational, affective and behavioral outcomes should result. When they are not congruent, then unfavorable outcomes should result (Midgley & Edelin, 1998, p. 196). In a similar way, Hunt (1975) indicated that a "match" is necessary between person and environment in the course of the emergence of a specific behavior.
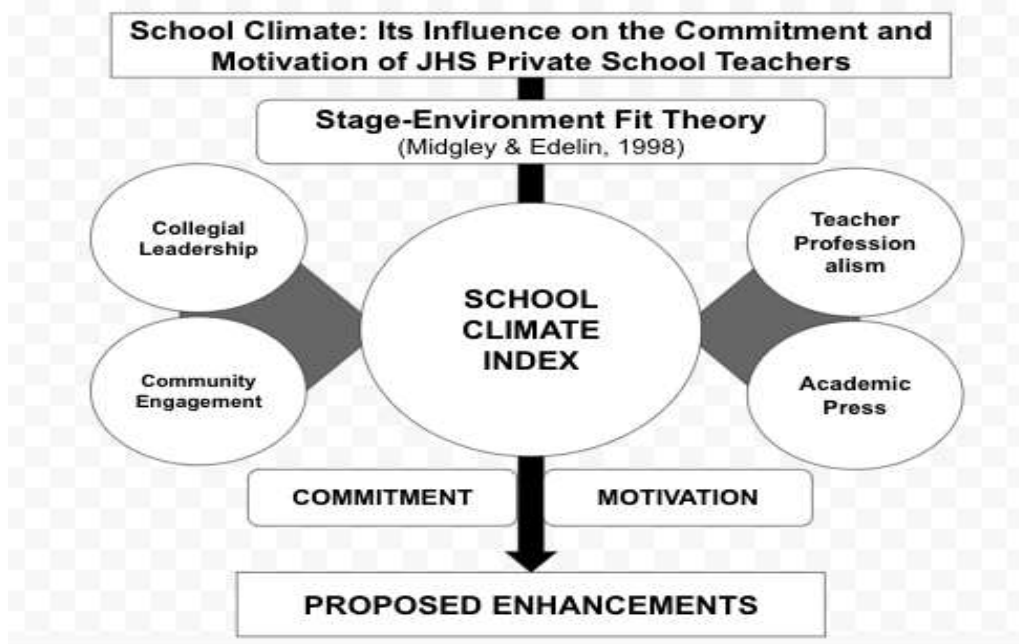

Figure 1. The Schematic diagram of Implementing the Theory

In the context of the study, the school climate acts as the surrounding environment where the teachers are exposed to. As the teachers interact with the environment inside the school, the teacher's commitment and motivation may be

influenced by the four dimensions of school climate: collegial leadership, teacher professionalism, academic press, and community engagement. Collegial leadership, it is the teacher's perceptions on the behavior of

the principal to be supportive and collegial and not overly directive and restrictive. According to Singh & Billingsley (1998), the principal not only has a direct influence on teachers' commitment, but the principal also enhances commitment through fostering a collegial environment. Hoffmann (2009) added that in schools where the principal's leadership style is perceived as leaning towards more democracy, more teachers' partners in decision making, and thus, have a sense of empowerment and their organizational commitment is higher. Hoffman was also supported by Legziel (1987), who argued that democracy of a manager's leadership style may indicate that the manager sees teachers human resource; it can contribute to the ability of the school, not only in teaching but also affect motivation (as cited by Accariya & Khalil, 2016).

Moreover, if the school principal acts as a collegial manager, teachers can be involved in decision-making, (Orzea, 2016, p. 147), which will motivate them to have a sense of belonging to the school. This may help the teachers to develop a deep faculty trust in principals who are open and who view teachers as colleagues (Hoy et al., 2002). Teacher professionalism refers to the extent of teachers' perceptions towards other teachers' commitment to their work and willingness to work cooperatively with one another. Othman and Kasuma (2016, p. 22) emphasize that professional teacher behavior is positively analogous to teachers' organizational commitment in that teachers can consolidate a strong work team in actualizing school organizational tasks. Mulford (2003) argues that when teachers act professionally, they can work collectively, purposefully, and meaningfully. Consequently, teachers who team up professionally may likely remain in the teaching profession, as they develop feelings of being backed up and valued by their fellow colleagues in performing their tasks. Peer

support is another key variable in teacher commitment (Singh & Billingsley, 1998). Academic press refers to the extent to which teachers perceive that the "school wide tone is serious, orderly, and focused on academics". To maintain academic soundness, the principal, teachers, and parents must mount pressure on students to promote high quality and school development (Othman & Kasuma, 2016). In a study done by Hoy et al. (2002), in which they endeavored to measure the interconnectivity between organizational climate and faculty trust. They found that achievement pressure encourages trust in the clients (parents and students), resulting in a higher commitment to achieving excellence. Community engagement refers to the extent to which teachers perceive the "degree to which the school can count on involvement and support from parents and community members and the extent to which the school provides the community with information about its accomplishments". The community engagement measure, to assess teachers' perceptions of the extent to which the school builds positive connections with their communities.

A successful school should be confident in extending invitations to the community and be ready to furnish parents with the school's performance, progress, and activities, with the aim of achieving a common objective (Epstein et al., 2018). Such a cordial relationship between schools and the parents or guardians may bring about collaboration and success, as well as tangible outcomes (Griffith, 2001), which could deepen teacher commitment and motivation vastly. Rosenblatt and Peled (2002, p. 353) espouse that parental involvement depends on the level of trust that parents have in a school. The second theory which benefits in this study is Rudolf Moos's Theory. Moos (1973) affirmed in his research the conceptualization of the human environment.

Moos divided the human environment into 3 different dimensions: Relationship, Systems Maintenance & Change, and Personal Growth. Moos (1976) has convincingly argued that these three dimensions underpinned all socially created environments. Vastly different social environments, including educational institutions, can be investigated using these social climate dimensions (Moos, 1991). One of Moos' contributions was to show that the same basic types of dimensions characterize diverse human environments. Moos researched the perceptions of the environment of the members of the environment as well as the well-being of the participants. Moos (1986) designed the instrument, the Work Environment Scale (WES). It contained scales that are also appropriate for examining the dimensions of school environments. The instrument was designed to gather data on the key dimensions of Personal Growth, Relationships and Systems, Maintenance and Change. Data gathered using the instrument was able to shed light on staff involvement, peer cohesion, supervisor support, autonomy, work pressure, clarity, control, innovation, and physical comfort (Moos, 1986).

Research Methodology

This study is quantitative in nature. It uses weighted mean analysis and multiple regression analysis to predict a continuous dependent variable from a number of independent variables. Furthermore, regression analysis is used when the study involves modeling and analyzing several variables, where the relationship includes a dependent variable and one or more independent variables. The surveys for this study will be distributed to all licensed and non-licensed junior high school teachers working at the six private schools in the division of Bogo City, Cebu. The research questions will be evaluated for a relationship between one or more of the four School Climate Index subscales (Tschannen-Moran, Parish &

DiPaola, 2006; Organizational Commitment Questionnaire and Teacher Motivation Scales)

The study was conducted in Bogo City, situated on the northeastern side in the island province of Cebu. It is 101 kilometers (63 mi) from Cebu City and is accessible by land and sea. Bogo City has an area of 103.5 square kilometers (40 sq mi), which constitutes 2.3% of the area of Cebu island and 2.1% of the total land area of Cebu province. Bogo City is bordered in the north by the town of Medellin, the town of San Remigio in the west, Camotes Sea in the east, and the town of Tabogon in the south. Specifically, the study was conducted in the private schools in Bogo City which offered secondary education. Bogo City has 6 private schools, 4 of which are tertiary schools that have a junior high school department. The following schools are: Cebu Roosevelt Memorial Colleges (CRMC), Felipe R. Verallo Memorial Foundation College, Inc. (FVMFCI), Northern Cebu Colleges, Inc. – (NCCI), St. Louise de Marillac College (SLMCB) and the 2 private High Schools are: Araneta Learning Center of Child Development, Inc. (ALCCDI), and San Roque College de Cebu (SRCC). There are a total of 105 respondents from different schools in Bogo City, Philippines.

Results and discussions

The data below show the results and discussion on the perception of the teacher-respondents in relation to collegial leadership, teacher professionalism, academic press, and community engagement. It also discusses the perception of the teacher-respondents on the organizational commitment and teacher's motivation. Lastly, it also looks into which of the school climate indices can be a significant predictor of organizational commitment and teachers' motivation.

- **Summary of the Teachers' Perceptions of School Climate Index**

Social relationships are a vital aspect of school climate. Teachers must establish a team approach by building a climate of trust and support. The study agrees with Riehl and Sipple (1996) that teachers receiving administrative support are more likely to be committed to the schools goals and values. The teacher - respondents perceived that the school leaders in the junior high school department in the private schools in Bogo City conduct themselves positively inside the school premises. School leaders are supportive and collegial and not overly directive and restrictive.

Table 1. Summary of the Teachers' Perceptions on School Climate Index   N=105

School Climate Dimension	Average Weighted Mean	Interpretation
Collegial Leadership	4.44	Very Frequently
Teacher Professionalism	4.51	Very Frequently
Academic Press	4.57	Very Frequently
Community Engagement	4.20	Very Frequently

Table 6 reveals the summary of the average weighted mean of the four dimensions of school climate which are 4.44, 4.51, 4.57, and 4.20, respectively, all interpreted as very frequently. This data signifies that the school climate in the private schools in Bogo City in terms of collegial leadership, teacher professionalism, academic press, and community engagement is positive which reveals that the overall school climate in the private schools in Bogo City influences the working attitude of the teacher respondents in an affirmative way. This further signifies that despite the new working conditions brought by the pandemic, the school climate in the private schools in Bogo City inspired the teachers to work with commitment and motivation because school leaders are supportive and collegial, and teachers are willing to work cooperatively with one another, the school wide tone is serious, orderly, and focused on academics and lastly, the school can count on involvement and support from parents and community member.

- **Perception of JHS Private School Teachers as regards to Organizational Commitment and Motivation**

The findings of the study is consistent with Balonan and Hernan (2020) study, which revealed that the high level of work commitment of public schools teachers during the COVID-19 pandemic is an indication that the teachers among the public school in Davao region maintained a strong commitment to delivering quality education for students despite the health crisis the community is facing. The findings agree with the study of Balonan & Hernan (2020), teachers are committed to fulfilling their functions and proactively implement the educational policies of the Department of Education (DepEd) during the COVID- 19 pandemic. They feel committed and obliged to ensure academic success and continuous learning of students amid the health crisis through varied ways such as distance learning, blended learning, home-based learning, etc. Also, teachers professed that despite the new normal condition in school, they still feel enjoyed and committed to their profession.

Table 2. Perception of JHS Private School Teachers as regards to Organizational Commitment and Motivation   N=105

JHS Teachers Feedback	Average Weighted Mean	Interpretation
Organizational Commitment	4.78	Slightly Agree
Motivation	4.10	Agree

Table 7 reveals the perception of junior high school teachers in the private schools in Bogo City as regards to organizational commitment. It shows an average weighted mean of 4.78 interpreted as slightly agree. The findings of the study implies that the teacher - respondents did not solely conform on the statements pertaining to organizational commitment. Also, table 7 shows the perception of the teacher - respondents as regards to the teacher's motivation. It garnered an average weighted mean of 4.10 interpreted as agree. This means that the teacher - respondents agree on the statements about teacher's motivation which implies that the teacher - respondents are motivated in their work as junior high school teachers in the private schools in Bogo City. The statement with the highest weighted mean in table 9 is *"teaching gives me a lifelong opportunity to learn"* with a mean of 4.76 interpreted as strongly agree. This implies that the junior high school teachers in the private schools in Bogo City regard teaching as a lifetime opportunity to continuously improve themselves for the betterment of school programs and services.

The findings of the study agree with the study of Accariya, Z., & Khalil, M. (2016), the result shows that climate creates atmosphere in the school which contributes significantly to the general motivation of teachers and the sense of lowering their stresses. Similarly, the findings of the study also agree with the study of Ladyong, B. L., (2014), that organizational climate influences teachers' work motivation and the two factors of organizational climate namely, collegial leadership and school community interrelationships significantly influence teachers' work motivation. Furthermore, many researchers claimed that the school environment has a vital contribution in employee's motivation. Employees are motivated when such a work environment is created that is friendly and pleasurable (Nelson, 1996). Kazeem (1999) supports the same viewpoint by saying that excellent working conditions also motivate the motivational level of teachers.

- **Regression Analysis on School Climate Index as Predictors of Teacher's Commitment**

Tarter et al. (1989) study found that teachers will be committed to an organization when led by principals who provide structure, resources, consideration, useful influence, and professional support in an evenhanded, non-controlling manner. The study also showed that principals who initiate structure and demonstrate consideration in their behavior have the commitment of their teachers. The principal must create conditions so teachers can achieve their goals by directing their efforts toward the success of the school. Moreover, the study agrees with Riehl and Sipple (1996) in that teachers receiving administrative support are more likely to be committed to the schools goals and values. Teachers associated with an orderly school have a higher level of professional commitment. Principals must develop a climate where their teachers feel they are protected and supported by their principal, and that their principal will deliver for their teachers. Principals must be as committed to their school as the teachers (Tarter et al., 1989). In contrast, a lack of connection between the principal and teacher can have negative consequences on school climate. Negative perceptions can cause a teacher to become disengaged from the teaching and learning environment (Gimbel, 2003). Operational weaknesses which impede teacher independence weaken the level of trust between administrators and teachers, which damages the school climate. Leaving teachers out of the decision-making process may undermine teachers' sense of independence in their

classrooms. They feel their input is not valued and, thus, feel an absence of ownership and sense of value in the school. A lack of support from administrators makes teachers more vulnerable to burnout and stress (Rhodes et al, 2009).

Table 3. Regression Analysis on School Climate Index as Predictors of Teacher's Commitment   N=105

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std Error	Beta		
1 (Constant)	2.277	.720		3.161	.002
Collegial Leadership	.462	.151	.389	3.062	.003
Teacher Professionalism	-.011	.204	-.007	-.056	.955
Academic Press	.341	.241	.198	1.412	.161
Community Engagement	-.221	.159	-.169	-1.392	.167

a. Dependent Variable: Organizational Commitment

Table 8 shows the regression analysis on school climate index as predictors to teacher's commitment. Among the school climate index identified, teacher professionalism, academic press, and community engagement were not significant predictors to teacher's commitment. However, collegial leadership is a significant predictor to teacher's commitment at 0.01 level of significance *(t(3.062), p value(0.003))*. This signifies that collegial leadership and teacher's commitment have a strong link with each other. This finding is similar to the finding of Singh & Billingsley (1998), that principal leadership exerted a direct effect on commitment. The results suggest that when principals foster shared goals, values, and professional growth, harmony and a supportive learning community are likely to result. When the principal's leadership is perceived as strong and positive, teachers are more likely to work cooperatively and share a common sense of purpose. The principal not only has a direct influence on teachers' commitment, the principal enhances commitment through fostering a collegial environment.

- **Regression Analysis on School Climate Index as Predictors of Teacher's Motivation**

Table 9 shows the regression analysis on school climate index as predictors of teacher's motivation. Among the school climate index identified, collegial leadership, teacher professionalism, and academic press were not significant predictors to teacher's motivation. However, community engagement is a significant predictor to teacher's motivation at 0.01 level of significance *(t(3.466), p value(0.001))*. Results from this research yielded that statistical significance only existed between teacher's motivation and community engagement. This reveals that community engagement and teacher's motivation have a strong connection with each other.

Table 4. Regression Analysis on School Climate Index as Predictors of Teacher's Motivation   N=105

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.257	.386		8.448	.000
College Leadership	-.078	.081	-.127	-.971	.334
Teacher Professionalism	-.002	.109	-.002	-.014	.989
Academic Press	-.001	.129	-.001	-.010	.992
Community Engagement	.294	.085	.433	3.466	.001

a. Dependent Variable: Teachers' Motivation

This finding may mean that schools that are located in communities where stakeholders become involved in their school's activities and outreach projects have teachers with higher motivation compared to communities that have stakeholders that do not become engaged in their local school. Perhaps a focus on how a community engages in a school is more of an indicator of teacher motivation versus just the overall fact of if stakeholders in the community are engaging or not.

Conclusion

This study explores the influence of the school climate on the commitment and motivation of JHS teachers in the private schools in Bogo City, Cebu, Philippines. It concludes that the JHS teachers in the private schools in Bogo City perceived that the four dimensions of school climate: collegial leadership, teacher professionalism, academic press, and community engagements contribute to the positive school climate in the private schools. The results yielded that statistical significance only existed between motivation and community engagement of teachers. The collegial leadership was a significant predictor of teachers' commitment. Whereas, community engagement was found to be the significant predictor of teachers' motivation. Furthermore, it is important to assess the teachers' commitment and motivation to work in the schools to provide assurance and guarantee of providing quality education amidst remote or blended learning set-up caused by the COVID-19 pandemic. The private institutions in the Philippines should be based on the school climate index utilized in this study. Professional and career development and opportunities should be provided by educational institutions. Therefore, it is highly indicated that schools should invest in teachers ' development. The least results of the variables of commitment and motivation should be developed through enhancement programs for teachers.

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