Fostering A Positive School Climate to Enhance Senior High School Students' Experience

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Abstract— School climate has been an interesting topic for research during this time when distance learning is gradually transitioning to full face-to-face classes. Distance learning is the recent change in the education delivery in the country that has impacted the learners in so many ways. This research determined the school climate in Sorsogon National High School (SNHS) as observed by the Senior High School department, SY 2022-2023. The respondents were the Senior High School students, the Senior High School teachers, and the school administrators of SNHS, SY 2022-2023. Survey, documentary analysis, and interviews were the data collection methods employed. A modified questionnaire from the California Healthy Kids Survey (CHKS) School Climate Module In-School and Hybrid was the research instrument used. The statistical treatments used were frequency count, weighted mean, and rank. SNHS has a satisfactory school climate along safety, relationship, teaching and learning, and institutional environment. There are varied strategies that the school administrators and teachers utilize to be able to achieve a positive school climate. There are challenges encountered by the school in its desire to promote a positive school climate. The action plan being proposed be utilized to intensify a positive school climate in SNHS. Action research be conducted that utilizes the action plan being proposed. A qualitative study may be conducted in line with the further in-depth investigation of positive school climate. Fostering a positive school climate is crucial for enhancing students' experiences, as this has been consistently linked to improved academic achievement and increased engagement.

Keywords— Quantitative Research, School Climate, School Intervention

INTRODUCTION

School climate has been an interesting topic for research during this time when distance learning is gradually transitioning to full face-to-face classes. Distance learning is the recent change in the education delivery in the country that has impacted the learners in so many ways. They used to attend their classes in their physical classroom while their teachers personally delivered their lessons. However, because of the pandemic, the country necessitated the need to shift from traditional education delivery to distance learning (modular, online, blended, and hybrid), known to be a total shift in instruction delivery. The effects on students were abrupt, and they were overwhelmed with the way the lessons were being delivered to them. In like manners, many students did not even know the faces of their teachers which was a brand-new thing for them. Even their parents were caught barehanded in the manner in which their children were learning during the pandemic. Eventually, when the COVID-19 cases are restrained, controlled, and improved, the education sector is placing back all the necessary factors to make learning as normal as possible. However, with the learning gap that was left by distance learning, school climate is one significant factor that needs to be looked into.

As defined, school climate is the patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (National School Climate Council, 2007). School climate has been a topic of growing interest in the United States and across the world over the past three decades. Because of their desire to improve the school experiences of both teachers and students, they see the potential of the use of different strategies that promote a positive school climate to create and reinforce safer, more civil, and more supportive schools. A school that values and promotes a positive school climate, fosters youth development and learning necessary for a productive and satisfying life in every society.

With this given wide-ranging definition of school climate, Fleischmann (2018) said that research that was conducted on this topic was focused on four essential areas that were used to measure and study school climate, namely: safety, relationships, teaching and learning, and institutional environment (Thapa, Cohen, Higgins-D'Alessandro, & Guffey, 2012). Safety refers to the emotional, intellectual, and physical feeling of being safe. Relationship is about how connected students feel to all individual concerned with their

studies such as their peers, their educators, and their school, and is also referred to as 'school connectedness'. Teaching and learning is how teachers and school leaders strive to define the rules, norms, goals, and values that shape the learning environment. Finally, the institutional environment can refer to the physical surroundings of the school, also known as school culture, as well as circling back to relationships and focusing on school connectedness and engagement.

In the Philippines, there were several studies undertaken that focused on school climate. Lipata (2019) studied both the school climate and the school culture of an elementary school in the Philippines and found that school climate can positively affect school academic achievement, behavior, and relationships. Also, Cardenas, and Cerado (2016) did not find any relationship between the factors of school climate, teachers' efficiency, and pupils' learning outcomes. Trinidad (2020) found that material resources and school climate problems have varying origins and influences that can be attributed to school type and its location. Among students, gender and socioeconomic status be predictors but not found the exact explanation for such a variation. Lastly, Mandapat and Farin (2021) found that the school climate such as school and community engagement, teacher connections, the structure of learning, physical environment, student peer relations, parental involvement, and work from home were found challenging.

Although school climate has been investigated in some parts of the country, there are significant reasons why this present research is being proposed. Students have been detached from their traditional physical classroom learning for about two years, and that was a considerable amount of time that they felt detached from their schools. This transition period is the right time to investigate how they feel to be back in their physical classroom after being departed from it due to the pandemic. Their perception of the school climate may play a great role in making the most of their learning experience now that they are allowed to be back in their physical classroom and personally meet their teachers. During the height of the pandemic, students were limited in their social activities which might have impacted social beings. School is not only an institution that contributes to one's intellectual growth but also provides highly influential components in children's and adolescents' lives such as personal, academic, and social growth, despite potential socioeconomic or cultural differences. As found by Kupernic, Leadbeater, and Blatt (2001) positive perceptions of school climate moderated the negative effects of self-criticism on both externalizing and internalizing behavioral problems, as well as the effect of a lack of self-efficacy on internalizing problems. Likewise, Hoge, Smit, and Hanson (1990) revealed that school climate is potentially influential to a student's self-esteem. Self-esteem then is related to numerous evidence-based protective factors and again highlights the impact that a positive school climate and positive relationships with educators can have on a child's development outside of academics.

Given these empirical views on school climate, the researcher found that perceptions of the students on the school climate of Sorsogon National High School for the Senior High School be visited this time that they just transitioned from distance learning setup. As stipulated in DepEd Order No. 12, s. 2020 also known as Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency, prioritizes the promotion and protection of the mental health and general welfare of learners and personnel in times of COVID-19 pandemic. DepEd Order No. 14, s. 2020, the Guidelines on the Required Health Standards in Basic Education Offices and Schools ordered the provision of mental health and psychosocial support services to increase the mental resilience of learners and DepEd personnel.

Meanwhile, the Sorsogon National High School is the largest and most populated secondary school in the DepEd Sorsogon City Division that caters to the different learners coming from the urban and rural places of Sorsogon City and even Sorsogon Province. This school is known to offer different academic and TVL tracks for its Senior High School unit resulting in combining students of diverse interests and abilities. Though varied, the social inclination of every student is very evident. The opening of this school to physical classrooms and face-to-face classes has given a research opportunity to investigate the perception of the students towards the school climate. It merges learners of varied academic performances, socioeconomic status, family income, and culture. These differences may impose conflicts, discriminations, inequalities, and confusion that can occur in the school which apparently leads to further problems. Senior high school students are also sensitive individuals; they are mostly confused about the things happening to them. They are between

the phase of early and adult stages typically confused about the direction of their lives. At this stage, the need for them to belong to the social setting they get involved in every day is crucial. They need to be embraced and validated by the environment they are moving about. At this point fostering school climate for a school can be a basic yet fulfilling action for their students. Thus, this research is being proposed.

This research determined the school climate in Sorsogon National High School (SNHS) as observed by the Senior High School Department, SY 2022-2023. Specifically, it answered the following questions:

1. What is the prevailing status of the school climate in SNHS as observed by the school administrators, teachers, and students along:
   a. Safety
   b. Relationship
   c. Teaching and Learning, and
   d. Institutional Environment?
2. What are the different strategies employed by the school in promoting a positive school climate?

MATERIALS AND METHOD

This research determined the school climate in Sorsogon National High School as observed by the Senior High School department, SY 2022-2023. The descriptive quantitative research design was used. According to Febre (2013), descriptive statistics is concerned with the collection, organization, and presentation of data in a simpler and summarized form. The respondents were the senior high school students, the senior high school teachers, and the school administrators of Sorsogon National High School, SY 2022-2023.

Survey, documentary analysis, and interviews were the data collection methods employed. A modified questionnaire from California Healthy Kids Survey (CHKS) School Climate Module In-School and Hybrid was the research instrument used. The statistical treatments used were frequency count, weighted mean, and rank.

Participants

In total, there were 298 respondents. There were groups of respondents for this study. The first group is the student respondents. They were the Grade 11 and 12 Senior High School students of Sorsogon National High School taking Science, Technology, Engineering, and Mathematics (STEM) strand for SY 2022-2023. There were 114 Grade 11 students and 108 Grade 12 students.

The next group of respondents were the 72 senior high school teachers. They were teaching in the different strands that the school is offering such as ABM, GAS, HUMSS, STEM, Arts and Design, and TVL. Another group is the school administrators. It is composed of four individuals, namely: the school principal, two assistant school principals (one for operations and one for academics), and a guidance counselor.

Instruments

There were two types of questionnaires made for this present study for the three groups of respondents. But generally, it employed a modified questionnaire from the California Healthy Kids Survey (CHKS) School Climate Module In-School and Hybrid as a research instrument. For the students, Part I is intended to gather the profile of the respondents about their names (optional), addresses for the geographic entity, sex, and monthly family income. Part II is intended to measure the students' perception of their school climate. This part has 50 items randomly mixed to cover this study's four variables: safety, relationship, teaching and learning, and institutional environment.

For teachers and school administration, there were three parts: the school climate, the strategies, and the challenges met. The school climate has similar content to that of the students however some items were revised to fit the respondents' point of view. Part II was intended to collect the strategies where the respondents checked and ranked each item given. Part III was intended to collect the different challenges met by the respondents in their desire for a positive school climate. They needed to check and rank the given items.

Documents that can disclose the different programs and projects as strategies to increase positive school climate were also employed as sources of data. Likewise, documents such as terminal reports, picture documents, accomplishment reports, and others to show activities that provide experiences for these students to promote a positive school climate were utilized. An interview was conducted to support the quantitative data collected.

RESULTS AND DISCUSSION

Prevailing Status of School Climate in SNHS

This portion discusses the prevailing status of school climate in SNHS. In this study, school climate is the

quality and character of school life and conditions that influence learning. It is limited to four components, namely: safety, teaching and learning, interpersonal relationships, and institutional environment. Safety as a variable for school climate refers to the students feeling emotionally, intellectually, and physically safe; relationships are about how connected students feel to all individuals concerned with their studies such as their peers, their educators, and their school, and is also referred to as 'school connectedness'; teaching and learning represent how teachers and school leaders strive to define their rules and norms, goals, and values that shape the learning environment; and institutional environment can refer to the physical surroundings of the school, also known as school culture, as well as circling back to relationships and focusing on school connectedness and engagement (Thapa, Cohen, Higgins-D'Alessandro, & Guffey, 2012).

Table 1.1 Table 1.1 shows the prevailing status of school climate along Safety in SNHS as observed by the school administrators, teachers, and students. Overall, along with Safety, it garnered a weighted mean of 3.78 or satisfactorily observed. Each group of respondents gains a total weighted mean of 3.97, 3.75, and 3.62, respectively, interpreted as satisfactorily observed. Along with Safety, School Administrators get the highest weighted mean while students get the lowest.

In general, the indicators, "Teachers here make it clear to students that bullying is not tolerated," "When a student informs a teacher or school administrator about bullying, steps will be taken to offer help and support," and "The school is a supportive and inviting place for students to learn." get the highest weighted mean of 4.74 (highly observed), 4.61 (highly observed) and 4.51 (satisfactorily observed), respectively. The lowest results are indicated by "There is a lot of tension among students in this school because of different fraternities, factions, and organizations," "The classroom is so crowded; it is hard to concentrate," and "Students eat

lunch at the right time of day." with a weighted mean of 2.69. 2.99, and 3.03, respectively, interpreted as fairly observed.

For the school administrators, the indicator with the highest result can be noted with "Teachers here make it clear to students that bullying is not tolerated." with a weighted mean of 5.00, highly observed. The lowest indicator is "There is a lot of tension among students in this school because of different fraternities, factions, and organizations." with a weighted mean of 2.50 or poorly observed. For teachers, the indicator "Teachers here make it clear to students that bullying is not tolerated." has a weighted mean of 4.73, or highly observed. A lower indicator "Students have plenty of time to eat their lunch." with a weighted mean of 2.79, or fairly observed. For students, they have the indicator "Teachers here make it clear to students that bullying is not tolerated." with a weighted mean of 4.50, or satisfactorily observed. The lowest indicator is "The classroom is so crowded; it is hard to concentrate." with a weighted mean of 2.17 or poorly observed.

These results imply that the respondents perceived SNHS to have a satisfactory school climate. One thing that made a positive school climate in SNHS is the respondents' belief that bullying is not tolerated in their school. This indicator has been agreed by all groups of respondents to be the top concern in safety for school climate. They are all aware that bullying is not tolerated. Teachers made the students aware of bullying. Students on the other knew that bullying in school is not a good thing to do. Schools can be unsafe places because bullying is rampant. So, with the effort of teachers, bullying has been made aware to students and is not being tolerated in school to happen or occur. This can be attributed to the fact that the school administration has been advocating for a zero-tolerance on bullying that is made clear to teachers and students. The school administration is successful in the execution of activities centered around the Child Protection Policy.

Table 1.1 *Prevailing Status of School Climate Along Safety in SNHS as Observed by the School Administrators, Teachers, and Students*

INDICATOR	Average	
	x̄	I
The school is a supportive and inviting place for students to learn.	4.51	SO
Students are taught that they can control their behavior.	4.28	SO
Teachers here make it clear to students that bullying is not tolerated.	4.74	HO
In the event of being bullied by another student, they would report the situation to a teacher or school administrator at the school.	3.88	SO

When a student informs a teacher or school administrator about bullying, steps will be taken to offer help and support.	4.61	HO
Students here try to stop bullying when they see it happening.	3.79	SO
There is a lot of tension among students in this school because of different fraternities, factions, and organizations.	2.69	FO
The schoolyard and buildings are clean and in good condition.	3.61	SO
The classroom is so crowded; it is hard to concentrate.	2.99	FO
Students eat lunch at the right time of day.	3.03	FO
Students have plenty of time to eat their lunch.	3.13	FO
The school grounds are kept clean.	3.92	SO
Students pay attention in class.	3.69	SO
Students try their best in school.	4.07	SO
Students usually follow the rules at school.	3.65	SO
The school has clean and drinkable water.	3.85	SO
TOTAL WEIGHTED MEAN	3.78	SO

Legend: HO–Highly Observed; S0-Satisfactorily Observed; FO-Fairly Observed; PO-Poorly Observed; ANO-Almost Not Observed

Also, it is affirmed in the results that students inform their teacher or school administrator about bullying occurrences in their class and the school authority would take steps and proper protocol to address these incidences. In this way, students' manifestation of bullying could be prevented at an early phase and would not create further damage and danger to anyone involved. The school authorities are well-oriented of the bullying due to the intensified information dissemination of bullying at any situations. This information is also cascaded to everyone in the school in the form of symposium, seminars, flyers and posted information within the vicinity of the school. There are different related activities conducted for this purpose such as lesson integration, poster making contest, and song rendition among others that aimed to spread right information about bullying.

Likewise, the school strived its best to create a supportive and inviting place for students to learn. Many seminars and workshops have been attended by teachers to enhance their skills in making the school conducive to learning. School administrators are also in support to teachers for any effort in this endeavor. The school likewise has sophisticated facilities for learning such as the library, computer laboratories, covered court for outdoor activities, classrooms, canteens, faculty room, learning centers, science laboratories, school grounds, guard house, water system, and administrative offices among others. There are newly constructed buildings and facilities that comply with the standards for safety. In the SNHS Annex, almost 80% of the classrooms are newly constructed and there are

upcoming classrooms to be constructed. The covered court is also newly constructed. These buildings are taken care of properly so that they can serve their purpose to the learning of the students. On the Main Campus, the main building is also newly constructed after being burned in 2014. The majority of the offices here are air-conditioned, as are the computer laboratories and other facilities. Classrooms are well-maintained by each adviser who looks after cleanliness and orderliness. Teachers strive to make their classroom a home-like stay for students while learning.

On the other hand, low results yielded in the indicator that a lot of tension among students in this school because of different fraternities, factions, and organizations respondents observed that no tension among students. This means that there are barely any incidents of tension and conflict among the students. This may be brought about by the fact the school authorities are vigilant about the occurrence of tensions and conflicts among students. Teachers are well aware that they are dealing with teenagers who are aggressive and prone to conflicts and tensions thus their vigilance over this matter. There are no notable factions, fraternities, or organizations in the school that can ignite tensions and conflicts. The school does not recognize any factions, fraternities, and organizations not accredited and endorsed by the Department of Education. Likewise, in the desire for the school to be a supportive and inviting place for students to learn, as revealed to be one of the highest indicators, it is a low result for this survey to say that classrooms are crowded, and it was hard for students to concentrate.

In addition, according to teachers, one of the issues affecting the school climate is students not paying attention in class. Students' attention in class is very difficult to capture and hold. There are plenty of disturbances that may disrupt their attention. One thing can be the physical location of the school, being on the main thoroughfare of the city, the noise of the vehicles running to and fro can affect the focus of the students and teachers. Another is the use of cell phones by students and teachers can disrupt their classes. Their classmates as well can cause them to be disrupted and depart from their lessons. For teachers, most especially, students could hard pay attention to their classes. This can lessen the school climate.

The School Administrators get the highest weighted mean for this variable, Safety. It could be attributed to the fact that the School Administrators' foremost concern is to make the school a safe place for the students. They are in charge of the well-being of every student, so it is their main responsibility to make the whole school safe and sound for their students in terms of physical, psychological, emotional, and social aspects most importantly.

To achieve a highly observed school climate in safety, SNHS has to engage more effort in keeping its grounds clean and orderly. They also have to review their time schedules to provide ample time for lunchtime for teachers and students alike. They have to achieve a conducive school environment to hold their students' attention to classes.

So far, SNHS has been conducting several school-wide activities to enhance school climate on Safety. One of these is School-Watching and Hazard Mapping, which conducts systematic, regular inspections to ensure safety and preparedness for potential risks. Collaboration between authorities, the School Disaster Risk Reduction and Management (SDRRM) committee, and students is required for these assessments. Internal stakeholders are likely to perform earthquake drills on a regular basis as participants in every scheduled nationwide earthquake drill to prepare for the potential of an earthquake event. The school already has a spacious School Clinic that offers basic medical treatment and support to students and personnel. It provides a place for minor ailments and injuries to be examined and treated, as well as for students with chronic health concerns to get medication or assistance. During an emergency, a rapid Emergency Response Team safeguards the safety and well-being of students and staff. The team is prepared to respond swiftly and effectively to a variety of emergencies, including medical emergencies, with the primary goal of reducing injury and delivering critical assistance to individuals in need.

The Barkada Kontra Droga aims to educate, motivate, and raise awareness among young people about the dangers of drug use and misuse. They are also urged to take an active role in community drug abuse campaigns by leveraging the collective efforts and initiatives of various stakeholders and private partners. The existence of the Office of the Prefect of Discipline ensures that all students follow the rules and regulations of the institution. They are tasked, together with the Guidance Counselor, with conducting thorough investigations whenever faced with behavioral issues or occurrences involving students. Additionally, they are empowered to impose appropriate punishments in compliance with DepEd and school rules and regulations. The Child Protection Committee (CPC) guarantees the implementation of effective child protection policies and procedures, as well as their compliance. The "Simmering": an Income Generating Project (IGP) of SNHS - SHS Cookery Strand provides Cookery students and their families with an opportunity to be profitable by entering into a consignment contract for the outputs produced by the required activities in their Cookery Specialized subjects. Furthermore, this guarantees that the SNHS community receives nutritious meals.

Research suggests that a positive school climate can lead to a significant decrease in the likelihood of crime, aggression, and violent behavior (SchoolSafety.gov, 2023). Schools and districts should implement social, emotional, and behavioral support systems to create a climate that supports and responds to student behavior. School leaders can make character development a priority by supporting practices in the classroom and school, as well as collaborating with families and community organizations. With the effort of SNHS to foster a positive school climate, it can guarantee a school free of crime, violence, rejections, harm, and other problems related to the safety of its students.

Table 1.2 indicates the prevailing status of school climate along Relationship in SNHS as observed by the school administrators, teachers, and students. Overall, school climate along Relationship garnered a total weighted mean of 3.97 or satisfactorily observed. Per group respondents, each gained a weighted mean of

4.22, 3.94, and 3.75, respectively, interpreted as satisfactorily observed along Relationship, School Administrators got the highest weighted mean.

For school administrators, three indicators have the highest weighted mean of 4.75, or highly observed, which are "When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.", "All students are treated fairly when they break school rules." and "Adults at this school encourage students to work hard so they can be successful in college or at the job they choose."

Table 1.2 Prevailing Status of School Climate along Relationships in SNHS as Observed by the School Administrators, Teachers, and Students

INDICATOR	Average	
	x̄	I
Adults at this school encourage students to work hard so they can be successful in college or at the job they choose.	4.51	SO
Adults at this school treat all students with respect.	4.21	SO
Students tell teachers when other students are being bullied.	3.90	SO
Students treat teachers with respect.	4.02	SO
All students are treated fairly when they break school rules.	4.18	SO
Students care about each other.	3.91	SO
Students treat each other with respect.	3.92	SO
Students get along well with each other.	3.94	SO
This school encourages students to understand how others think and feel.	4.24	SO
This school helps students resolve conflicts with one another.	4.16	SO
This school encourages students to care about how others feel.	4.23	SO
Students were disrespected by an adult at this school because of their financial status, disability, family background, or a section.	1.60	PO
Students in this school respect each other's differences in gender, financial status, religion, sexual orientation, etc.	4.14	SO
Adults in this school respect differences in students' gender, financial status, religion, sexual orientation, etc.	4.23	SO
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.	4.38	SO
TOTAL WEIGHTED MEAN	3.97	SO

Legend: HO–Highly Observed; S0-Satisfactorily Observed; FO-Fairly Observed; PO-Poorly Observed; ANO- Almost Not Observed

The lowest weighted mean of 1.25 or almost not observed is registered with the indicator "Students were disrespected by an adult at this school because of their financial status, disability, family background, or a section." For teachers, the highest weighted mean of 4.42 or satisfactorily observed is in the indicator "Adults at this school encourage students to work hard so they can be successful in college or at the job they choose." The lowest weighted mean is 1.93 or poorly observed with the indicator "Students were disrespected by an adult at this school because of their financial status, disability, family background, or a section." For students, the highest weighted mean of 4.35 or highly observed is with the indicator "Adults at this school encourage students to work hard so they can be successful in college or at the job they choose." The

lowest weighted mean of 1.63 or poorly observed is with the indicator "Students were disrespected by an adult at this school because of their financial status, disability, family background, or a section."

All of the respondents agreed that in SNHS, adults encourage students to work hard so that they can be successful in college or at the job they choose. Both the teachers and the administration give guidance to the students so that their life goals will be clear to them. They are encouraged to do well in their life as students and become successful in their academics. Everyone in the school agreed that this is contributive to the school climate. Likewise, every time there is a conflict between and among the individuals in the school, the school administration and the teachers would immediately take

action to resolve that conflict. Adults in school believe that every small conflict can be very serious and dangerous when left unresolved. To further support this idea in improving the school climate, SNHS also is strong in encouraging students to understand how others feel and think. They inculcate the value of being sensitive to what others feel and think, and this way, students and teachers alike avoid being in conflict. They respect each other's differences in thinking, attitude, preferences, and culture. As a result, they can avoid troubles and conflicts with anyone in the school. Senior high school students are expected to act maturely because most of them are in the age range of 16-20 years old.

On the contrary, it was noted from the results that students were not disrespected by any older individuals in the school because they have a disability, they are poor, or they come from a lower section. Simply, school authorities do not discriminate against students and teachers because of their status. They accept one another, they understand each other, and they value each other being in the same school that they attend. Everyone is welcoming and ready to mingle with each other as they learn together and be friends with each other. In addition, the indicator with a low result implies that students do not report to teachers or to administrators some cases of bullying that occurred to themselves. For the students, this can lessen a good school climate and eventually affect good relationships with students. In an interview, one student said that some cases of bullying are kept secret from teachers so that it would not become a big issue and they believed that they could fix this issue among themselves. They strive as much as possible to not inform their teachers of their petty fights and conflicts because they can manage this. They also believe that as much as they can, they would fix the problem at their level to avoid further trouble and issues. It cannot be avoided that students get into conflict with each other and commit bullying because students are really playful and fond of telling jokes among themselves. This simple act can sometimes lead them to hurt each other which eventually can be a case of bullying. Also, students would not want these simple cases of fights to reach their parents' knowledge because they will be reprimanded. So, as much as possible students would like some cases of bullying to not reach their teachers' or administrators' knowledge if only they can fix or arrange it by themselves. Also, some bullying is kept by the victim to themselves and left unresolved. This can affect the relationship because the victim can begin to avoid mingling with other classmates for fear of being bullied.

In summary, the variable relationship as perceived by the respondents is satisfactorily observed as a component of the school climate in SNHS. Only that, students need to be more vigilant to inform teachers that bullying is happening among themselves. They have to be oriented on what to do in cases when bullying is happening to themselves and to their classmates. This way, they can avoid this from happening, and with the help of everyone, it can be stopped from normalizing and being accepted as ordinary acts of students.

School Administrators got the highest weighted mean for Relationship in school climate, followed by Teachers and Students. This result could be attributed to the fact the school administrators have the foremost concern of maintaining a good relationship among the internal stakeholders of the school. It is his responsibility to keep harmonious relationships in the school thus affecting his perception of the current status of the school in the school climate. For the School Principal, it is his goal to keep the school in its healthiest relationship by ensuring they work in harmony with other people in the school while prioritizing the needs of the students for better relationships among themselves, too. This basic value would ensure that everything in the school can be done if everyone would work together on its common goals and objectives.

Along Relationship, there are some programs and projects being implemented by SNHS to enhance the school climate. Psychosocial Activities for Teachers is one of them, and it is held on the last day of each Learning Action Cell (LAC) session. Teachers and support staff/non-teaching personnel spend the day together participating in an active endeavor such as team building at a beach or resort. The Guidance Office, in collaboration with the class advisers, facilitates Psychosocial Support Activities for Learners/Psychological First Aid (PFA), which aims to promote, protect, and prioritize the learners' socio-emotional well-being as they return to in-person classes. PFA was created to alleviate the immediate distress and trauma caused by emergencies and to assist students in returning to their regular school-based activities following such an event.

Students benefit greatly from the presence of these corners: Barkada Kontra Droga Corner, Teen Center,

and School Guidance and Counseling Office, as they cater to students' psychological, social, and spiritual needs and support. "LET A MILLION FLOWERS BLOOM" is a DepEd initiative that encourages education stakeholders to plant flowering plants and allow them to bloom in time for the start of classes; this initiative lifts the spirits of students and parents by expressing gratitude and appreciation to teachers for all of their hard work, especially during the pandemic. Finally, there are several school organizations, such as the Youth for Environment in Schools-Organization (YES-O). These organizations are intended to provide students with opportunities for personal development, skill development, and positive involvement in the school community. They offer an organized environment for students to explore their interests, gain valuable skills, and constructively contribute.

Glancing school climate on relationships, it is defined as a product of social interaction between teachers and students and is influenced by educational and social values (Kalkan and Dağlı, 2021). It can be stated that the school climate is also related to the social conditions within the school and classrooms as a whole (Koth, Bradshaw, & Leaf, 2008). School climate refers to teachers' collective perceptions of the formal and informal organizational structure, their colleagues, the principal's leadership, and how things are done in the organization (Kılınç, 2013). These are the programs and projects of SNHS which help improve relationships among administrators, teachers, and students. They all contribute to enhancing the school climate along relationship and making the school even more conducive to learning.

Table 1.3 displays the prevailing status of school climate along Teaching and Learning in SNHS as observed by the school administrators, teachers, and students. Overall, the computed weighted mean is 4.13 or satisfactorily observed. By a group of respondents, school administrators registered a weighted mean of 4.20, the teachers get 4.22 and the students get 3.96, or satisfactorily observed. Along Teaching and Learning, teachers achieved the highest weighted mean.

Overall, the highest weighted mean of 4.38 or satisfactorily observed can be noted with the indicators "Teachers give students a chance to take part in classroom discussions or activities." and "This school promotes academic success for all students". The least weighted mean of 3.20 or fairly observed can be noted with the indicator "Students turn in their homework on time."

Table 1.3 Prevailing Status of School Climate along Teaching and Learning in SNHS as Observed by the School Administrators, Teachers, and Students

INDICATOR	Average	
	$\bar{x}$	I
Students at this school are motivated to learn.	4.00	SO
Teachers show how classroom lessons are helpful to students in real life.	4.24	SO
Teachers work hard to help me with schoolwork when students need it.	4.16	SO
Teachers give students a chance to take part in classroom discussions or activities.	4.38	SO
Teachers go out of their way to help students.	4.28	SO
Teachers help students catch up when they return from an absence.	4.11	SO
Teachers give useful feedback on their students' work.	4.23	SO
Students enjoy doing things with each other during school activities.	4.12	SO
Teachers show that they think it is important for students to get along despite their differences.	4.32	SO
Students turn in their homework on time.	3.20	FO
This school promotes academic success for all students.	4.38	SO
TOTAL WEIGHTED MEAN	4.13	SO

Legend: HO–Highly Observed; S0-Satisfactorily Observed; FO-Fairly Observed; PO-Poorly Observed; ANO- Almost Not Observed

For school administrators, indicators "Teachers go out of their way to help students.", "Teachers give useful feedback on their students' work.", and "This school promotes academic success for all students." get the highest weighted mean of 4.50 or satisfactorily observed. The indicator "Students turn in their homework on time." gets the least weighted mean of 3.25 or satisfactorily observed. For teachers, the

indicator "Teachers give students a chance to take part in classroom discussions or activities." gets a weighted mean of 4.49 or satisfactorily observed. The indicator "Students turn in their homework on time." has the least weighted mean of 3.26 or satisfactorily observed. For students, the indicator "Teachers give students a chance to take part in classroom discussions or activities." has the highest weighted mean of 4.40 or satisfactorily observed. The indicator "Students turn in their homework on time." has the lowest weighted mean of 3.10 or satisfactorily observed.

Both the teachers and the students agreed on the highest indicator they perceived to be contributing to a higher school climate in teaching and learning in SNHS. That is, teachers give students a chance to take part in classroom discussions and activities. Teachers indeed provided them with ample opportunities to take part in the classroom and school activities. They have plenty of activities to choose from more than sitting and listening to lectures in their classroom. These activities are really interactive and substantial in the lesson they have to learn per subject area. Some activities are role-playing, presentations, experiments, field experiences, immersions, mock activities, and other related curricular activities. Students can observe that teachers give their best so that they can personally encounter these learning opportunities. Through this, students are given the chance to learn on their own, doing practical things in their learning more than spoon-feeding them with information that may not retain their memory and learning. Students appreciated what their teachers are doing in this matter which makes this indicator to be the highest among the 11 indicators tested.

For the administrators, it can be noted that there were three indicators that surfaced to be the highest, namely: teachers go out of their way to help students, teachers give useful feedback on their students' work, and this school promotes academic success for all students. These are the observed behaviors of the teachers and students which the Administrators thought to have contributed to the school climate of SNHS. They observed that teachers would do more than what they are obliged to do for their students. Teachers conduct home visits to check on their students and learn more about their family background so that in any way, they can understand their students' behavior and values. They give time to be acquainted with them and their parents. They give time to listen to them when they have problems even personal problems. They even extend

financial help to their student when the need arises. Similarly, he observed that teachers give feedback on their students' progress. They conduct PTA meetings to distribute report cards and give a progress report of learning to the parents/guardians. They are consistent on this. Also, as administrators, they strived that the school promotes first and foremost academic success among their students as a main goal of the educational institution. Being administrators, it is their thing and foremost concern.

On the contrary, all the group of respondents agreed that the indicator Students turn in their homework on time was the least observed indicator. It was observed that students failed to comply with their homework in a given timeframe. They have difficulties running after their homework for several reasons. One can be procrastination. Students are fond of taking tomorrow the things they can capably do today. They are disturbed by so many things like social media, and peers while others have overwhelming tasks to do. Some subjects would give homework altogether which can really be overwhelming to students. Other students are working so they have little time to comply with their homework. These are some situations when students could not comply their homework on time.

SNHS in its desire for a positive school climate along teaching and learning, there are various programs and projects being implemented. One is the various academic related activities such as the recently concluded Media and Information Literacy (MIL) Film Festival. The objectives of these activities are to showcase the students' learnings, create positive relationships towards education stakeholders, and develop a sense of awareness on different issues. Another is Work Immersion. As part of the curriculum, SNHS is actively working with its partner industries to expose students and become familiar with work-related environment related to their field of specialization to enhance competence. Furthermore, the school also has its pre-work immersion activity, wherein they invite partner agencies for career guidance – helping students to be more aware of the real-world of various professions. In addition, exhibits of each senior high school strand are being conducted as an avenue to showcase the talents and potentials of students. Another example is the Learning Action Cells (LAC) sessions and Teacher In-service Training (INSET). LAC is a collaborative and participatory professional development program meant to help teachers build a

community of learning support. These seminars offer a chance for teachers to take part in reflective practice, share experiences, and collaborate on addressing specific difficulties and improving their teaching strategies. In-Service Training (INSET) for Teachers, on the other hand, is a structured program that provides professional development opportunities for teachers. It often comprises workshops, seminars, and training sessions led by education experts. Both Learning Action Cells sessions and In-Service Training for Teachers aim to equip teachers with the information and skills they need to provide quality education to students and contribute to the country's educational system's continual progress.

The MATHinabang: Peer Tutoring is also one of the activities being implemented to enhance teaching and learning. It is a yearly activity of Senior High Mathematics Teachers aimed to hold students' interest in Mathematics through improved learning and insight into the usefulness of mathematical ideas and concepts in everyday life.

Moreover, it promotes a sense of volunteerism and co-responsibility among the students who are becoming tutors to their peers through sharing their time, skills, and ideas during their vacant time. BOSES: CREATING PODCASTING LESSONS is another one which is intended to let the teachers be able to understand and embrace the concept of multimodal learning; as well as produce, record, and present podcast lessons. The Research Fair showcases students' Science research outputs and recognizes them through an awarding ceremony. ARAL PANTRY NI JUAN is an initiative to enhance the spirit of camaraderie in time of the pandemic, as well as support the learners through providing them with school supplies. Lastly, the PAGBASA AT PAGBILANG INITIATIVES conducted year-round is intended to bring together volunteer tutors and other education stakeholders to ensure that SNHS learners are equipped with the fundamentals of reading and numeracy skills.

According to Astor, Benbenisty, and Estrada (2009), the effect of positive school climate contributes to improving academic outcomes among diverse groups of students. Payton et al. (2008) also state that powerful correlation between improved school climate and increased motivation to learn. Positive school climate is correlated with decreased student absenteeism in middle school and high school and lower rates of student suspension in high school (Lee, Cornell, Gregory, & Fan, 2011).

Table 1.4 indicates the prevailing status of school climate along Institutional Environment in SNHS as observed by the school administrators, teacher, and students.

Overall, there is a weighted mean of 3.66 or satisfactorily observed. By group of respondents, school administrators has 3.75, teachers has 3.68 and students has 3.55, all interpreted as satisfactorily observed. Among the group respondents, the school administrators has the highest weighted mean.

Overall, the highest weighted mean among the indicators is 4.47 or satisfactorily observed with the indicator "This school clearly informs students what would happen if they break school rules." The least weighted mean is 2.30 or poorly observed with the indicator "It is easy for students to get kicked out of class or get suspended." The school administrators get the highest weighted mean on institutional environment while students got the least.

For the school administrators, two indicators garnered the highest weighted mean of 4.75 or highly observed which are: "School rules are fair." and "This school clearly informs students what would happen if they break school rules." The least weighted mean registered is 2.25 or poorly observed with the indicators "It is easy for students to get kicked out of class or get suspended." and "Students get in trouble for breaking small rules." For the teachers, the highest weighted mean of 4.54 or satisfactorily observed is noted with indicator "This school clearly informs students what would happen if they break school rules."

The least weighted mean of 2.36 or poorly observed with the indicator "It is easy for students to get kicked out of class or get suspended." For the students, the highest weighted mean of 4.38 or satisfactorily observed is noted with indicator "This school encourages students to feel responsible for how they act." The least weighted mean of 2.29 or poorly observed with the indicator "It is easy for students to get kicked out of class or get suspended."

Table 1.4 Prevailing Status of School Climate along Institutional Environment in SNHS as Observed by the School Administrators, Teachers, and Students

INDICATOR	Average	
	x̄	I
School rules are fair.	4.39	SO
This school clearly informs students what would happen if they break school rules.	4.47	SO
The rules in this school are too strict.	2.68	FO
It is easy for students to get kicked out of class or get suspended.	2.30	PO
Students get in trouble for breaking small rules.	2.42	PO
Rules in this school are made clear to students.	4.28	SO
This school makes it clear how students are expected to act.	4.29	SO
This school encourages students to feel responsible for how they act.	4.42	SO
TOTAL WEIGHTED MEAN	3.66	SO

Legend: HO–Highly Observed; S0-Satisfactorily Observed; FO-Fairly Observed; PO-Poorly Observed; ANO- Almost Not Observed

These results imply that both the school administrators and teachers agree that SNHS has a good school climate along institutional environment because they clearly inform students what would happen if they break school rules. A set of rules is well-placed and disseminated for students to religiously follow. They conduct student orientation for this purpose. They always conduct PTA meetings to orient both the students and parents about the school rules and regulations. During the pandemic, parents were kept posted, and teachers and parents had good communication lines to inform parents of the school activities they needed to attend. Students also are well informed of the protocols and policies during and after the pandemic. This information dissemination usually happens during the first day of school meetings for the post-pandemic period.

Likewise, school administrators agreed that school rules are fair. These school rules have been implemented for several years and they found it useful and efficient for the school to follow. There were changes that took place to accommodate the changing times and needs but the prevailing rules and regulations that the school has right now are still relevant and efficient for the present needs of the school. Students also affirmed the school to be encouraging them to become responsible for how they act. Rules are set to put them to limit and avoid conflict with others. This way they become responsible for their acts. The students are very much aware of these rules in school, and they abide by them. Students as much as possible avoid being in conflict with anyone in school so they strive to have good and harmonious relationships with everyone as dictated by the rules and regulations in this school. In this way, a positive school climate can be achieved.

On the contrary, all groups of respondents believed that it is not easy for students to get kicked out of class or get suspended. Teachers and administrators always come to settle on what can best serve the students and kicking or suspending them is the last resort they can give as a punishment for the students' negative behavior. So far, few cases in SNHS where students are suspended or kicked out unless for serious, damaging, and critical situations of the students needed other authorities' intervention like the PNP, DSWD and the like.

To improve positive school climate in SNHS, some programs and projects are being implemented. On is the existence of the Office of the Prefect of Discipline which was previously mentioned. Another is the School's Paging System as a multifunctional tool that serves as the backbone of communication and coordination between the Annex and Main Building. It not only enhances connectedness but also ensures the overall welfare of learners, providing a safe and informed environment. Certainly, the School's Paging System serves various purposes, including disseminating emergency notifications, conveying announcements and updates, and facilitating lost and found alerts. The Brigada Eskwela Core and Steering Committee, a dedicated group aimed to improve the physical and educational environment. They prepare facilities, gather resources, engage the community, and promote the bayanihan spirit among internal and external stakeholders. In the context of SNHS, the major projects were the school's paging system, water system, covered court sound system, and solar panels installed at the PAGCOR building. Project Repair envisioned to apply the EPAS students' learned theories in the area of expertise – improve their skills in repairing household

appliances and facilitate them in learning work ethics. Lastly, SNHS 911 is the quick response line at the school designed to ensure prompt assistance, thereby enhancing the quality of services provided to the students.

School connectedness is a powerful predictor of and is associated with adolescent health and academic outcomes (Whitlock, 2006). With the prevailing positive school climate, it was stated by Vezzuto (2011) that it can promote improved staff morale.

Strategies Employed by SNHS in Promoting a Positive School Climate

This research included the investigation of the strategies employed by the SNHS community to be able to promote a positive school climate along the mentioned variables on Safety, Relationship, Teaching and Learning, and Institutional Environment.

Table 2.1 outlines the strategies employed by SNHS to promote a positive school climate along safety. Of the four strategies employed, the most utilized strategy is "Establish clear and consistent rules" which got a frequency of 74 and obtained Rank 1. This was followed by "Maintain classroom and school orderliness and cleanliness" that has the frequency of 69 and being the Rank 2. Then, the strategy "Adhere to the 'Safety First Standards'" has the frequency of 56 being the Rank 3. Lastly, the strategy, "Provide information and familiarize with DRRM protocols" that has the frequency of 37 and Rank 4.

Table 2.1 Strategies Employed by SNHS to Promote a Positive School Climate along Safety

Strategies	f	Rank
Establish clear and consistent rules	74	1
Maintain classroom and school orderliness, cleanliness and fairness	69	2
Adhere to the 'Safety First Standards'	56	3
Provide information and familiarize with DRRM protocols	37	4

There are varied strategies that the school administrators and teachers utilized to be able to achieve a positive school climate. Along safety, they used setting rules and regulations most often because they believe that their students are obedient and abide by these rules they set. To manage their behaviors well, teachers would resort to setting rules, setting boundaries, and limiting students. This way, it is clear to students how they will act and decide for themselves whenever they are in school. With these rules, they believe can promote safety to everyone.

Also, school administrators and teachers believe that maintaining classroom and school orderliness and cleanliness can promote safety. Schools are kept clean in order to imbibe a good learning environment as well as make the students feel safe whenever inside the classroom.

During the Brigada Eskwela, the school community came together to do school maintenance in preparation for the school opening. But on a daily basis, students work for the cleanliness and orderliness of the rooms. One of the rules and regulations of the school is to keep the classrooms clean and in order.

Likewise, the adherence of the school to Safety First Standard would inculcate a culture of safety in the school community, not only for students but as well as to teachers and school administrators. This will encourage everyone in the school to promote safety at all times.

Also, in connection with the Safety-First Standard is familiarization with the DRRM protocols where drills and activities are seasonally conducted for full awareness and implementation should a disaster hit or arrive. The knowledge and skills in DRRM are in compliance with the Safety-First Standard. Table 2.2 indicates the strategies employed by SNHS to promote a positive school climate along relationship. Of the four strategies employed, the most utilized strategy is "Encourage them to respect the roles of the classroom and school-elected officers" which has a frequency of 73 and obtained Rank 1.

This is followed by "Maintain good relationships with stakeholders" which has a frequency of 60, and Rank 2. Then, the strategy "Promote acceptance and inclusion" has a frequency of 59 being Rank 3. Lastly, the strategy, "Set, maintain, and recognize the grievance committee" has a frequency of 42 and Rank 4.

Table 2.2 *Strategies Employed by SNHS to Promote a Positive School Climate along Relationship*

Strategy	Frequency	Rank
Encourage them to respect the roles of the classroom and school-elected officers	73	1
Maintain good relationships with stakeholders	60	2
Promote acceptance and inclusion	59	3
Set, maintain, and recognize the grievance committee	42	4

Along Relationship, school administrators and teachers utilized most frequently the strategy of encouraging students to respect the roles of classroom and school-elected officers. This is a culture that should be adhered to by the students. They should exercise obedience and respect to anyone in authority even their classmates who are taking positions in classroom or school-level organizations. This also is part of another strategy being implemented to maintain good relationships in the school such as being kind, understanding, accommodating, and peaceful with everyone. Likewise, there can be no more than establishing a familiar school environment where everyone can feel their belongingness and acceptance. The school community is uniting everyone in the school through different activities done by the Humanities and Social Sciences (HUMSS) in inculcating the culture of unity and family as extended in the school. Religious groups are also very active and invite students to participate in their activities. For those students who really could not help but manifest bad manners, there is an existing grievance committee that will impose punishment on them. Students are aware of this and that is why they avoid being subjected to grievance committee by being good and obedient to school rules and regulations.

Table 2.3 shows the strategies employed by SNHS to promote a positive school climate along with teaching and learning. Of the four strategies employed, the most utilized strategy is "Keep track of student's learning progress" which has a frequency of 69 and obtained Rank 1. This is followed by "Conduct remedial and advancement classes when needed" that has the frequency of 67 and being the Rank 2. Then, the strategy "Foster open communication between home and school" having the frequency of 57 being the Rank 3. Lastly, the strategy, "Require students to do reflection on their portfolio" that has the frequency of 39 and Rank 4.

Table 2.3 *Strategies Employed by SNHS to Promote a Positive School Climate along with Teaching and Learning*

Strategy	Frequency	Rank
Keep track of student's learning progress	69	1
Conduct remedial and advancement classes when needed	67	2
Foster open communication between the home and school	57	3
Require students to do a reflection on their portfolio	39	4

To keep a positive climate in the school along teaching and learning, SNHS conducted a well-kept record of students' learning progress. Teachers adopt a more efficient manner of recording using the ICT, which is why they have a good recording of their students' learning progress. They conduct a regular homeroom PTA meeting to inform parents of their children's learning progress as well. Teachers are also well-trained in managing the data of their students' learning progress which they use as a reference whenever they need the decision to remediate or advance their students.

As mentioned earlier, teachers make an extra effort for their students such as home visits. Teachers acquaint themselves with the parents of their students for easy monitoring, communication, and collaboration for the welfare of their children. They conduct home visits as well whenever absenteeism or bad academic habit is noted with their students. This way they can understand their students better and be able to arrive at a good intervention to conduct with their students. Students are also required to do a reflection included in their portfolio as input to teachers in understanding their students in many aspects of their lives. With a wider understanding of their students, teachers can arrive at an appropriate intervention or academic decision for their students.

Table 2.4 displays the strategies employed by SNHS to promote a positive school climate along institutional environment. Of the four strategies employed, the most utilized strategy is "Encourage everyone to get involved in the different school activities" which has the frequency of 72 and obtained Rank 1. This is followed by "Promote and encourage meaningful extracurricular

activities" that get the frequency of 59 and is Rank 2. Then, the strategy "Ensure the efficiency of the physical facilities in the school" has the frequency of 48 being the Rank 3. Lastly, the strategy, "Conduct school-community-family partnership" that has the frequency of 36 and Rank 4.

Table 2.4 Strategies Employed by SNHS to Promote a Positive School Climate along Institutional Environment

Strategy	Frequency	Rank
Encourage everyone to get involved in the different school activities	72	1
Promote and encourage meaningful extracurricular activities	59	2
Ensure the efficiency of the physical facilities in the school	48	3
Conduct school-community-family partnership	36	4

To be able to achieve a positive school climate for the institutional environment, school administrators and teachers of SNHS encourage everyone to get involved in the different school activities. Teachers provide ample avenues for their students to choose from or comply with. They believe that classroom instruction is not enough to learn, they should go out and take learning in a practical setup. When students are given the chance to explore beyond their classroom and find more avenues to learn, their belongingness to school heightens and they feel a positive school ambiance. In a similar sense, there are also available extracurricular activities in SNHS where students can join. Every subject area has organizations or clubs that they can join to offer extracurriculars to them. This caters to their multi-intelligences and talents such as dancing, singing, theater arts, debates, music, journalism, sports and a lot more.

Likewise, SNHS has a booming physical plant development. The idea is to accommodate the growing population in the school. Classrooms are built, grounds are established, and laboratories are equipped to actualize teaching according to the demands of the curriculum. The school administrators and the teachers are one in ensuring that school facilities are on top so that quality instructional delivery is served. Lastly, SNHS is always one with the community to nurture the school. As said, it takes a village to raise a child thus the commune of SNHS with the different external stakeholders to help them in the school operations. The school conducts School-Community-Family affairs to encourage the participation of other internal stakeholders in the different goals and aims of the school.

There are some other responses included in the strategy, as found by the study, namely: recommend counseling to students with mental health issues to the guidance counselor as well as the students who are not motivated to attend classes; conduct reinforcement activities to student-athletes after their training and competitions; inform parents of their child's attendance through the parent and teacher messenger group chat; and develop a more intensified school safety and security programs and activities aimed at addressing the overwhelming carrying capacity of the school in relation to a large population of learners. The school institutionalized these activities in the aim of increasing the positive school climate.

Zakrzewski (2013) posits that a positive school climate can help solve a lot of those problems. Studies find that it decreases absenteeism, suspensions, substance abuse, and bullying, and increases students' academic achievement, motivation to learn, and psychological well-being. It can even mitigate the negative effects of self-criticism and socioeconomic status on academic success. In addition, working in this kind of climate lessens teacher burnout while increasing retention. Creating a positive school climate is really hard to do. It takes elbow grease and much care to implement because of the many challenges to be met along the way. While it may be a lot of work, there are plenty of benefits that the school can experience that renumerates the time and effort invested to achieve it.

CONCLUSION AND RECOMMENDATION

SNHS has a satisfactory school climate as observed by the school administrators, teachers and students along safety, relationship, teaching and learning, and institutional environment. There are varied strategies that school administrators and teachers utilize to be able to achieve a positive school climate such as establishing clear and consistent rules, maintaining classroom and school orderliness, cleanliness and fairness, adhering to the 'Safety First Standards', and providing information and familiarize with DRRM protocols for safety; encouraging them to respect the roles of the classroom and school-elected officers, maintaining good

relationships with stakeholders, promoting acceptance and inclusion, and setting, maintaining, and recognizing the grievance committee for relationships; keeping track of student's learning progress, conducting remedial and advancement classes when needed, fostering open communication between the home and school, and requiring students to do a reflection on their portfolio for teaching and learning component; and encouraging everyone to get involved in the different school activities, promoting and encouraging meaningful extracurricular activities, ensuring the efficiency of the physical facilities in the school, and conducting school-community-family partnership for institutional environment component.

The SNHS stakeholders be consistently engaged to keep the school conducive to learning through maintaining the classrooms' cleanliness and orderliness, reviewing the time schedule for lunch to provide ample time for teachers and students alike, achieving a conducive school environment to hold their students' attention to classes, and intensifying the implementation of the school rules and regulations along with safety; in relationship, as a school climate dimension, orientation to students on what to do if bullying occurs to them or their classmates be consistently conducted to prevent bullying from being normalized; in teaching and learning, budgeting students' homework to ensure timely submission be considered; and in institutional environment, the school's rules and regulations be intensified through orientation as one of its best practices, institutionalized, and enlivened throughout the students' tenure as bona fide SNHS students. A variety of strategies that promote a positive school climate be adopted such as intensifying participatory school decision-making as an integral strategic process in school operation and using a positive reinforcement mechanism.

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