School Climate and Pupils' Progress

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ABSTRACT: The school climate shapes the day-to-day learning experiences of the pupils, which influences their motivation, engagement, and academic achievement. This study sought to determine the parents' perception of school climate, the level of pupils' progress, and the significant relationship between the school climate and pupils' progress among the six (6) schools of Talisayan District, Division of Misamis Oriental, during the Second Quarter of the School Year 2023-2024. There was a total of one hundred twelve (112) Grade 2 parents' respondents through stratified random sampling method. This study utilized an adapted and modified survey questionnaire developed by Karen Parker Thompson, coordinator of family involvement and community resources for the Alexandria City Public Schools. It employed the mean, standard deviation, and Pearson Product Moment Correlation Coefficient (r) to ascertain the significant relationship between parents' perception of school climate and pupils' progress. The study found that the respondents have a Very High perception of the school climate, specifically the caring learning environment. Almost half of the respondents have an Outstanding rating. A significant strong positive correlation exists between the school climate and pupils' progress, thus rejecting the null hypothesis and that the school climate fosters a caring learning environment. It is therefore recommended to create a school environment that is conducive, safe, and supportive to pupils' learning and academic growth. Meanwhile, it is believed that parents agree with enhancing the effectiveness of problem-solving strategies in school.

KEYWORDS: Caring Learning Environment, Pupils' Progress, School Climate

I. INTRODUCTION

Education is a fundamental pillar in society. It acts as a means for one generation to transmit knowledge, skills, and values to the next generation. It is through this educational environment that future success and social advancement are nurtured. However, many things can contribute to how children learn but school climate, often described as the atmosphere or culture emerges as an essential determinant of pupils' progress and overall well-being.

A multifaceted concept that involves different aspects of pupils' educational experiences establishes a school climate. For years now, educators have acknowledged this fact but recently it has been realized that parents also play a vital role in shaping the school climate. The ethos of the institution encompasses the relationships between children, teachers, and parents that are quality enhancing safe inclusive environment that makes pupils feel valued and engaged in their learning journey. The school climate shapes the day-to-day learning experiences of the pupils, which impacts their motivation, engagement, and academic achievement. This implies that parents should be reminded about their relevance in nurturing a good climate at school.

School climate can have a significant relationship with pupils' progress and overall educational experiences as perceived by their parents. The role of parents as active partners in the learning journey and knowledge-making process of their children is increasingly recognized in today's fast-changing educational trends (Deringöl, 2019).

Parents' views on school climate are now deemed to be at the core of an efficient educational system. Parents, as key stakeholders in their children's education, hold a valuable and good understanding of the school environment around them and its influences on pupils' learning achievements. If parents feel that a child's school sustains a positive atmosphere for learning, then they are more likely to have high-achieving children and hold several positive outcomes for pupils' progress (Reparaz & Sotés-Elizalde, 2019).

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The parents play a role in their children's education that goes far beyond just enrolling them in schools, it is multifaceted with its enrolment of children's learning, the existence of a supportive school community, communication and family involvement between the teachers, as well as their belief about the school climate. Parents' views concerning school climate can exert a significant influence on their child's attitude towards school, a feeling of being part of it, and also their academic success (Ben-Tov & Romi, 2019).

Many theories and studies have been written about the way parents perceive and view their children's school climate. Albert Bandura's Social Cognitive Theory identifies key roles for observational learning and self-efficacy in human behavior shapes by influencing a person's thinking, learning, and performance. According to Shunk & DiBenedetto (2022), such a study was further given emphasis by them who stated that Social Cognitive Theory is a comprehensive framework highlighting how learning occurs through interaction with social environment. Essentially, social cognitive theory recognizes the dynamic interplay among individuals, their social context, and cognitive functions involved in the learning and acquisition of behaviors. It is influenced also by the beliefs, and emotions of individuals concerning themselves, as well as responses to external stimuli. Additionally, people view others' behavior in terms of their interactions with themselves. The parents' personal belief systems regarding positive school climates within the lives of their children have a beneficial contribution to the upbringing of their children. When parents have positive individual experiences in the school climate then they will be more involved not only when teachers instruct but also when making policies that would support the goals set out by the school itself for excellence in the foundational education of the children. The study has also shown that the collaboration between families and schools in relation to children's socio-emotional learning results in better education and well-being. (Grant & Ray, 2018).

Moreover, the Social Learning Theory suggests that acquiring new behaviors may occur through observing and copying others. According to this theory, learning is a mental process that takes place in a social context where it can be achieved by just watching or outrightly instructing without the need for duplication of observable information or immediate rewards (Smith, 2018).

One study examined the main concepts parents have about school climate and pupils' progress. The author explored how parents perceive their children's school climate and its effects on them as well. Families are first teachers of their children and they have great influence over their learning (Thomas et al., 2019).

School climate is an all-inclusive term that encompasses the total of school life including its norms, values, social interactions, and organization procedures. It is indicative of what informs the current situation within the school environment (Bakhshaee & Hejazi, 2018).

Therefore, it is assumed that perceptions of school community members through the concept of school climate influence parents' participation in their children's educational journey. Thus, any evaluation of the school climate should include seeking input from parents (Bugay et al., 2018). A good school climate promotes healthy schools for pupils who have high expectations of academic success, teachers who accept innovative ideas, and safe working conditions for workers.

Certainly, people naturally live in groups. Schools are environments where learners not only gain knowledge but also acquire invaluable experience in human relations which enhances their proficiency in relating with others. Additionally, they learn and internalize the cultural values of the society they are a part of. As a matter of fact, through a positive school climate, united relationships among the students and teachers would prevail throughout all aspects of the institution. It is vital to establish this culture as it aids effective teaching practices and provides an atmosphere where students feel valued hence promoting their academic performance. Respect is seen as fundamental, and there is an underlying ethos that guides fair and consistent disciplinary actions. Furthermore, these schools take into account and give importance to parental support (Özdemir et al., 2018).

II. METHODOLOGY

This study used a descriptive correlational survey with documentary analysis which according to Quaranta (2017) is a study where the primary emphasis of the researcher is on describing relationships among variables. This study aimed to determine the relationship between parents' perception of school climate in terms of caring learning environment, problem-solving, communication, and pupils' progress. In the context of parents' perception of school climate and pupils' progress, this type of survey aimed to capture a snapshot of opinions and perspectives from a sample of participants within a specific timeframe. Moreover, this study has documentary analysis because the second-quarter grades of school year 2023-2024 of the parent-respondents' children were used as the basis for the learners' progress which served as the dependent variables.

After gathering and organizing the data collected, the researcher used the following statistical techniques in analyzing the research problems. The Mean and Standard Deviation were used to determine the parents' perception of the school climate in terms of caring learning environment, problem solving, and communication, and the frequency and percentage for pupils'

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progress. Pearson Product-Moment Correlation Coefficient was used to show a significant relationship between school climate and pupils' progress.

III. RESULTS AND DISCUSSION

Problem 1 What is the parents' perception of school climate in terms of:

1.1 Caring Learning environment;

1.2 Problem-solving, and

1.3 Communication?

Table 1. Overall Parents' Perception of School Climate

Dimensions	Mean	SD	Description	Interpretation
Caring Learning Environment	4.67	0.43	Strongly Agree	Very Highly Practice
Problem Solving	4.57	0.57	Strongly Agree	Very Highly Practice
Communication	4.63	0.49	Strongly Agree	Very Highly Practice
Overall	**4.62**	**0.66**	**Strongly Agree**	**Very Highly Practice**

Note: 1.00-1.80=Least Practice; 1.81-2.60=Less Practice; 2.61-3.40=Moderately Practice; 3.41-4.20=Highly Practice; 4.20-5.00-Very Highly Practice

Table 1 shows the overall parents' perception of school climate. It has an overall Mean of 4.62 with SD = 0.66, described as Strongly Agree and interpreted as Very Highly Practice. This implies that parents perceive the school climate positively. Parents feel satisfied with various aspects of the school climate, including a caring learning environment, problem solving, and communication, contributing to a sense of satisfaction and well-being within the school community. Furthermore, parents regard the school climate as reflecting a high level of satisfaction with the overall school experience. This indicates that parents feel valued, supported, and engaged within the school community, fostering positive parent-school relationships, and enhancing overall parental satisfaction with the educational environment.

The study of Carter et al. (2019) supports this finding as it defines school climate as clean, open, healthy, wholesome, friendly, safe, and conducive to effective learning. The parents of the different schools in Talisayan District underscore a positive and supportive learning environment that fosters parental satisfaction, student success, community engagement, and continuous improvement within the school community.

Moreover, the variable, *caring learning environment,* has the highest Mean of 4.67 with SD = 0.43, described as Strongly Agree and interpreted as   Very Highly Practice. This implies that parents in schools of the Talisayan district perceive the schools as fostering a caring and nurturing learning environment. And that the school promotes a supportive atmosphere where students feel valued, respected, and motivated to learn, contributing to a positive overall school climate. The high mean score reflects positively on the school's efforts to create a caring learning environment, which can contribute to parental satisfaction with the educational experience. This further means that parents are satisfied that their child is attending a school where their well-being and academic growth are prioritized.

In a study conducted by Duman et al. (2018), parents hold specific expectations for their children's schools, and their perceptions of schools such as a favorable school climate play a significant role in guiding their decisions and actions. Quiroga-Marabol et al. 2019 also stressed that educational setting significantly influences various aspects of pupils' lives, including their quality of life, and attitudes toward academic pursuits. Given that children spend a significant amount of time in school, the quality of the environment greatly impacts their learning.

On the other hand, the variable, *problem solving*, got the lowest Mean of 4.57 with SD = 0.57, described as Strongly Agree and interpreted as   Very Highly Practice. This implies that despite the high mean score and strong agreement, the lowest mean within the set of variables suggests that there may still be areas for improvement in problem-solving within the school environment. This indicates that while parents generally agree with the effectiveness of problem-solving strategies, there may be room to enhance these practices further. This prompts educators and administrators to identify specific issues or obstacles hindering effective problem-solving and address them accordingly to improve overall efficiency and efficacy.

The study by Stephanou & Oikonomou, 2018 as well as Cimeni and Oco (2023), showed that individuals tend to achieve greater academic success when they hold positive assessments rooted in a sense of trust and personal agency within the problem solving process. Thus, school principals should establish an effective strategy and a clear process to address any issues that may arise. It is worth noting the importance of ongoing efforts by establishing clear processes and effective strategies in

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identifying and addressing challenges, providing training, and support, and fostering continuous improvement in problem solving within the school environment.

Problem 2. What is the level of pupils' progress in the Second Quarter of School Year 2023-2024?

Table 2. Pupils' Progress in the Second Quarter for School Year 2023-2024.

Range	Frequency	Percentage	Mean	SD	Description
90 and above	47	41.96%			
85-89	33	29.46%	86.25	0.83	Very Satisfactory
80-84	29	25.89%			
75-79	3	2.68%			
74 and below	0	0%			
Total	**112**	**100%**			

Table 2 shows the level of pupils' progress in the second quarter for the School Year 2023-2024. It has a Mean of 86.25 with SD = 0.83, described as Very Satisfactory. This finding implies that the significant percentage of pupils achieving Outstanding and Very Satisfactory marks suggests a commendable level of academic achievement and progress during the second quarter of the school year. This suggests that schools in Talisayan District have a nurturing and supportive learning environment. This positive climate likely contributes to the high levels of academic achievement observed among the pupils.

The absence of pupils identified as needing improvement may indicate that the school effectively addresses challenges and obstacles that pupils encounter in their learning journey. This suggests a strong problem-solving culture within the school, where issues hindering student progress are promptly identified and resolved.

Effective communication between teachers, parents, and students is crucial for understanding individual learning needs and providing appropriate support. The absence of pupils needing improvement may also indicate clear communication channels between stakeholders, facilitating early intervention and support for struggling students.

Daily et al. (2019) and Oco (2023) study corroborated the relationship between the school climate and pupils' progress. The study found that pupils with higher academic achievement tend to view school climate positively. This highlights the significant impact that the overall school environment can have on pupils' academic success. Also, when parents become active participants in school activities, metrics of school improvement, such as higher academic achievement among pupils are evident.

Thus, the distribution of pupils' progress in the second quarter of the school year 2023-2024 reflects positively on the school climate, particularly regarding the variables of caring learning environment, problem-solving, and communication. These findings suggest a supportive and conducive learning environment where students are empowered to achieve their academic potential, and challenges are effectively addressed through collaborative problem-solving and clear communication channels.

Problem 3. Is there a significant relationship between the parents' perception of the school climate and the pupils' progress?

Table 3. Pearson's Correlation Test between Parents' Perception of School Climate and Pupils' Progress.

Independent Variable	Pupils' Progress			
	r	P	Description	Decision
Caring Learning Environment	0.81	0.000	SPC	Significant
Problem Solving	0.78	0.000	SPC	Significant
Communication	0.84	0.000	SPC	Significant

***Note:** SPC = Strong Positive Correlation*

The table 3 shows the Pearson's Correlation Test between Parent's Perception of School Climate and Pupils' Progress. The test reveals strong positive correlation between all the variables. If the parent's perception of school climate variables changes its direction the pupils' progress also changes in the same direction. The analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, parents' perception of school climate and pupils' progress are significant at 0.05. In summary, taking it at the coefficient level, that pupils' progress is correlated to parents' perception of school climate variables, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (Ho1) was rejected. With the following findings, strong positive correlation.

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This finding implies that there is a significant strong positive correlation between the parents' perception of the school climate and the pupils' progress. This strong positive correlation underscores the importance of creating a positive and supportive school environment that aligns with parental perspectives, as it directly associated with the pupils' overall progress. By recognizing and addressing parental perceptions regarding the school climate, educators and administrators can effectively enhance pupils' outcomes and foster a collaborative and conducive learning environment for all pupils.

Correspondingly, Silinskas and Kikas (2019) study stated that the pupils' motivation and perceptions of their abilities are influenced by their beliefs relating to their parent's involvement in their education which has a significant learning outcome. This underscores the importance of parents' perception of the school climate as supportive, active, caring, and beneficial which contributes to a positive influence on their behavior. It also highlights the importance of cultivating a positive and supportive school environment that aligns with parental perceptions, as it directly influences pupils' overall progress and success in their learning experience. Recognizing and addressing parental concerns regarding the school climate enables educators and administrators to effectively enhance pupils' outcomes and foster a collaborative and conducive learning environment for all pupils.

IV. CONCLUSIONS

Based on the findings presented above, the following conclusions can be drawn:

1. The parents perceived the school climate as fostering a caring learning environment. Thus, the classroom environment is conducive, safe, and supportive to pupils' learning and academic growth. Meanwhile, it is believed that parents agree with enhancing the effectiveness of problem-solving strategies in school.
2. The pupils have remarkable academic progress because the schools have a nurturing and supportive learning environment, schools address the challenges that pupils face, and there is a clear communication channel between parents, pupils, teachers, and administrators that facilitates early intervention and support for pupils.
3. The school climate has a significant strong positive correlation to pupils' academic achievement. Parents perceived the school's climate as supportive, active, caring, and beneficial contributing to a positive correlation between the pupils' behavior and the overall learning experience.

V. RECOMMENDATIONS

In view of the aforementioned conclusions and findings, the following recommendations are hereby forwarded:

1. Teachers may conduct parent workshops or training sessions and counseling on how to set realistic, achievable goals based on their child's capabilities that encourage a love of learning and advance their children's general well-being by taking a balanced approach that values each child's unique growth, effort, and well-rounded education.
2. The DepEd officials, administrators, parents, and stakeholders may work together to deal with the mathematics performance of learners. Teachers may conduct remedial sessions for learners who have satisfactory grades. The teacher may create an intervention plan that caters to the learner's needs, enhances learners' positive attitudes, creates a higher level of self-efficacy, and improves parental influence.
3. The teachers may conduct a quarterly parent-teacher conference and home visitation if needed to maintain open communication with parents, stay informed about their child's progress, and discuss strategies for improvement.
4. Teachers can contribute significantly of improving their learners' Mathematics self-efficacy, creating an environment where learners feel capable, motivated, and confident in their mathematical abilities. Teachers may share strategies and resources that parents can use to support their child's learning at home.

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