

Antecedent of Teaching Learning Performance: The Role of School Climate and Teachers Workplace Empowerment

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Abstract- This research assessed school climate and workplace empowerment towards teachers' performance in the select public secondary schools Cebu City Division, Cebu City, during the school year 2024-2025. Findings of the study served as basis for teachers' enhancement of school climate and empowerment program. There are ninety three (93) total respondents four (4) instruments utilized in this research. On the existing school climate manifestation teachers generally affirm the presence of collegiality in their workplace. On the Shared Planning data shown, teachers affirm active involvement. Level of the workplace empowerment of the teachers in the aspect of participation in decision making teachers rated agree. Supervisors are viewed as receptive and respectful of teacher input. On the level of teachers' capability in their teaching performance in the implementation interpreted as High. On the curriculum and Planning data shown, teachers exhibit strong capability. On the Assessment and Reporting, data illustrates highest rating among the four domains. As to correlation between the school climate and teachers' workplace empowerment in teaching performance, the data illustrates that there is a strong and significant correlation between school climate and workplace empowerment indicators, particularly in the areas of participation in decision-making and perceptions of immediate supervisors. As to school climate and teacher capability, It highlights that school climate has a strong and significant correlation with teachers' capability across all measured domains. The strongest relationship is seen between collegiality and content knowledge and pedagogy The data illustrates that a number of significant barriers exist in the school environment, the most pronounced barrier, is the concern regarding classrooms not being conducive to learning. It is concluded that there is a strong and significant correlation between school climate and workplace empowerment indicators, particularly in the areas of participation in decision-making and perceptions of immediate supervisors. In the light of the findings, it is recommended that the

enhancement of school climate and empowerment program as the output of the study must be implemented.

Keywords: Development in Education, Teaching Learning Performance, School Climate, Teachers Workplace Empowerment, Descriptive Design, Cebu City, Philippines

I. INTRODUCTION

Rationale of the Study

A conducive school climate is also one of the factors that can affect sustainability of successful teacher instruction (Muhammad et al. 2022; Novita et al., 2022). A school is a type of educational institution with its own unique atmosphere. The term "school climate" describes the traits that characterize its psychological elements. These attributes will eventually create an environment that represents the school's character and sets it apart from others (Hussin & Rahman, 2019; Zynuddin & Kenayathulla, 2023). The interplay of social and natural factors shapes the school climate. It addresses norms and values, organizational structure, interpersonal relationships, and the teaching style of the teacher (Hussin & Rahman, 2019; Ideswal et al., 2020; Zynuddin & Kenayathulla, 2023). A conducive school climate is very important to support students in improving their academic attitude and achievement (Istiqomah, 2022; Taat et al., 2021). From the aspect of teaching practice, it can encourage teachers to produce effective teaching because teachers will be diligent to the extent that they are willing to sacrifice time, energy, knowledge, and commitment and have a high sense of professional responsibility for the success of student learning (Muhammad et al., 2022; Vilma, 2021). Teachers' performance, including

teaching, is therefore impacted by the school climate, which can be influenced by administrators, colleagues, assignments, students, enough resources, and access to cutting-edge technology (Anathuri & Basri, 2019; Azri & K Han, 2019). Thus, the factors of work commitment examined in this study include workload, students, school resources, administrators, and colleagues.

Empowerment in the workplace needs a caring leadership and empowerment of people. Empowering them would mean trusting them, recognizing their accomplishment which could drive them stronger for better and excellent work outputs. The researcher was looking forward of my teachers to take initiative, make decisions for themselves and solve problems and could manage situations where conflict arise.

II. THEORETICAL BACKGROUND

This study was anchored on the theory of human functioning and school organization (Markham and Aveyard, 2003) asserts that schools can enable students to develop 'practical reasoning' and 'affiliation'. Practical reasoning involves an ability to understand and manage one's own feelings, and weighing options when deciding how to behave. Affiliation involves an ability to form relationships with others. The Theory of Human Functioning and School Organization by Wolfgang A. Markham and Paul Aveyard in the year 2003. suggests that student health and well-being are influenced by the way schools are organized and by the relationships within the school environment. Specifically, the theory emphasizes that students are more likely to be healthy if they feel committed to the school's learning and regulatory orders, which in turn promotes their ability to reason and affiliate.

It is supported by the Kanter's (1993) theory of structural empowerment includes a discussion of organizational behavior and empowerment. According to this theory, empowerment is promoted in work environments that provide employees with access to information, resources, support, and the opportunity to learn and develop. Kanter's theory suggests that the way an organization operates is an integral component in how employees derive their

attitudes and behaviors. Kanter's theory states power is derived from formal and informal sources.

Furthermore, the humanistic theories. In 1951, Carl Rogers published "Client-Centered Therapy," which described his humanistic, client-directed approach to therapy. In 1961, the Journal of Humanistic Psychology was established. It is premised in the development of the individual in effective and cohesive organization. This assumes that human beings are by nature motivated being, and that organizations are by nature structured and controlled.

If this is a chance given to people in the organization where environment in which teachers can practice new skills, try out new behaviors and observe their impact are often provided by the organization, teachers would certainly be motivated to work hard to become effective.

With the support of the organization wherein the organization allow their teachers at all levels to make mistakes, learn and develop new skills are actually training them to become effective teachers.

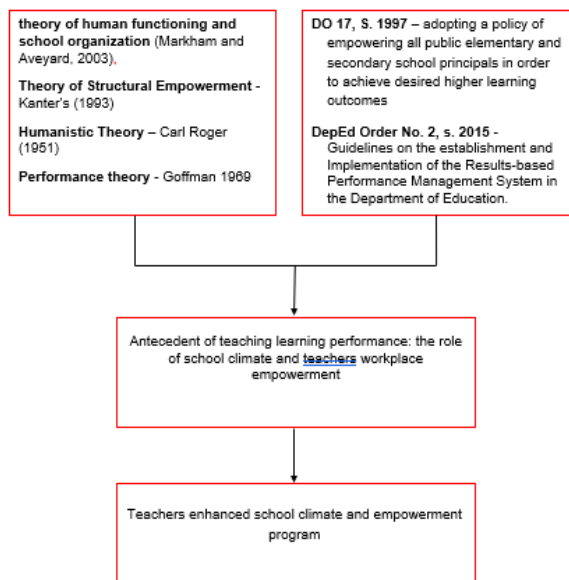
In an empowered work place people experience feelings of ownership. Motivating employees to work harder, ownership is to be confirmed with participation. A great deal of empowerment in the workplace is generated by efforts to improve performance.

Performance theory suggests that every one of us puts on a performance in our society. Whether through the clothes we wear, the conversations we hold or the food we eat, all are a performance designed as a signal-system to ourselves and to others of our place within our social group (Goffman 1969: 28).

DO 17, S. 1997 – adopting a policy of empowering all public elementary and secondary school principals in order to achieve desired higher learning outcomes. All school principals shall henceforth be vested with instructional administrative and fiscal autonomy for a more effective and efficient delivery of quality basic education.

As mandated by DepEd Order No. 2, s. 2015 titled Guidelines on the Establishment and Implementation of the Results-based Performance Management System in the Department of Education, the Department is scheduled to conduct Phase III: Performance Review and Evaluation and Phase IV: Performance Rewarding and Development Planning of the Results-based Performance Management System (RPMS) Cycle, School Year (SY) 2019–2020 for school-based personnel in April 2020. These phases include yearend review and assessment, evaluation of portfolio and computation of final rating, ways forward and development planning.

These theories, concepts and ideas guided the researcher to formulate the conceptual framework of the study.



Theoretical Framework of the Study
 Figure 1

III. THE PROBLEM

Statement of the Problem

This research assessed school climate and workplace empowerment towards teachers' performance in the select public secondary schools Cebu City Division, Cebu City, during the school year 2024-2025. Findings of the study served as basis for teachers' enhanced of school climate and empowerment program.

Specially, this sought to answer the following questions:

1. What is the profile of the respondent groups in terms of:

- 1.1 school heads
 - 1.1.1 age;
 - 1.1.2 gender;
 - 1.1.3 civil status;
 - 1.1.4. highest educational attainment;
 - 1.1.5 number of years of supervisory experience as head; and
 - 1.1.6 appropriate trainings / seminars attended?
- 1.2. teachers
 - 1.2.1 age;
 - 1.2.2 gender;
 - 1.2.3 civil status
 - 1.2.4 highest educational attainment;
 - 1.2.5 performance rating;
 - 1.2.6 years of teaching experience,
 - 1.2.7 appropriate trainings / seminars attended?

2. As perceived by the respondent groups, what is the existing school climate manifestation as to:

- 2.1 Collegiality;
- 2.2 Collaboration; and
- 2.3 shared planning?

3. What is the level of the workplace empowerment of the teachers in terms of:

- 3.1 participation in decision making; and
- 3.2 professional perception of the immediate supervisor?

4. As perceived by the respondent's groups, what is the level of teachers' capability in their teaching performance in the implementation as manifested through:

- 4.1 content knowledge and policy;
- 4.2 learning environment and diversity of learners;
- 4.3 curriculum and planning; and
- 4.4 assessment and reporting?

5. Is there a correlation between the;
- 5.1 school climate and workplace empowerment
 - 5.2 school climate and teacher performance

6. What are the challenges and barriers encountered by the teachers related to school climate and workplace empowerment perspective?

7. Based on findings, what teachers enhanced school climate and workplace empowerment program can be developed?

Statement of Null Hypothesis

Ho1: There is no correlation between school climate and workplace empowerment

HO2: There is no correlation school climate and teacher capability

Significance of the Study

This study will be of importance to both the school heads and teachers. The result of this study would benefit the following:

DEPED. This study provides understandings for the management to derive a program that will be addressed the need of the teachers.

School Heads. This study can help enhance the school environment and relationship between the school administration and teachers members to work toward organization advancement.

Teaching personnel. This study will utilize teaching personnel realize that the administration need collaboration among them to make school authorized to become an organization who are involved to their needs in order to build an institution where everybody loves to aid one another where understanding and trust in the organization will conquer.

School officials. This study will augment participation of some other school offices especially to programs and projects framed by the teaching personnel that would help students' learning knowledgeable in the institution become worth

remembering and promising. Providing circumstances for growth and progress of the well-being of every students in the school do not only concern the teacher but also the contribution of the whole school staff.

Researcher. The results of this study will provide the researcher some visions and empathetic on how to deal with people how to help allowed the school, and how to maintain an educated and supportive workforce.

Future Researchers can benefit from this study because they can use this as reference and guide to their future studies that have significant relevance to this study.

IV. RESEARCH METHODOLOGY

This chapter presented the research design, research environment, respondents of the study, instrumentation, data gathering and procedure and data analysis. This research was designed to collect data in order to provide comprehensive responses to the research questions on the school climate and teachers empowerment of public-school teachers' performance.

Design

The researcher employed descriptive design using the quantitative and qualitative approach in this research study. This frequency distribution research made used of quantitative and qualitative approach and interview method in qualitative approach.

Quantitative data collection methods were entered on the quantification of relationships between variables. Quantitative data gathering instruments established relationship between measured variables. When these methods were used, the researcher was usually detached from the study and the final output was context free.

Qualitative data was concerned with non-statistical methods of inquiry and analysis of social phenomena. It drawn on an inductive process in which themes and categories emerged through analysis or data collected by such techniques such as interviews.

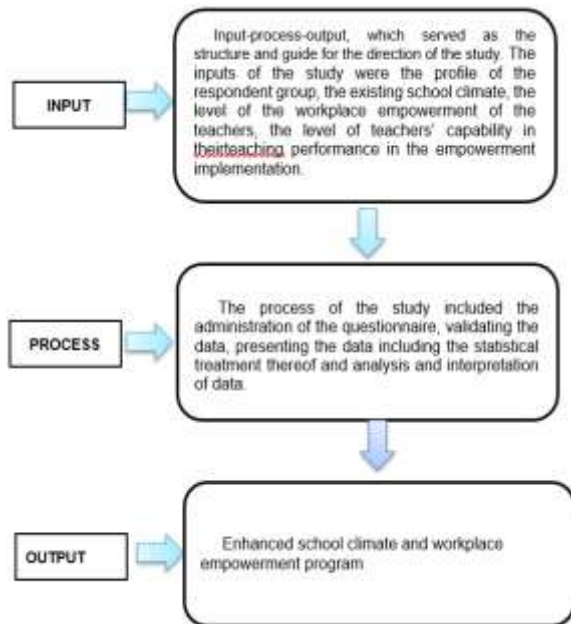
Samples were usually small and were often purposively selected. Qualitative research used detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under study.

Flow of the Study

The research flow input-process-output, which served as the structure and guide for the direction of the study. The inputs of the study were the profile of the respondent groups, the existing school climate, the level of the workplace empowerment of the teachers, the level of teachers' capability in their teaching performance in the empowerment implementation.

The process of the study included the administration of the questionnaire, validating the data, presenting the data including the statistical treatment thereof and analysis and interpretation of data.

Output of the study included an enhanced school climate and workplace empowerment program.



Flow of the Study Figure 2

Environment

Regino Mercado Night High School, a proud extension of Regino Mercado Elementary School, comprises both Junior High School and Senior High School departments. Strategically located along

Natalio B. Bacalso Avenue, Cebu City—adjacent to the Cebu City Medical Center—this institution continues to stand as a beacon of hope and educational opportunity for the youth of surrounding communities.

The school was named in honor of Regino Mercado, a self-made man whose humble beginnings shaped his unwavering belief that education is a right, not a privilege. As the son of Francisco Mercado and Isabel Gutierrez, Regino Mercado rose through hardship and dedicated his life to the principle that everyone possesses the potential to learn and succeed. His vision was clear: to foster equality through education and empower every individual with the tools to transform their lives. In tribute to his enduring legacy, the school observes its Foundation Day on October 20, although the exact year of its establishment remains undocumented. The school's history, though not fully recorded, is rich in wonder, inspiration, and quiet resilience—awaiting discovery and appreciation.

At present, Regino Mercado Night High School was under the leadership of one Principal (Principal I) and is staffed by a total of 26 teachers: 21 in Junior High School and 5 in Senior High School. Of these, 5 are Teacher III, 10 are Teacher II, and the remainder serve as Teacher I. The institution is equipped with 12 academic classrooms, 2 ICT classrooms, 1 functional science laboratory, and 1 library, which includes comfort rooms. Additionally, there are public restrooms located near the Grade 7 area. Modern educational tools support classroom instruction, including LCD projectors in the science and ICT rooms, and Smart TVs installed in every classroom.

As of the current academic year, the school has an enrollment of 688 students:

- Junior High School: 250 female students and 260 male students
- Senior High School: 90 female students and 88 male students

A majority of the student population comes from distant barangays, with many walking 2 to 6 kilometers daily to attend classes. Unfortunately, the

economic realities of many families pose challenges to regular attendance. Some students are required to assist their families in vending goods at Cebu City's Carbon Market, while others are drawn into early labor in order to contribute to household income. Such circumstances occasionally result in student absenteeism or class-cutting, as they attempt to balance education with survival.

Despite these challenges, Regino Mercado Night High School remained a place of perseverance, dedication, and hope. Its continued commitment to delivering quality education amid adversity reflects the enduring spirit of its namesake—a man who believed in the power of dreams, hard work, and equal opportunity for all.

Binaliw National High School was located in Barangay Binaliw 3, Cebu City. Its territorial boundaries were; from the North, Barangay Agsungot, from the south, barangay Pit-os, from the east is Barangay Panoypoy, Consolacion and from west is Barangay Guba. Binaliw is sub-divided into six sitios, namely; Binaliw 1, Binaliw 2, Binaliw 3, Mansawa, Agpasan, and Luton. Most of its area are mountainous and hilly that is why it is an appropriate place for mountain climbing. It was a cool place since it was rich in vegetation of big tall trees. Its distance from the City proper was eighteen(18) kilometers. The neighboring place of Binaliw , Cebu City were Adlaon, Agsungot, babag, Bacayan, Budlaan, Busay, Canduman, Guba, Lataban I, Lataban II, Mabini, Malubog, Nasipit, Payaban and Pit-os.

Binaliw National High School, a public school secondary institution was founded in 1994, formerly known as Binaliw Integrated School, situated in a mountainous barangay of sitio Binaliw III, Binaliw, Cebu City. It was near the Barangay Hall and Barangay Gym of Binaliw. Its territorial boundaries are; from the north, Barangay Agsungot, from the south, barangay Pit-os, from the east was Barangay Panoypoy, Consolacion and from west is Barangay Guba. Binaliw is sub-divided into six sitios, namely; Binaliw 1, Binaliw 2, Binaliw 3, Mansawa, Agpasan, and Luton. Most of its area were mountainous and hilly that was why it was an appropriate place for

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Some neighboring schools like Mabini integrated school, Paril NHS, Paril ES, Banilad ES, Banilad Night H.S, Zapatera NHS, Zapatera ES composed also of the facilities necessary for the operation of the scholas mandated by DEPED.



Location Map for the Research Site Environment

Figure 3

Respondents

This study was conducted with ninety three (93) total respondents as shown in the table below assesses school climate and teachers' empowerment towards performance in the select identified public secondary schools Cebu City Division, Cebu City, during the school year 2024-2025.

Table 1 Distribution of Respondents

NAME OF SCHOOL	GROUPS OF PERSONNEL / TEACHING STAFF						Total	Percent (%)
	Principal		Assistant Principal		Teaching Staff			
	M	F	M	F	M	F		
Regino Mercado Night High School	0	1	0	1	3	9	14	33.33
LAHUG National High School	1	0	0	0	1	1	13	30.95
Binaliw National High School	1	0	0	0	2	1	15	35.72
TOTAL	2	1	0	1	6	3	42	100.00

Instruments

This study employed researcher – adapted instruments. It consisted of items designed mainly to measure the variables under study. These instruments were modified to fit in the context of this study. There were four (4) instruments utilized in this research, namely: (1) the respondent’s profile, (2) the existing school climate as to Collegiality; Collaboration; and shared planning. The (3) third one was the level of the workplace empowerment of the teachers in terms of participation in decision making; perception of the immediate supervisor; and management of change. The (4) fourth was the level of teachers’ capability in their performance in the implementation as manifested through content knowledge and policy; Learning environment and diversity of learners; Curriculum and planning; and Assessment and reporting. The last tool is the interview guide.

The Employee Empowerment Evaluation Survey in the Workplace. This instrument was designed to measure the extent to which the respondents of the

selected schools of Cebu City. Division. Lastly, instrument 4 is an interview schedule.

Gathering of Data Procedures

The data was gathered by means of questionnaires and data retrieval for the secondary data, which pertained to the post achievement test performance of the school. The researcher personally distributed the questionnaires to the respondents. The researcher sought permission from the superintendent’s office as well as the principals concerned. The researcher administered the tool personally so that questions were entertained and items which were not clear with the respondents are to be explained to ensure cooperation throughout the study. The data was gathered and subjected to data analysis. Statistical tools were utilized to treat the data.

Statistical Treatment of Data

Data collected were submitted for appropriate statistical treatment to arrive at precise and valid results. In this study, frequency distribution and simple percentage, weighted mean and Pearson Product Moment Correlation.

The gathered data were analyzed using descriptive and qualitative data analyses as follows:

Frequency Distribution and Simple Percentage - was used to determine the frequency distribution and percent of the respondents in of the school.

Weighted Mean – was used to determine the scores on the performance of teachers.

Pearson Product Moment Correlation – was used to analyze the correlations of the correlation between the school teachers’ performance in school climate and workplace empowerment.

Scoring Procedure

In order to determine the level of school heads performance and workplace empowerment of the teachers, the following scale and categories were used.

The interpretations of findings were based on the following parameters:

A. Level of the Workplace Empowerment of the Teachers

Scale	Range	Response Category
4	3.26 – 4.00	Strongly Agree
3	2.51 – 3.25	Agree
2	1.76 – 2.50	Disagree
1	1.00 – 1.75	Strongly Disagree

B. Level Performance of Teachers Capability

Scale	Range (Performance)	RESPONSE CATEGORY
4	3.26 – 4.00	Very High
3	2.51 – 3.25	High
2	1.76 – 2.5	Moderate
1	1.00 – 1.75	Low

DEFINITION OF TERMS

In an effort to simplify meaning and understanding of this study, the following definition of terms will be used to define language used throughout this research.

Performance. fulfills their job duties and executes their required tasks. It refers to the effectiveness, quality, and efficiency of their output. It also contributes to our assessment of how valuable an employee is to the organization.

School Climate. Refers to the kind of school atmosphere in the 5 selected schools of Dumaguete division, Dumaguete City. This school atmosphere or organizational climate could be exploitive, impoverished, supportive or enlightened.

Collegiality. Refers to the companionship and cooperation between colleagues who share responsibility.

Collaboration. It is a working practice whereby individuals work together for a common purpose to achieve business benefit.

Shared planning. This is a collaborative and draws on the knowledge of students and those who know them best.

Workplace Empowerment . Refers to how the schools provide opportunities for college faculty to participate in decision making, a chance to know better their immediate supervisor as well as participation in the management of change.

Participation in decision-making. Refers to the teachers way of participation in some of the decision making to be implemented in their respective school.

Perception. These are traits that help define psychological normalcy are efficient perception of reality; self-knowledge; self-control; ability to form affectionate relationships; self-esteem; and productivity.

Teachers Capability. Refers to a synthesis of various abilities which influences teaching efficiency of educating students' comprehensive quality and achieving their own' professional progress .

Content Knowledge and Policy. Refers to the body of knowledge –facts, theories, principles, ideas, vocabulary– which teachers must master to be effective.

Learning environment and diversity of learners. Refers to the diverse physical locations, contexts, and cultures in which students learn.

Curriculum and planning. The process concerned with making decisions about what to learn, why, and how to organize the teaching and learning process taking into account existing curriculum requirements and the resources available.

Assessment and reporting. Refers to the support students to achieve high standards and to provide the basis for guiding further learning, as well as informing parents about their child's achievement.

Proposed Professional Plan. This refers to the output of the study.

REVIEW OF RELATED LITERATURE AND STUDIES

This section presents the related literature and studies that correlate to the current research works. Information established in this study could give the readers ideas why this investigation is significant. To link the ideas and information borrowed from different authorities a clincher is provided.

Several studies have been examined in the review of literature related to the result of public-school heads' leadership performance and behavior towards teachers' empowerment. These studies have provided insight into this topic and provided groundwork to begin the proposed study. The designs and research from these studies have helped to shape this proposal and to develop the research questions needed to provide additional findings to contribute to the body of research already available on this topic.

Related Literature

School climate can be identified as either open, closed, or anything in between (Guinta, 2020). Open schools are identified as schools with a solid genuine connection between teachers and administration. Teachers are allowed to and are encouraged to create decisions independently and are supported on those decisions as necessary. The leadership style of a principal of an open school supports school improvements by providing structure and consideration from those within the school community. This develops a strong sense of community within the school and fosters a sense of belonging to the students. Student engagement is encouraged, and there are high expectations for both staff and students. (Ryberg, et. al., 2020). Bear et al. (2009) found that an open school climate has firm yet fair rules that are enforced and ensure the social and emotional needs of students strive to be met. They

also note that schools with an open climate contain students more involved with their education and teachers more committed to their best performance as educators. Inversely, a closed school climate consists of surface-level relationships between administration and teachers, creating low teacher morale and distrust among teachers and between teachers and administration (Guinta, 2020). In an open school climate, students and teachers feel comfortable expressing their needs. Individuals can voice their opinions and complaints and offer suggestions for improvements that will be valued and strongly considered by those in leadership positions. In school environments where this happens, the entire school community tends to work together to problem solve and achieve common goals (Cobanoglu, 2020). When teachers believe their principal exhibits a high level of idealized attributes, they identify better with their leader and thus lead them to feel more optimistic about the overall climate of the campus (Duraku & Hoxha, 2021). A teachers' ability to do these things directly impacts school climate. Schools have less teacher turnover and have a more positive learning environment when teachers believe that they can be successful. In fact, a study has shown that teachers' satisfaction with their school climate is a major contributor to their decisions to stay in the profession based on the variables of self-efficacy, work conditions, and job satisfaction (Mansor, 2021). Additionally, researchers have found that school environments may also influence teacher's self-efficacy (Mansor, 2021).

Teacher autonomy has attained greater importance over the past decade due to its vital impact on education systems, influencing both teachers and learning environments. Teacher autonomy has been regarded as a key component of teacher quality (Çolak, 2024) and has been linked with higher job satisfaction and also retention, which is crucial to the effectiveness of any education system (Worth & Van den Brande, 2020). In addition, results from the 2022 Programme for International Student Assessment (PISA) revealed that teachers' emphasis on employing creative pedagogies is closely dependent on the autonomy given to teachers across systems (OECD, 2024). Another indicator revealed teachers' autonomy over planning and teaching as one of the

aspects of teachers' classroom practices that directly impacts student achievement (OECD, 2021). As the results of these international exams suggest, teacher autonomy plays a crucial role in the effectiveness of teaching and in the achievement of positive educational outcomes. Given the emphasis on teacher autonomy, the literature has highlighted that teachers' autonomy in various areas should be supported by empowering their capability for professional judgement and expanding their decision-making power. In addition, empowering leadership enhances teachers' self-efficacy beliefs (Özdemir et al., 2024), which is considered one of the essential elements of academic optimism. Through the delegation of authority and the provision of support to their teaching staff, leaders of educational institutions can help teachers to develop greater self-efficacy, strengthen their belief in their students' academic achievement and foster trust in the school, its students and the students' parents. Thus, teachers empowered by their school's leaders may experience greater academic optimism, which may then positively influence their motivation and engagement, as well as their general perspective on their students' success.

In addition, the results provide evidence confirming the fourth hypothesis, suggesting that teachers' academic optimism significantly mediates the connection between empowering leadership and teacher autonomy. Although earlier research heavily emphasized the antecedents and outcomes of academic optimism, they neglected to consider its link with empowering leadership and teacher autonomy. Our study showed that when teachers feel empowered, they develop greater academic optimism, characterized by a belief in their students' ability to succeed, confidence in their own teaching skills and trust in both their students and their respective parents. This heightened academic optimism can foster a more resilient and enthusiastic dedication to teaching, which can ultimately enhance teachers' exhibition of autonomous behaviours, since they feel more capable and self-confident in making appropriate instructional decisions. The literature has highlighted the importance of academic optimism among different variables in terms of teachers. For instance, Kılınç et al. (2021) found that individual

academic optimism significantly mediates the link between teacher self-efficacy and professional learning. Research asserts the importance of sustaining whole-school efforts to improve the school climate and respect culture-specific norms, beliefs, and values (La Salle et al., 2021).

The school climate greatly affects the well-being of teachers, students, and the educational system. According to Syakur et al. (2020), school climate in refers to the shared perception of the institution's values, policies, procedures, and behaviors. Leadership, support, and resources are among of those influential factors in shaping the organizational climate of schools. Hartinah et al. (2020) identified school leadership as a significant determinant of schools' organizational climate. Effective leadership fosters a supportive environment that promotes growth and learning for both students and teachers (Tindowen et al., 2020). Ineffective leadership can create a negative and demoralizing environment, which adversely affects the well-being of both students and teachers. The provision of support and resources to teachers and students is influential in shaping the organizational climate of schools. Teachers require support from administrators and colleagues, while students require access to high-quality learning resources and facilities in order to achieve success in their professions (Sapta et al., 2021). The absence of these supports and resources can lead to a negative and demoralizing organizational climate in schools, which can have adverse effects on the well-being of both students and teachers. Research conducted in the Philippines emphasizes the importance of leadership in shaping the organizational climate and its impact on teachers' work engagement. Labrague & Obeidat (2022) found a positive association between transformational leadership, which involves inspiring and supporting staff, and increased work engagement among teachers. Insufficient guidance and support from leadership can result in a negative organizational climate, ultimately leading to decreased engagement (Abun et al., 2019). Professional development and continuous learning are crucial for creating a positive work environment and increasing work engagement among educators (Tannady, 2020). Providing teachers with professional development opportunities

enhances their commitment and work engagement. Creating a positive and supportive school climate is challenging for schools, despite various factors (Jawaad et al., 2019). Numerous schools in the Philippines face resource limitations that hinder their ability to deliver a high-quality education to students (Khaskheli et al., 2020). Educational institutions in the Philippines face challenges related to the retention and turnover of teachers. Abun et al. (2021) found that high teacher attrition rates in the Philippines have a detrimental impact on the schools' climate. The departure of teachers can have negative effects on the well-being. Improving the quality of education requires the empowerment of teachers (Sahrul, Mawar, Tuti, & Handayani, 2021). Research on teacher empowerment has recommended that empowerment has a positive impact on schools. Elmazi (2018) suggests that a more varied work role for teachers can lead to greater motivation and productivity. Davis and Wilson (2000) found a positive relationship between empowerment and teacher motivation, job satisfaction and stress and its effects on school effectiveness and concluded from their research that through empowerment, teachers become able to engage, share and influence the school. Improving the quality of education requires the empowerment of teachers (Sahrul, Mawar, Tuti, & Handayani, 2021). The implication is that if the learning process in schools takes place with high teacher performance, the resulting graduates will also be of high quality. Curriculum prevalent problems occur in its implementation. Addressing gaps in educational attainment through thoughtful curriculum development is imperative. It requires a shift away from politically motivated frameworks towards a model that emphasizes philosophical and pedagogical integrity, ensuring that the curriculum aligns with both student needs and societal expectations (Baharuddin et al., 2024) As to the curriculum aspect, the urgency of curriculum development lies in its ability to effectively address problems and achieve the desired objectives. The concept must not only encompass all ideas, but also involve taking action to solve a problem and satisfy the societal demands as per the necessary skills. In addition, to address educational concerns based on specific requirements, it is imperative for the government to restructure the vocational and technical education units within the

education system. This entails establishing a comprehensive educational framework that operates as a cohesive mechanism across all facets, including the synchronization of curricula among different institutions. As a vigilant user who remains attentive to the Indonesian National Qualifications Framework (KKNI), my objective is to cultivate a knowledgeable workforce that is well-prepared for employment in the global economy (Asy'ari & Hamami, 2020).

Related Studies

In the study of Manla (2020) that was conducted in the congressional district of Bohol, Philippines revealed that school climate is related to teachers' commitment and school performance. These findings have significant implications for the implementation of change in schools, motivation, productivity, well-being, and learner achievement. Teachers learn when there is a school-wide culture of quality improvement that encourages creativity, teamwork, and the confidence needed to enable teachers to try out new teaching methods. Further, it was explained by Manla (2020) that school climate affects the forms of commitment of teachers. Teachers receiving administrative support are more likely to be committed to the school's goals and values. As a result, commitment is linked to the organization's quality of life. Teaching is a profession so concerned about commitment. The quality of education rests mainly on the commitment of teachers who guide and carry most of the tasks and activities of education. Organizational commitment consists of the factors such as the teacher's beliefs and acceptance of the school's goals and values; their enthusiasm to exert effort on behalf of the school; as well as a deep desire to remain a part of the school. School climate characterized by its collegial leadership, professionalism, academic optimism, and community engagement shaped teachers' work engagement and led to more productivity and excellence (Enterina, 2021). Further, effective leadership, particularly from principals and head teachers is crucial in shaping a positive work environment. A supportive climate enhances teacher excellence through the provision of necessary support and resources. Work engagement in the context of teachers refers to the psychological involvement in their work, characterized by high levels of commitment, enthusiasm, and connection to

their roles, colleagues, and broader educational mission. Farid et al. (2019) denote that work engagement includes vigor, dedication, and absorption. Moreover, the 1987 Philippine Constitution forms the basis for an educated citizenry, guiding the mission of the Department of Education (DepEd). Laws like Republic Act No. 4670 which is commonly known as the Magna Carta for Public School Teacher and the Philippine Professional Standards for Teachers (PPST), introduced by the Department of Education (DepEd) in 2017, shape the education system, influencing school climate and teacher engagement. These frameworks provide clear criteria for evaluating teacher performance and support professional development, contributing to a positive organizational climate.

On the other hand, performance appraisal, A good teacher's qualities are measured by their appraisal. In the evaluation process, teachers are held to a set of standards, and their behavior and performance are contextualized. However, teacher's appraisal is challenging, but important as it helps in decision-making. (NHLAPO, MOHOSHO, & Leaders, 2023). It must establish strict, unambiguous standards to make evaluation successful and valuable. A fair appraisal of faculty members can be helpful for the institutions as well to achieve their goals and objectives. For this purpose, institutions use established criteria to compare faculty performance. Afterward, employees can enhance their strengths and overcome weaknesses according to critical feedback (Babar et al., 2022). According to Alsuwaidi et al. (2021), the primary aim of performance appraisal is to compare employee performance with the Organization's overarching objectives. In addition, it is also responsible for monitoring and evaluating employee performance. In this regard, Armstrong and Baron (2005) state that a performance management system is more than just a collection of forms to fill out or a system of assigning responsibilities to employees to gauge their work output. The performance management system is involved in a continuous cycle of collaboration between employees and their managers to boost productivity throughout the year. This is an attempt to foster a culture that encourages professional

discussions on employee performance and to drive performance. The goals of PA are to assess the caliber of the employee's work, provide feedback on their performance, and share it with the concerned department periodically.

According to Baird et al. (2020), organizations use suitable appraisal systems to measure employee performance. These systems necessitate continuous evaluation of each employee's performance. As a result, it plays a crucial role in efficiently applying organizational effective management. It is intended to ensure worker performance helps the institutions achieve their objectives (Bayo-Moriones, Galdon-Sanchez, & Martinez-de-Morentin, 2021). As a result, it fits into a comprehensive strategy for controlling the performance and productivity of a business. Numerous prior research studies in the business literature have highlighted performance appraisal as a critical factor influencing employee performance (Babar et al., 2022). For instance, much research has examined how performance reviews affect good employee behaviours like job satisfaction, which in turn lifts employee performance (Rana, Mukhtar, & Mukhtar, 2022; Setiawati, Ariani, & Research, 2020). The impact of performance appraisal on employees' overall effectiveness and, consequently, organizational performance is a matter of concern for scholars and practitioners of human resource management (Bayo-Moriones et al., 2021).

Collaboration among educators is a recurring theme in effective curriculum design. Huaranga (2020) identified a strong positive correlation between collegial work and teacher performance, emphasizing that collaborative efforts foster innovation and shared ownership in curriculum planning. However, the study does not address the conditions that sustain long term collaboration or the challenges that educators face in implementing these practices. Similarly, Čepić and Pejić Papak (2021) explored how Croatian elementary school teachers engage in curriculum planning to achieve learning outcomes. Their findings underscore the importance of shared experiences and collaboration, though the study also highlights challenges in achieving consistency across diverse teaching contexts. Practical resources, such as

Edutopia Staff (2020), support the collaborative approach by providing guidelines for novice educators.

Commitment to professional growth aligns with the broader literature emphasizing the importance of a learning-focused school culture in improving teacher performance and, consequently, student outcomes (Diano Jr, et al., 2023). The environment at work is a factor that can influence a teacher's performance.

The environment at work is anything that indirectly affects performance. The facts in real life show that the environment at work is a factor that can influence employee loyalty (Wahyudi, 2018). Performance is affected by the work environment because a comfortable and pleasing environment can boost a teacher's performance. Teacher performance is affected by the work environment. A safe and comfortable work environment will make the teachers happy (Sirait, 2021). In the study of Anita Fadhila Bumay et al. 2023 entitled *Teacher Performance: Factors Influencing Teacher Performance*, as quoted A country is responsible for providing the best education service to the public. The teacher is one, of many instruments that play an essential role in education. The teacher is one of the instruments determining whether the educational process goes well and is of good quality (Sancoko & Sugiarti, 2022). Teachers are the most critical resources of any educational organization. In order to compete successfully in the global market and achieve its goals, school leaders and educational administrators at the government level should ensure that all the teachers are ready to work hard to move schools toward goals. The result of teachers' work to achieve the organization's goals is a definition of teacher performance. Pedagogic, personality, professional, and social competence are the performance criteria of an educator. Educators are considered inadequate when they have these four skills to fulfill the teaching tasks demanded by the schools. Teacher performance must be developed to create qualified educators. Through excellent and optimal performance, teachers can create quality human resources to improve the quality of the school. High-quality city student learning outcomes are determined by their teacher (Kim et al., 2019) The

problem in the world of education is the low performance of teachers. The problem of teacher performance is important for teachers and principals in educational institutions. The education level will develop depending on the teacher's performance (Sauri & Hanafiah, 2022). According to data released by UNISCO, the quality of Indonesian teachers is the last key in education. This is a concern because the teacher is the key to successful school education (Kamijan, 2021). External factors include the work environment, the organization's culture, the type of leadership, evaluation of performance, support from the organization, compensation, communication, and others. Internal factors include job satisfaction, motivation, organizational commitment, loyalty, work discipline, and others (Kamijan, 2021). Teacher performance is crucial because it reflects teacher quality. Teacher quality leads to student achievement (Ambussaidi & Yang, 2019). Qualified teachers affect student achievement (J et al.osen, Osen8). Student achievement is essential; formal essential trials attain quality education (de Cadiz, 2023).

V. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

RESPONDENTS PROFILE

Understanding the demographic and professional profile of respondents is essential as it provides meaningful context about their experiences, perspectives, and working conditions. The composition of both school heads and teachers reflects the maturity, career progression, and professional competence embedded in the school system. Profiles such as age, gender, civil status, educational attainment, and length of service have significant implications on leadership capability, pedagogical expertise, work attitudes, and openness toward empowerment and supportive school climate. These attributes shape how stakeholders interact, respond to policy implementation, and perform within the organizational culture. A deeper look into these characteristics allows useful insights into how school leaders and teachers develop professional practices, manage instructional dynamics, and embrace school climate and empowerment mechanisms. With informed knowledge of their professional backgrounds, it becomes possible to

appreciate the operational environment of the school system, the leadership approaches in place, and the level of readiness to engage in collaborative improvement and enhanced teaching performance.

School Heads

School Head's profile includes age, gender, civil status, highest educational attainment, number of years of supervisory experience as head, and appropriate trainings / seminars attended.

Table 2 Age

Age	<i>f</i>	%
over 55 years old	0	0.00
51 – 55 years old	3	100.00
46 – 50 years old	0	0.00
41 – 45 years old	0	0.00
36 – 40 years old	0	0.00
31 – 35 years old	0	0.00
25 – 30 years old	0	0.00
Under 25 years old	0	0.00
Total	3	100.00
Average		53.00
Std Dev		0.00

The data in Table 2 illustrates that all school heads fall within the age bracket of 51–55 years old, yielding an average age of 53.00. This indicates a mature leadership composition, generally aligned with long-term professional experience and decision-making confidence. Having leaders within this age range typically reflects accumulated institutional knowledge, emotional stability, and leadership maturity, often contributing to more structured school environments and well-defined strategic directions. Their age suggests career stability and a deep familiarity with instructional dynamics, teacher needs, and student learning outcomes. However, having no younger administrators may pose limitations in adopting breakthrough innovations, aggressive digital transitions, and contemporary leadership trends unless complemented by continuous upskilling and active collaboration with younger teachers. Increasing leadership diversity in age groups may help balance tradition-driven decision-making with modern educational practices.

Table 3 Gender

Gender	<i>f</i>	%
Male	1	33.33
Female	2	66.67
Total	3	100.00

Table 3 highlights that most school heads are female (66.67%), aligning with trends in educational leadership where women prominently take leadership roles in basic education institutions. This representation reflects high female participation and leadership empowerment in the educational sector. Female leadership is often associated with nurturing, collaboration-driven decision-making, and relational management practices — characteristics that can foster positive school climate and teacher empowerment. Nonetheless, while male participation remains present (33.33%), the gender imbalance suggests opportunities to promote further gender diversity in leadership to support a healthy mix of perspectives and management approaches.

Table 4 Civil Status

Civil Status	<i>f</i>	%
Single	0	0.00
Married	3	100.00
Separated	0	0.00
Widow/Widower	0	0.00
Single Parent	0	0.00
Total	3	100.00

From the data shown in Table 4, all school heads are married, suggesting strong family-oriented backgrounds that may influence leadership maturity, stability, and ability to balance personal and professional commitments. Married leaders often project strong responsibility and long-term vision. However, the absence of other civil status categories reflects limited demographic diversity which may otherwise contribute to broader leadership perspectives and understanding of varied socio-emotional contexts.

Table 5 Highest Educational Attainment

Highest Educational Attainment	<i>f</i>	%
Doctoral	2	66.67
Master	0	0.00
Baccalaureate	1	33.33
Total	3	100.00

The data in Table 5 illustrates that most school heads (66.67%) hold doctoral degrees, demonstrating highly advanced academic preparation and leadership readiness. The presence of highly qualified administrators generally enhances school quality assurance, strategic management, and instructional leadership. Their academic attainment suggests exposure to research-driven practices and strong educational foundations. However, while one head has a baccalaureate degree, ensuring that all administrators meet graduate-level requirements may strengthen consistency in leadership competency and academic rigor across the school system.

Table 6 Number of years of supervisory experience as head

Length of Service	<i>f</i>	%
above 36 years	0	0.00
31 – 35 years	0	0.00
26 – 30 years	0	0.00
21 – 25 years	0	0.00
16 – 20 years	1	33.33
11 – 15 years	1	33.33
6 – 10 years	0	0.00
2 – 5 years	1	33.33
1 year and below	0	0.00
Total	3	100.00
Average		11.50

Table 6 highlights that the school heads possess considerable supervisory experience, with an average of 11.50 years. One-third fall in the early stages (2–5 years), another third with moderate seniority (11–15 years), and another in the 16–20 year range. This distribution suggests a balanced mix of emerging and well-seasoned leadership perspectives. This composition supports continuous stability in guidance

and strategic direction while also allowing room for innovative management approaches. Strengthening mentorship programs between more experienced and newer heads may reinforce consistent leadership practices and succession planning.

Table 7 Relevant Trainings/Seminars Attended

Relevant Trainings/Seminars Attended	<i>f</i>	%
National	3	100.00
Regional	0	0.00
Local	0	0.00
Total	3	100.00

From the data shown in Table 7, all school heads have attended national-level training programs. Such exposure indicates access to high-level professional development opportunities, likely contributing to updated knowledge in policy implementation, instructional leadership, and school governance. This suggests a leadership team that keeps abreast with national reforms and educational thrusts. Ensuring continuous participation in both international and grassroots-based training could further improve innovation, benchmarking, and contextual responsiveness.

Teachers

Teachers profile includes age, gender, civil status, highest educational attainment, performance rating, years of teaching experience, appropriate trainings / seminars attended.

Table 8 Age

Age	<i>f</i>	%
over 55 years old	3	7.14
51 – 55 years old	2	4.76
46 – 50 years old	3	7.14
41 – 45 years old	7	16.67
36 – 40 years old	13	30.95
31 – 35 years old	5	11.90
25 – 30 years old	8	19.05
Under 25 years old	1	2.38
Total	42	100.00
Average		38.57

Std Dev 8.49

The data in Table 8 illustrates that teachers' age distribution ranges widely, averaging 38.57 years, with majority between 36-40 years (30.95%). This indicates a workforce with strong professional maturity, yet still dynamic and flexible in teaching implementation and technology adoption. The presence of younger teachers suggests infusion of fresh instructional approaches and digital inclination, while older teachers contribute experience and pedagogical depth. This diversity creates an optimal learning environment with generational strengths. However, targeted continuous training may be necessary to harmonize teaching styles, especially in technology-integrated instruction.

Table 9 Gender

Gender	<i>f</i>	%
Male	8	19.05
Female	34	80.95
Total	42	100.00

Table 9 highlights that female teachers dominate the workforce (80.95%), consistent with national patterns in basic education. Female-led teaching environments often foster nurturing learning climate, effective classroom management, and collaborative culture. However, increasing male teacher involvement could support diverse teaching strategies, role model balance, and equity in school staffing.

Table 10 Civil Status

Civil Status	<i>f</i>	%
Single	18	42.86
Married	22	52.38
Separated	2	4.76
Widow/Widower	0	0.00
Single Parent	0	0.00
Total	42	100.00

From the data shown in Table 10, slightly more than half are married (52.38%), implying personal stability which may support professional consistency. A notable percentage of single teachers (42.86%) reflects individuals who may have greater mobility and availability for extended school commitments,

training, and activities. Balancing workload support for teachers with family responsibilities ensures fairness and sustained performance.

Table 11 Highest Educational Attainment

Highest Educational Attainment	<i>f</i>	%
Doctoral	3	7.14
Master	13	30.95
Baccalaureate	26	61.90
Total	42	100.00

The data in Table 11 illustrates that the majority (61.90%) hold baccalaureate degrees, while 30.95% have earned master's degrees and 7.14% possess doctoral degrees. This educational composition demonstrates a growing commitment to advanced academic pursuits, aligning with professional standards and career advancement expectations. Expanding scholarship opportunities and administrative support for graduate studies may further strengthen teaching quality and leadership potential.

Table 12 Performance Rating

Performance Rating	<i>f</i>	%
Outstanding(Above 93)	0	0.00
Very Satisfactory(75-92)	41	97.62
Satisfactory(50-74)	0	0.00
Moderately Satisfactory(30-49)	1	2.38
Unsatisfactory(10-29)	0	0.00
Total	42	100.00
Average		82.45

Table 12 highlights that nearly all teachers fall within the Very Satisfactory category (97.62%), reflecting commendable teaching practices, strong professionalism, and adherence to performance standards. The high average rating (82.45) suggests effective instructional delivery supported by positive

school climate and empowerment structures. Continuous monitoring and targeted coaching for the lone moderately satisfactory rater can reinforce balanced performance improvement.

Table 13 Length of Service

Length of Service	<i>f</i>	%
above 36 years	0	0.00
31 – 35 years	1	2.38
26 – 30 years	0	0.00
21 – 25 years	2	4.76
16 – 20 years	1	2.38
11 – 15 years	16	38.10
6 – 10 years	10	23.81
2 – 5 years	7	16.67
1 year and below	5	11.90
Total	42	100.00
Average		9.87

From the data shown in Table 13, the average teaching experience is 9.87 years, with the largest group having 11–15 years (38.10%). This reflects a well-established workforce with strong classroom expertise and familiarity with curriculum and school culture. A good proportion of early-career teachers ensures new energy and innovation. Providing structured induction, mentorship, and leadership development programs may strengthen teacher empowerment and sustained instructional improvement.

VI. THE EXISTING SCHOOL CLIMATE MANIFESTATION

A positive and supportive school climate serves as the backbone of effective educational systems, influencing not only teaching performance but also student learning outcomes and the overall school culture. A sound school climate is typically characterized by strong collegial relationships, collaborative work practices, and shared planning—key dimensions that nurture trust, mutual respect, and professional synergy. The presence or absence of these dimensions significantly shapes how teachers perceive their workplace, make decisions, handle instructional responsibilities, and engage in

continuous professional growth. In this context, examining teachers’ perceptions of the current school climate provides crucial insights into the organizational conditions that either support or hinder professional empowerment, leadership initiative, and sustained instructional effectiveness. A deeper understanding of these elements helps identify strengths that reinforce collective school vision and areas that may require administrative intervention, development planning, or capacity-building programs to maintain a healthy and productive school environment.

Table 14 Collegiality

Collegiality	Mean	Std Dev	Description
1. Teachers have an understanding of how to support each other.	3.13	0.7261	Agree
2. Teachers openly share problems with each other.	2.98	0.6567	Agree
3. Teachers make an effort to maintain positive relationships with colleagues.	2.93	0.6431	Agree
4. My professional decisions are usually supported by colleagues.	2.91	0.6333	Agree
5. We are willing to help each other when problems arise.	3.27	0.6766	Strongly Agree
6. We always encouraged each other to exercise our professional judgments.	3.11	0.6475	Agree
7. We encourage each other to take responsibility for new projects.	3.09	0.5569	Agree
Average Weighted Mean	3.06		Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

The data in Table 14 illustrates that teachers generally affirm the presence of collegiality in their workplace with an overall weighted mean of 3.06, which signifies an agreeable atmosphere of mutual support and professional respect. Teachers perceive that they understand how to support one another and maintain harmonious professional relationships, which is essential for building trust and sustaining morale. The highest rating appears in helping each other when problems arise (3.27), reflecting a culture where collective response and teamwork prevail during challenges.

This positive collegial climate promotes emotional security and collective accountability, enabling teachers to confidently make decisions and pursue instructional improvements. However, although teachers express support from their colleagues, the results also hint at opportunities for deeper collaboration in decision-making and project leadership. The moderately high means show a foundation of collegial interaction, but also suggest room to strengthen open dialogue, shared initiatives, and proactive involvement in joint responsibilities.

Table 15 Collaboration

Collaboration	Mean	Std Dev	Description
1. Items for discussion at meetings come from different people.	2.96	0.6380	Agree
2. There is informative debate in meetings.	2.80	0.5878	Agree
3. We work together to implement the decisions of meetings.	2.98	0.7534	Agree
4. We frequently discuss what should be taught in	2.93	0.6179	Agree

particular curricula or courses.

5. Teaching methods and strategies are discussed sufficiently.	3.02	0.5834	Agree
6. We often compare how we assess student achievement.	2.91	0.5963	Agree
7. Student behavior management strategies are discussed sufficiently.	2.93	0.6537	Agree
Average Weighted Mean	2.93		Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

Table 15 highlights that the school setting practices collaborative behavior at an acceptable level, reflected in the overall weighted mean of 2.93. Teachers agree that collaboration is present in meetings, curriculum discussions, and implementation of school decisions. The data suggests a culture where opinions and inputs are valued, although the slightly lower ratings in areas such as informative debate (2.80) and shared assessment deliberation indicate opportunities for deeper professional discourse and reflective practice. The presence of collaborative structures is promising, as joint discussions on curriculum, teaching strategies, and student behavior management contribute to alignment, consistency, and instructional quality. Yet, collaboration appears to be more procedural than dynamic, meaning that while teachers work together, there may be limited space for critical questioning, exchange of best practices, or innovative brainstorming. More active and robust collaboration could elevate shared learning and strengthen a culture of continuous improvement.

Table 16 Shared Planning

Shared Planning	Mean	Std Dev	Description
1. Expressions of the school’s future vision reflect staff consensus.	2.96	0.6727	Agree
2. We have developed a common vision for the school’s future.	2.98	0.7534	Agree
3. We gather data for gauging the success of school programs.	3.07	0.5800	Agree
4. We always evaluate the success of existing school programs.	2.91	0.7014	Agree
5. We identify ways of determining if school priorities are achieved.	2.91	0.8481	Agree
6. Teachers are unified in working towards the school’s future vision.	2.91	0.8744	Agree
7. Teachers have implemented school priorities.	2.93	0.8893	Agree
Average Weighted Mean	2.95		Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

From the data shown in Table 16, teachers affirm active involvement in shared planning, as reflected in an average weighted mean of 2.95. The rating demonstrates that teachers recognize their participation in shaping school goals, evaluating programs, and monitoring school priorities. The highest indicator, data gathering for school program success (3.07), suggests a practice of evidence-based planning and monitoring—an essential indicator of strategic and results-oriented school culture.

Despite positive perceptions, the consistency of mid-range “Agree” responses suggests that while shared planning mechanisms exist, there may be variability in participation intensity and leadership distribution. Staff consensus is present, yet likely driven by administrative direction rather than fully organic teacher-led initiatives. Creating more inclusive platforms for idea generation and future-school planning could enrich ownership and deepen shared responsibility.

VII. LEVEL OF THE WORKPLACE EMPOWERMENT OF THE TEACHERS

A supportive and empowering work environment is a critical driver of teacher motivation, satisfaction, and professional growth. Empowerment in the workplace does not merely involve authority, but rather the cultivation of meaningful involvement in school processes, trust, respect, and continuous development opportunities. When teachers feel valued and included in decision-making, they are more likely to demonstrate initiative, creativity, and accountability in their instructional roles. Effective empowerment strengthens their sense of belonging, encourages shared leadership practices, and cultivates school culture rooted in collaboration and professional respect. Understanding the extent to which teachers perceive themselves as empowered offers valuable insights into the organizational climate and leadership effectiveness within the school. It also highlights areas where leadership structures can evolve to further inspire confidence, competence, and autonomy among teachers — vital elements in sustaining high-quality teaching performance and long-term school success.

Table 17 PARTICIPATION IN DECISION MAKING

PARTICIPATION IN DECISION MAKING	Me an	Std Dev	Descri ption
1. I am involved in making decisions that affect my work.	3.24	0.6451	Agree
2. I am given the opportunity to suggest improvements.	3.24	0.7121	Agree

3. I participate in setting the goals and objectives for my job.	3.3	0.48	Strongly Agree
4. Proposed decisions are made at the lowest appropriate level.	3.0	0.60	Agree
5. I have access to the information I need to make good decisions.	3.2	0.50	Strongly Agree
6. As I gain expertise I am allowed more latitude on the job.	3.1	0.57	Agree
Average Weighted Mean	3.2		Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

The data in Table 17 illustrates that teachers perceive themselves as actively engaged in workplace decision-making processes, reflected by the overall weighted mean of 3.23, interpreted as Agree. Teachers feel that they are provided meaningful opportunities to influence decisions relevant to their work. The highest rating given to participating in goal-setting (3.36) suggests that teachers value being part of designing their professional objectives, indicating a school culture where individual voice and professional aspirations are recognized.

Teachers also strongly expressed access to necessary information (3.29), which implies transparent communication channels and leadership practices that support informed action. This level of openness fosters confidence, autonomy, and responsible judgment in carrying out tasks. Meanwhile, the agreement responses regarding decision-making at lower levels and autonomy with gained expertise reflect a workplace where authority is gradually distributed as teachers demonstrate competence.

While empowerment is generally evident, slightly lower means in involvement and opportunity to suggest improvements, though still at agreeable levels, suggest that empowerment may sometimes be situational rather than fully embedded in everyday practice. Empowerment structures exist, yet there may be moments where decisions remain centralized

or opportunities for broader teacher voice could be expanded.

Table 18 PERCEPTIONS OF IMMEDIATE SUPERVISOR

PERCEPTIONS OF IMMEDIATE SUPERVISOR	Me an	Std Dev	Description
1. My supervisor values my suggestions and requests.	3.0	0.67	Agree
2. My supervisor encourages me to suggest ways to improve job quality.	3.0	0.65	Agree
3. My supervisor encourages me to suggest ways to improve productivity.	3.0	0.60	Agree
4. My supervisor encourages me to continually develop my job skills.	3.0	0.58	Agree
5. My supervisor keeps me informed of job problems or concerns.	3.0	0.60	Agree
6. My supervisor is concerned about my professional development.	3.1	0.65	Agree
Average Weighted Mean	3.0		Agree

Legend: 3.26 – 4.00 Strongly Agree, 2.51 – 3.25 Agree, 1.76 – 2.50 Disagree, 1.00 – 1.75 Strongly Disagree

Table 18 highlights that teachers hold a positive perception of their immediate supervisors, as indicated by the overall weighted mean of 3.04 (Agree). Supervisors are viewed as receptive and respectful of teacher input, valuing their suggestions and acknowledging their professional needs. Encouragement to improve job quality and productivity, along with motivation to refine job skills, implies supportive instructional leadership where continuous improvement is emphasized.

The willingness of supervisors to keep teachers informed about work-related concerns denotes proactive communication. Teachers likewise perceive a genuine concern for their professional development (3.18), reflecting leadership practices that aim to sustain career growth and instructional excellence. Such supportive supervision reinforces confidence,

enhances motivation, and fosters a culture of mutual trust and respect.

However, the mid-range ratings suggest that while supervisors display supportive behaviors, there may still be opportunities for stronger mentoring presence, more personalized guidance, and deeper engagement in professional conversations. Empowerment could be further enhanced by strengthening the role of supervisors as instructional coaches rather than only administrative overseers.

VIII. LEVEL OF TEACHERS' CAPABILITY IN THEIR TEACHING PERFORMANCE IN THE IMPLEMENTATION

A teacher's capability in instructional delivery reflects not only personal competence but also the effectiveness of the school in promoting continuous professional growth. Teaching performance represents a combination of pedagogical knowledge, classroom management skills, curriculum design competence, assessment practices, and responsiveness to learner diversity. When educators excel across these dimensions, they create inclusive, engaging, and meaningful learning experiences that support academic success and holistic development. Assessing the capability of teachers in these areas provides a lens into the school's instructional culture, professional maturity, and alignment with national education standards. Strong ratings suggest a healthy environment where teachers demonstrate mastery, apply varied instructional strategies, and adapt to learner needs. Meanwhile, any identified areas needing improvement guide leadership in strengthening support mechanisms, targeted training, and collaborative practices. Through this evaluation, the overall readiness of teachers to deliver quality instruction becomes clearer, forming a foundation for continuous enhancement of teaching and learning.

Table 19 Content Knowledge and Pedagogy

1. Content Knowledge and Pedagogy	Me an	Std Dev	Descript ion
1.1 Applied knowledge of content within and across curriculum teaching areas.			
1.2 Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	2.86	0.6869	High
1.3 Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher – order thinking skills.			
Average Weighted Mean	2.86		High

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Moderately High, 1.00 – 1.75 Low

The data in Table 19 illustrates that teachers demonstrate strong capability in content knowledge and pedagogy, with an overall mean of 2.86 interpreted as High. This signifies that teachers effectively apply relevant content knowledge across learning areas and utilize multiple instructional approaches to enhance student learning outcomes. Their ability to support literacy and numeracy development reflects foundational instructional competence, while their engagement in fostering higher-order thinking skills suggests awareness of modern learning demands emphasizing critical thinking, creativity, and problem-solving.

The high mean reflects a teaching force that understands curriculum expectations and adapts strategies to meet learner needs. However, the score, although commendable, shows room for elevation toward a Very High level, particularly in the consistent integration of higher-order thinking strategies across various contexts. While teachers are evidently applying strong pedagogical frameworks, deeper enrichment through innovative, inquiry-based, and integrative approaches could further strengthen learner engagement and intellectual stretch.

Table 20 Learning Environment and Diversity of Learners

2. Learning Environment and Diversity of Learners	Mean	Std Dev	Description
2.1 Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.			
2.2 Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	2.92	0.6554	High
2.3 Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.			
Average Weighted Mean	2.92		High

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Moderately High, 1.00 – 1.75 Low

Table 20 highlights that teachers successfully manage learning environments that support diverse learners, earning a high mean of 2.92. This demonstrates effective facilitation of meaningful learning activities, constructive behavior management, and application of differentiated teaching practices. Such responses indicate that teachers understand learners' varying abilities, interests, and backgrounds and work to provide a supportive, inclusive environment. The data reflects a strong foundation in classroom leadership, suggesting that teachers employ supportive, positive discipline practices and create spaces conducive to collaboration and independent learning.

The high rating signals that teachers are confident in fostering an atmosphere where students feel engaged and supported. Nonetheless, the proximity of the score to the upper limit of the High bracket suggests potential for further enhancement. Strengthening

culturally responsive teaching, integrating socio-emotional strategies, and continually updating classroom management frameworks can promote deeper responsiveness to student needs.

Table 21 Curriculum and Planning

3. Curriculum and Planning	Mean	Std Dev	Description
3.1 Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.			
3.2 Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	2.90	0.7064	High
3.3 Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.			
Average Weighted Mean	2.90		High

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Moderately High, 1.00 – 1.75 Low

From the data shown in Table 21, teachers exhibit strong curriculum and planning capability, reflected in the high mean of 2.90. They plan learning activities aligned with curriculum requirements, consider developmental appropriateness, and integrate feedback from professional dialogues. The inclusion of curricular resources — including technology — shows adaptability to modern instructional standards and recognition of ICT's role in learning.

This result reveals thoughtful preparation and deliberate organization in instructional planning.

Teachers are not only designing lessons but also refining practices through feedback, reflecting a commitment to professional improvement and collaborative learning. Still, the margin for growth lies in deeper technology integration, further exploration of innovative instructional design models, and enhanced use of data-driven lesson planning strategies.

Such results demonstrate competent use of assessment tools to gauge learner achievement and inform instructional direction. The high capability rating suggests a well-grounded practice in understanding learner progress and communicating effectively. Still, to elevate from High to Very High, deeper data analytics literacy, enhanced formative feedback systems, and more student-involved assessment methods could enrich this domain further.

Table 22 Assessment and Reporting

4. Assessment and Reporting	Mean	Std Dev	Description
4.1 Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements.			
4.2 Monitored and evaluated learner progress and achievement using learner attainment data.	2.96	0.6407	High
4.3 Communicated promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.			
Average Weighted Mean	2.96		High

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Moderately High, 1.00 – 1.75 Low

The data in Table 22 illustrates that teachers maintain a strong performance in assessment and reporting, scoring 2.96, the highest among the four domains. Teachers design and use varied assessment types, indicating sound understanding of assessment for learning, as well as assessment of learning. The capacity to monitor progress and communicate results underscores strong accountability and transparency in reporting student performance to stakeholders, such as parents and guardians.

IX. CORRELATION BETWEEN THE SCHOOL CLIMATE AND TEACHERS' WORKPLACE EMPOWERMENT IN TEACHING PERFORMANCE

A cohesive school environment is built upon positive relationships, shared leadership, and meaningful teacher involvement in decision-making. When teachers feel valued, supported, and trusted, they become more empowered to take initiative, innovate in teaching, and commit to professional responsibilities. School climate and workplace empowerment are therefore interconnected variables that shape how teachers perceive their roles and exert influence in school processes. Measuring the correlation between these two components provides an important lens in understanding whether supportive interpersonal dynamics, collaborative practices, and shared vision translate into greater empowerment. A high and significant association signifies that teachers' sense of belonging, and confidence increases when the school promotes collegiality, collaboration, and shared governance. Examining these relationships allows educational leaders to recognize the strength of current organizational culture and pinpoint potential strategies to refine internal systems that nurture growth-oriented and empowered educators.

Table 23 School Climate and Workplace Empowerment

SCHOOL CLIMATE	PARTICIPATION IN DECISION MAKING	PERCEPTIONS OF IMMEDIATE SUPERVISOR
Collegiality	0.832	0.926

	< 0.0000	< 0.0000
Collaboration	0.751	0.904
	< 0.0000	< 0.0000
Shared Planning	0.816	0.897
	< 0.0000	< 0.0000

At 0.05 level of significance, identified factors of Teachers' level of workplace environment strongly and significantly affects school climate along areas of Collegiality, Collaboration and Shared planning

The data in Table 23 illustrates that there is a strong and significant correlation between school climate and workplace empowerment indicators, particularly in the areas of participation in decision-making and perceptions of immediate supervisors. The correlation coefficients ranging from 0.751 to 0.926 indicate solid positive relationships, suggesting that as collegiality, collaboration, and shared planning improve, teachers feel more empowered to engage in decision-making and develop trust in supervisory support. The highest correlation (0.926) lies between collegiality and perception of immediate supervisor, demonstrating that when teachers experience supportive, respectful, and constructive workplace relationships, their confidence toward leadership and their willingness to voice ideas increase dramatically. These results reflect an environment where teachers are encouraged to participate in professional conversations, are listened to by their administrators, and are supported in making decisions affecting their work. Schools that foster open communication and shared goals enable teachers to feel valued, which in turn strengthens their sense of professional agency. However, the slightly lower, but still strong, correlation between collaboration and decision-making (0.751) indicates that while teamwork exists, there may be opportunities to deepen shared authority and broaden participation across grade levels and departments.

Table 24 School Climate and Teacher Capability

SCHOOL CLIMATE	TEACHERS CAPABILITY LEVEL			
	Content Knowledge and	Learning Environment and	Curriculum Planning	Assessment and Reporting

	Pedagogy	Diversity of Learners		
Collegiality	0.8521	0.7977	0.8237	0.7667
	< 0.0000	< 0.0000	< 0.0000	< 0.0000
Collaboration	0.7701	0.7250	0.7554	0.7024
	< 0.0000	< 0.0000	< 0.0000	< 0.0000
Shared Planning	0.8257	0.7995	0.8078	0.7870
	< 0.0000	< 0.0000	< 0.0000	< 0.0000

At 0.05 level of significance, identified factors of Teachers' capability level strongly and significantly affects school climate along areas of Collegiality, Collaboration and Shared planning

Table 24 highlights that school climate has a strong and significant correlation with teachers' capability across all measured domains, content knowledge and pedagogy, learning environment and diversity, curriculum planning, and assessment and reporting. Correlation values range from 0.7024 to 0.8521, all significant at $p < .0000$, indicating highly meaningful associations. The strongest relationship (0.8521) is seen between collegiality and content knowledge and pedagogy, suggesting that when teachers work in a supportive professional community, they are more intentional in refining their instructional knowledge and strategies. In environments where collegial unity and respect prevail, teachers willingly exchange ideas, observe each other's practices, and embrace continuous professional improvement.

Shared planning also shows consistently high relationships across the four capability domains, emphasizing that when schools practice collective visioning and joint planning, teaching becomes more synchronized, coherent, and aligned with instructional goals. Similarly, collaboration correlates significantly but slightly lower than the other two indicators, suggesting that while teamwork positively influences teaching competence, increasing sustained

and structured collaborative learning models could amplify these effects.

These results suggest schools with strong climates promote reflective teaching, pedagogical advancement, adaptive classroom strategies, and effective learner assessment systems. Teachers thrive when they feel collectively supported, trusted, and motivated by shared professional norms. Nonetheless, the correlation levels highlight possibilities for strengthening collective instructional inquiry practices and data-driven collaboration.

X. THE CHALLENGES AND BARRIERS
 ENCOUNTERED BY THE TEACHERS
 RELATED TO SCHOOL CLIMATE
 PERSPECTIVE

A school's climate serves as the emotional and operational backbone that influences teachers' attitudes, instructional approaches, and long-term dedication to the profession. While a positive climate nurtures motivation, collaboration, and empowerment, the presence of challenges and barriers can hinder teachers' productivity and diminish overall school performance. These barriers often emerge from systemic gaps, communication limitations, resource constraints, and institutional pressures that collectively shape the instructional environment. Understanding these challenges is critical, as it allows school leaders and stakeholders to recognize the gaps in school systems and implement responsive strategies to support teachers more effectively. When barriers remain unaddressed, they can lead to decreased instructional quality, emotional fatigue, lowered morale, and reduced commitment to school goals. Thus, identifying these issues provides direction for improvement, strengthens leadership decision-making, and enhances the overall school culture toward a more supportive and sustainable teaching environment.

Table 25 ISSUES AND CONCERN

STATEMENTS	Mean	Std Dev	Description
1. inadequate teaching and learning resources	1.63	1.1038	Manifested
2. less of support of parents and administrators	1.67	1.0738	Manifested
3. Too many distractions	1.60	1.1189	Manifested
4.lack of effective communication	1.73	1.0814	Manifested
5.inadequate time of communicating to parents	1.67	1.1110	Manifested
6.pressure from school administrators given task	1.68	1.1949	Manifested
7weak teacher knowledge of learner-centered instruction	1.88	1.2834	Manifested
8. large class size	1.73	1.2332	Manifested
9. classroom not conducive to learning	1.55	1.1464	Manifested
10. insufficient time allotment of a subject	1.65	1.1911	Manifested
Average Weighted Mean	1.68		Manifested

Legend: 1 Very Manifested, 2 Manifested, 3 Moderately Manifested, 4 Somewhat Manifested, 5 Not Manifested

The data in Table 25 illustrates that a number of significant barriers exist in the school environment, with an overall weighted mean of 1.68 indicating that the identified issues are manifested among teachers. These concerns encompass a wide spectrum of school climate-related factors, ranging from resource limitations and communication gaps to instructional challenges and work pressure. The results suggest that teachers encounter systemic factors that influence their daily work and learning environment,

potentially affecting instructional delivery and learner outcomes.

The most pronounced barrier, based on the lowest mean score, is the concern regarding classrooms not being conducive to learning (1.55). This finding highlights physical or environmental constraints that may hinder effective classroom engagement, such as improper classroom layout, ventilation, noise disruptions, or insufficient learning facilities. Close behind are distractions (1.60) and inadequate resources (1.63), which further reinforce the need for improved school infrastructure and resource availability. Without adequate materials, classroom technology, and supportive facilities, teaching becomes more challenging and less dynamic.

Support-related challenges also emerge, as evidenced by lower teacher perceptions about parental and administrative support (1.67) and pressure from school administrators (1.68). This suggests that teachers may feel overwhelmed by workloads or unsupported in fulfilling their responsibilities, which may lead to stress and burnout if not carefully managed. Additionally, communication concerns—both within the school and with parents—appear consistently, suggesting a need to improve communication channels, feedback mechanisms, and opportunities for dialogue.

Another notable concern pertains to weak understanding of learner-centered instruction (1.88), though this score, while still manifested, is relatively higher than the others. This implies that while most teachers are aware of modern instructional approaches, some still require support in applying learner-centered strategies consistently. Finally, issues regarding large class sizes (1.73) and insufficient time allotment per subject (1.65) highlight operational challenges that may hinder the ability to personalize instruction and ensure quality learning experiences for all students.

XI. SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This part presents the summary, findings, conclusions and propose appropriate recommendations.

SUMMARY

This research assessed school climate and workplace empowerment towards teachers' performance in the select public secondary schools Cebu City Division, Cebu City, during the school year 2024-2025. Findings of the study served as basis for teachers' enhancement of school climate and empowerment program.

The study surveyed the following areas of concern the profile of the respondents, the existing school climate manifestation, the level of the workplace empowerment of the teachers, the level of teachers' capability in their teaching performance in the implementation, the correlation between the school climate and teachers' workplace empowerment in teaching performance the challenges and barriers encountered by the teachers related to school climate perspective.

The researcher made use of the qualitative of research with the use of the questionnaire as the main tool in the gathering of important data. Quantitative method of research is the method of research in which data were quantified from the response of the questionnaire which were presented, analyzed and interpreted.

FINDINGS

On the existing school climate manifestation teachers generally affirm the presence of collegiality in their workplace which signifies an agreeable atmosphere of mutual support and professional respect. As to collaboration it highlights that the school setting practices collaborative behavior at an acceptable level. Teachers agree that collaboration is present in meetings, curriculum discussions, and implementation of school decisions.

On the Shared Planning data shown, teachers affirm active involvement in shared planning the rating demonstrates that teachers recognize their participation in shaping school goals, evaluating programs, and monitoring school priorities.

Level of the workplace empowerment of the teachers in the aspect of participation in decision making. It is illustrated that teachers perceive themselves as

actively engaged in workplace decision-making processes interpreted as agree.

Perceptions of immediate supervisor teachers hold a positive perception of their immediate supervisors, Supervisors are viewed as receptive and respectful of teacher input, valuing their suggestions and acknowledging their professional needs.

On the level of teachers' capability in their teaching performance in the implementation. The data illustrates that teachers demonstrate strong capability in content knowledge and pedagogy and interpreted as High. The high mean reflects a teaching force that understands curriculum expectations and adapts strategies to meet learner needs.

Learning Environment and Diversity of Learners It highlights that teachers successfully manage learning environments that support diverse learners. The high rating signals that teachers are confident in fostering an atmosphere where students feel engaged and supported.

On the curriculum and Planning data shown, teachers exhibit strong curriculum and planning capability. They plan learning activities aligned with curriculum requirements, consider developmental appropriateness, and integrate feedback from professional dialogues. The inclusion of curricular resources — including technology — shows adaptability to modern instructional standards and recognition of ICT's role in learning. This result reveals thoughtful preparation and deliberate organization in instructional planning.

On the Assessment and Reporting, data illustrates that teachers maintain a strong performance in assessment and reporting, the highest among the four domains. Teachers design and use varied assessment types. Such results demonstrate competent use of assessment tools to gauge learner achievement and inform instructional direction. The high capability rating suggests a well-grounded practice in understanding learner progress and communicating effectively. Still, to elevate from High to Very High, deeper data analytics literacy, enhanced formative

feedback systems, and more student-involved assessment methods could enrich this domain further.

As to correlation between the school climate and teachers' workplace empowerment in teaching performance, the data illustrates that there is a strong and significant correlation between school climate and workplace empowerment indicators, particularly in the areas of participation in decision-making and perceptions of immediate supervisors.

These results reflect an environment where teachers are encouraged to participate in professional conversations, are listened to by their administrators, and are supported in making decisions affecting their work. Schools that foster open communication and shared goals enable teachers to feel valued, which in turn strengthens their sense of professional agency. However, the slightly lower, but still strong, correlation between collaboration and decision-making as it indicates that while teamwork exists, there may be opportunities to deepen shared authority and broaden participation across grade levels and departments.

As to school climate and teacher capability, It highlights that school climate has a strong and significant correlation with teachers' capability across all measured domains, content knowledge and pedagogy, learning environment and diversity, curriculum planning, and assessment and reporting. The strongest relationship is seen between collegiality and content knowledge and pedagogy, suggesting that when teachers work in a supportive professional community, they are more intentional in refining their instructional knowledge and strategies. These results suggest schools with strong climates promote reflective teaching, pedagogical advancement, adaptive classroom strategies, and effective learner assessment systems. The challenges and barriers encountered by the teachers related to school climate perspective. The data illustrates that a number of significant barriers exist in the school environment, indicating that the identified issues are manifested among teachers. These concerns encompass a wide spectrum of school climate-related factors, ranging from resource limitations and communication gaps to instructional challenges and

work pressure. The results suggest that teachers encounter systemic factors that influence their daily work and learning environment, potentially affecting instructional delivery and learner outcomes.

The most pronounced barrier, based on the lowest mean score, is the concern regarding classrooms not being conducive to learning. This finding highlights physical or environmental constraints that may hinder effective classroom engagement, such as improper classroom layout, ventilation, noise disruptions, or insufficient learning facilities. Close behind are distractions and inadequate resources which further reinforce the need for improved school infrastructure and resource availability. Without adequate materials, classroom technology, and supportive facilities, teaching becomes more challenging and less dynamic.

Support-related challenges also emerge, as evidenced by lower teacher perceptions about parental and administrative support (1.67) and pressure from school administrators (1.68). This suggests that teachers may feel overwhelmed by workloads or unsupported in fulfilling their responsibilities, which may lead to stress and burnout if not carefully managed. Additionally, communication concerns—both within the school and with parents—appear consistently, suggesting a need to improve communication channels, feedback mechanisms, and opportunities for dialogue.

Another notable concern pertains to weak understanding of learner-centered instruction (1.88), though this score, while still manifested, is relatively higher than the others. This implies that while most teachers are aware of modern instructional approaches, some still require support in applying learner-centered strategies consistently. Finally, issues regarding large class sizes (1.73) and insufficient time allotment per subject (1.65) highlight operational challenges that may hinder the ability to personalize instruction and ensure quality learning experiences for all students.

CONCLUSION

There is a strong and significant correlation between school climate and workplace empowerment indicators, particularly in the areas of participation in decision-making and perceptions of immediate supervisors.

RECOMMENDATIONS

In the light of the findings, it is recommended that the output of the study must be implemented

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