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School Climate and Its Effect on Teachers' Work Engagement and Performance

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***Abstract*—** School climate is critical in determining the attitudes of teachers, their engagement, and job performance. The aim of the study was to determine the correlation between school climate, work engagement, and work performance of the teachers at the elementary schools in the Division of Tangub City, Misamis Occidental, during the School Year 2024-2025. This research targeted five elements of school climate including supportive leadership, collegial relations between teachers, organizational clarity, student-teacher relations and classroom environment, three elements of work engagement, including vigor, dedication, and absorption, and four aspects of work performance, including instructional delivery, professional responsibility, interpersonal relationships and classroom management. The research design used was quantitative descriptive-correlational research design, which entailed a sample of 156 teachers that were chosen using stratified random sampling. A validated researcher-developed questionnaire was used to collect the data with reliability coefficient of 0.85 and was analyzed in terms of mean, standard deviation, and Pearson correlation. The findings indicated that school climate (M = 3.054) and work engagement (M = 3.144) were both high and work performance of teachers (M = 3.300) was very high. The Pearson's r analysis revealed that school climate had a strong and significant positive relationship with the work engagement (r = 0.85, p = 0.001) and the work performance (r = 0.78, p = 0.001) of teachers. The study arrives at the conclusion that positive and supportive school climate promotes the involvement and performance of teachers to the achievement of effective teaching and professional growth.

***Keywords*—** school climate, teachers' work engagement, work performance, descriptive-correlational study.

INTRODUCTION

Background of the Study

Education systems rely heavily on teachers and the conditions under which they operate determine their effectiveness and dedication. School atmosphere or the climate of the schools greatly affects the motivation of the teachers to work hard, cooperate with others and continue to be involved into the professional work. Good school climates foster the spirit of teachers and the school staff to go beyond the assigned duties as a result of the sense of belonging and appreciation.

These positive conditions make the profession more committed, increase the engagement, and lead to job satisfaction and professional fulfilment. The knowledge of the connection between the school climate, the engagement at work, and the performance will make teachers more effective and help them establish a more productive and supportive learning environment.

Positive and favorable school climate has been known to be one of the determinant of teacher engagement and performance. According to the National School Climate Center (2021), school climate is the general quality in the character of school life that entails norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. Hampton (2021) has highlighted that as teachers feel that the school climate is positive, they tend to collaborate, be motivated, and do a good job in their positions. Budiongan and Corpuz (2024) found that there is a strong positive correlation between teachers work engagement and school climate, which means that the more teachers feel supported and involved in the process, the more energy, commitment, and concentration they possess. Similar results were also found by Holmström et al. (2023): teachers who are highly work engaged possess more self-efficacy and better cooperation, which reduces the probability of burnout and enhances the level of professional performance. In addition, Mișu et al. (2022) argued

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that teacher engagement positively affects the working efficacy and performance outcomes in an educational setting, particularly one that fosters trust, autonomy, and professional acknowledgment.

Even though a lot of research has been done to emphasize the role of a school climate, teacher engagement and performance in determining the outcome of education, little research has been done on how the 3 factors interact in a single set up. A lot of the literature that has been conducted analyses these variables individually or in a pair often focusing on either student achievement or job satisfaction and not on the joint effect of school climate on teacher engagement and performance. Literature on the relationship quantitatively measured in public schools in the Philippine provinces is limited. The majority of the research is either carried out in urban or international areas and this might not be representative of the under-serviced or rural learning contexts. Moreover, an enormous disparity in practical implementations is also uncovered by the absence of regional, data-driven models that can transform findings into effective action plans. This research paper will attempt to seal these loopholes by exploring the values of school climate on work engagement and performance, and will also offer a valid development plan depending on the school situation in the real world.

This research aims to analyze the influence of school climate on the work engagement and performance of teachers. The particular purpose is to gauge the teacher perception of the school climate in relation to supportive leadership, teacher-teacher relationships, organizational clarity, student-teacher relationships and physical environment. It will also seek to determine the work engagement of the teachers targeting the vigor, dedication and absorption. Moreover, work performance of the teachers will be evaluated considering teaching delivery, professional duties, interpersonal relationship and classroom management. The research will examine the relationship between the school climate and work engagement of teachers, and school climate or performance. The findings of the study will be used to develop a professional development plan that would help to increase teacher participation, enhance teaching performance, and create a more positive and high-performing school environment.

II. RESEARCH METHODOLOGY

Research Design

The research design was a descriptive correlational research. A descriptive correlational design aimed to determine the relationship between variables without manipulating them. This design also allowed the researcher to evaluate the nature and the strength of the relationship between the independent variable (school climate) and the dependent variables (teachers work engagement and performance). As Creswell (2014) says, correlational research design helps in identifying patterns and relationships among variables, which can shed light on the manner in which a given variable can affect another one. This approach enabled the researcher to estimate the direction and strength of the relationship between school climate and teacher engagement and performance to be able to have empirical evidence to make future school improvement actions and teacher development efforts.

Research Setting

The research was conducted in the Tangub City, which is among the divisions of the Department of Education (DepEd) in Misamis Occidental. This department encompassed various public elementary and secondary schools located in various geographical and socio-cultural regions. The location was selected due to having an extensive and natural perspective on the school climate, teacher work engagement and the level of performance. The educational context in the division that comprised an appropriate variety of school settings and leadership practices gave helpful data to examine the relationships between school climate, teacher participation, and teacher performance. Moreover, in this case, the availability of teachers working in various schools within the division enabled us to analyze it and make generalized results.

Research Respondents

The respondents of this study included elementary school teachers based in the Department of Education (Tangub City Division). The study employed stratified

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random sampling to ensure representativeness and this enabled the proportional representation of the teachers in different districts and types of schools in the rural landscape. This approach helped to collect different points of view, and enhance the level of reliability and generalizability of findings (Creswell & Creswell, 2018). The sample size was calculated according to the Raosoft Sample Size Calculator, a population of 262 teachers, 95 percent confidence level, margin of error 5 percent, distribution of respondents at 50 percent; the end result was that the sample size was 156 teacher respondents. This sample was adequate in terms of statistical power to examine the effect of school climate on the work engagement and performance of teachers.

Research Instrument

The researcher employed a survey questionnaire that the researcher had developed to gather data concerning school climate, teacher work engagement, and job performance. The 4-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree) was used to ensure the instrument was able to capture the perceptions of the respondents accurately in three sections. The dimensions used in part A to assess the school climate included supportive leadership, collegial relationships, organizational clarity, student-teacher relationships, and the physical environment. Part B evaluated the work engagement of the teachers with a focus on vigor, dedication and absorption. Part C was a measure of work performance, which involved the delivery of instructions, professional duties, interpersonal relations and classroom management.

Data Gathering Procedure

The researcher was systematic in order to gather correct and ethical data. A formal request letter was first made to the Department of Education - Tangub City Division to receive permission to implement the study. After the approval, the researcher liaised with the district supervisors and principals of the chosen public elementary schools in order to gain permission to administer the survey to its teaching staff. The researcher will visit the schools and administer the research instruments after getting all the approvals. The purpose of the study, guaranteed the participants of their confidentiality, and their participation were voluntary, as was presented in each questionnaire with an informed consent letter. The researcher himself helped in administering the questionnaire availing adequate time to ensure the teacher gave appropriate instructions and time to respond. Once all the responses were obtained, the researcher made a compilation of the data and arranged it in order to be analyzed statistically.

Ethical Considerations

The study was conducted observing ethical principles with the help of the ten ethical considerations outlined by Bell and Bryman (2007). No physical, emotional or professional harm was applied to the respondents and their dignity and autonomy was never compromised. Informed consent was given before the administration of questionnaires so as to obtain voluntary responses. They also informed the participants that they could drop out of the study without any consequences. The privacy of the participants was ensured by ensuring that all the responses were anonymous and confidential. No deceiving and misrepresentation of the purpose of the study was done, and all objectives were outlined. The researcher also revealed all institutional affiliations and explained that the research was only done as an academic work and did not have any conflict of interest. Every finding was reported in an honest, un-distorted and un-biased manner and any revisions required was done in an ethical manner and academic integrity.

Data Analysis

The data will be analyzed using descriptive and inferential statistics. Mean and standard deviation will be used to determine the levels and variability of teachers' perceptions of school climate, work engagement, and work performance. Pearson's correlation coefficient (Pearson's r) will be employed to determine the strength, direction, and significance of the relationships between school climate and work engagement, as well as between school climate and work performance.

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III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1. *Level of School Climate as Perceived by Teachers*

Components	Mean	Interpretation
Supportive Leadership	3.203	High
Collegial Teacher Relationships	3.337	Very High
Organizational Clarity	2.744	High
Student–Teacher Relationship	3.498	Very High
Grand Mean	3.054 High	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 1 presents a summary of the overall level of school climate as perceived by teachers in detail and includes five major dimensions: supportive leadership, collegial teacher relationships, organizational clarity, student-teacher relationships, and physical environment. The mean scores lie between 2.487 and 3.498, with a grand mean of 3.054, and this is High. This implies that teachers view their school climate as being positive, whereby interpersonal relationships are good, leadership practices are supportive and there are clear organization structures that foster a productive teaching and learning environment.

The remarkable observation is that the Student-Teacher Relationship dimension had the highest mean of 3.498 (Very High) which accentuates the significance of respectful and supportive relationships between students and teachers in promoting student involvement and harmonious classroom relationship. Contrarily, the mean of the Physical Environment dimension was the lowest (2.487 Low) which is a problem with facilities and resources which can restrain instructional efficacy. This means that although good relational and organizational support is fair to the teachers, the physical infrastructure must be enhanced in order to offer an ideal learning atmosphere and maintain a general school performance.

The existing literature supports the findings of this study by highlighting the role of relational and organizational factors in determining a positive school climate. Aquino et al. (2021) said that a supportive leadership was highly rated because it helps improve the performance of teachers, as well as create a positive school environment, which is in line with the positive rating of the study on effective leadership practices including a clear guidance, recognition, and professional support. Francisco (2022) stressed that in the case of collaboration, engagement, and motivation, good relationships with colleagues and positive teacher student relationships are the reasons why the scores in these dimensions are very high. Moreover, Strobel Education (2023) noted that clear and efficient communication at schools is pivotal in building trust, expectations, as well as ensuring a positive and working school environment, which aligns with the comparatively high rating of the organizational clarity.

Table 2. *Teachers' Level of Work Engagement*

Components	Mean	Interpretation
Vigor	3.116	High
Dedication	3.311	Very High
Absorption	3.005	High
Grand Mean	3.144 High	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

One of the most interesting results is on the Dedication dimension, which had a highest mean of 3.311 (Very High) showing that teachers had a high sense of purpose, motivation and professional commitment to their jobs. On the other hand, the Absorption dimension had the minimum mean of 3.005 (High),

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which implies that although teachers tend to be highly engaged in their work, in some cases, the levels of immersion and concentration are not always the same, when teachers perform different teaching tasks. These results indicate the necessity to offer continuous professional growth, appreciation, and meaningful engagement to ensure high rates of work engagement on all dimensions.

There is empirical evidence that shows the relevance of work engagement to the enhancement of professional functioning and general well-being among the teachers. Shao et al. (2025) discovered that the higher the work engagement, the lower the adverse effect of occupational pressures and the greater the overall well-being of the teachers, which is supported by the mediating role of the intensive engagement of the teachers in instructional activities.

Table 3. *Level of Teachers' Work Performance*

Components	Mean	Interpretation
Instructional Delivery	3.289	Very High
Professional Responsibilities	3.198	High
Interpersonal Relationships	3.417	Very High
Classroom Management	3.297	Very High
Grand Mean	3.300 Very High	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 3 gives a full overview of the overall job performance of teachers on four major dimensions, which are instructional delivery, professional responsibilities, interpersonal relationships and classroom management. The range of the mean scores is between 3.198 and 3.417 with a grand mean of 3.300 which is Very High. This implies that teachers are highly competent and effective in all aspects of their professional work indicating their capability to provide lessons effectively, sustain productive relationships, manage classes effectively and meet their professional obligations.

A stand out result is in the Interpersonal Relationships dimension at highest mean of 3.417 (Very High). This highlights the need to establish a good working relationship, effective communication and cooperative effort with students, colleagues as well as the school community in enhancing overall performance of work. On the other hand, the Professional Responsibilities dimension, had the least mean of 3.198 (High), which means that, though the teachers do what they are supposed to do, there might be a need to do more in terms of task execution, compliance and administrative duties to ensure a consistency in overall professional excellence.

New studies have indicated that the teaching competencies, classroom management and the professional development all have influence on the overall performance of the teachers. Padillo et al. (2021) highlighted the role of engaging in the professional development services that help to enhance the instructional skills and assist with effective teaching practices.

On the same note, Granada and Oco (2024) found out that the connection between strong classroom management and teaching skills and greater teacher performance and learning environments exists. In addition, Canuto et al. (2024) discovered that the effectiveness of teaching in the work of teachers and the success of students in their studies are influenced by the level of mastering the core teaching competencies, which highlights the significance of rounded professional skills in the educational process.

Table 4. *Test of Significant Relationship between School Climate and Teachers' Work Engagement*

Test Variables	Correlation Coefficient	P value	Decision
School Climate and Teachers' Work Engagement	0.85	0.001	Reject the Ho

Note: If $p \leq 0.05$, with a significant relationship

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Table 4 shows the test of a statistically significant relationship between the school climate and the work engagement of teachers. The positive relationship between the two variables was found to be strong and statistically significant with the Pearson correlation coefficient of 0.85 and a p-value of 0.001. This result indicates that an improved and conducive school climate is closely linked with an enhanced teacher level of work engagement. The null hypothesis is rejected because the p-value is lower than the level of significance of 0.05. This indicates that the prevailing school climate is a major issue in influencing the degree to which teachers are engaged within their professional practice and that it is important to develop a positive and cooperative school climate where teachers are motivated and committed to their line of work.

Empirical studies that have been conducted recently have continued to endorse the importance of the relationship between school climate and work engagement of teachers. Budiongan and Corpuz (2024) pointed out that a good and favorable school climate enables the feeling of belonging, motivation, and enthusiasm among teachers regarding the performance of their professional duties, making their engagement level higher.

Zhang and He (2024) found that perceived school climate is a moderating variable that enhances the growth mindset and engagement of teachers, which means that the supportive environment is more likely to make them willing to exert more effort and energy in their work. Somehow in accordance with these results, Shao et al. (2025) showed that authentic leadership facilitates the engagement of teachers in their work with the mediation of school climate and teacher efficacy, and the importance of the favorable climate in supporting the professional devotion and energy of teachers.

Table 5. *Test of Significant Relationship between School Climate and Teachers' Work Performance*

Test Variables	Correlation Coefficient	P value	Decision
School Climate and Teachers' Work Performance	0.78	0.001	Reject the Ho

Note: If $p \leq 0.05$, with a significant relationship

Table 5 presents the significant relationship test of school climate and the work performance of the teachers. The calculated Pearson correlation coefficient (0.78 p-value = 0.001) shows that the relationship between the two variables is strong and statistically significant in the positive direction. This implies that teachers have better job performance when they feel that school climate is more positive and accommodating. The null hypothesis is rejected as the level of significance (0.05) is lower than the p-value. This means that school climate plays a great role in the effectiveness of teachers executing their professional duties especially in the areas of instructional presentation, administration adherence, and work performance in general.

Current studies have evidently shown that there is a strong correlation between school climate and teacher performance of work. Bentil (2021) found that in schools with favorable and positive environment, teachers tend to perform better due to the development of collaboration, motivation, and sense of purpose in such schools. Rohmiati et al. (2019) found out that the well-structured and healthy school climate enhances the performance of teachers as it promotes mutual respect and sets clear expectations that result in improvement of teaching and professional duties. On the same note, Satorre (2022) clarified that organizational climate directly influences teacher performance and job satisfaction and said that teachers become better dedicated and more productive in the workplace in case they feel appreciated and encouraged.

IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

Teachers' perception of school climate was analyzed and it was found that teachers had a generally positive assessment with a grand mean of 3.054 (high). Student-Teacher Relationship (M = 3.498, Very High) and Collegial Teacher Relationships (M = 3.337, Very High) had the highest ratings and denote good

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interpersonal relationships and teamwork between teachers. The positive ratings were on Supportive Leadership (M = 3.203, High) and Organizational Clarity (M = 2.744, High). Physical Environment was the lowest rated (M = 2.487, Low) and this means that some intervention can be done in terms of facilities and resources to enhance teaching and learning.

The assessment of teachers' work engagement revealed an overall high level, with a grand mean of 3.144 (High). Of all the dimensions, it has been found that Dedication was rated the most (M = 3.311, Very High) meaning that teachers are very committed and passionate concerning their professional roles. Vigor (M = 3.116, High) and Absorption (M = 3.005, High) were also rated highly by showing enthusiasm, perseverance, and concentration of teachers in their teaching activities.

The evaluation of teachers' work performance revealed an overall Very High level, with a grand mean score of 3.300. The strongest rating was on the Interpersonal Relationships (M = 3.417, Very High) and this indicates that the teachers in the school have high collaborative and communicative skills. The scores of Classroom Management (M = 3.297, Very High), and Instructional Delivery (M = 3.289, Very High) are also very high, which proves that teachers were capable of sustaining effective learning environments and providing lessons in an effective way. Professional Responsibilities (M = 3.198, High) was rated as favourable, which means that the teachers tend to create their work with commitment and responsibility.

The study discovered that there is a positive and statistically significant relationship between school climate and teacher work engagement, where the Pearson correlation coefficient of the variables is 0.85 and the Pearson p-value is 0.001. This implies that positive and supportive school climate is closely associated with the heightened vigor, commitment and engrossment of the teacher in their line of duty. This is because the findings indicate that the establishment of a positive and cooperative school setting enhances the degree to which teachers are engaged in the teaching profession.

The study found that there is a positive but statistically significant strong correlation between school climate and the job performance of teachers with Pearson correlation = 0.78 and p= 0.001. This is an indication that a positive and supportive school climate is closely associated with enhanced instruction delivery, professional responsibilities, interpersonal relationships, and classroom management. The results indicate that school climate development is a significant aspect in enhancing the overall work performance of teachers.

Conclusions

The study highlights the importance of positive and conducive school climate in enhancing teacher professional growth and participation. Healthy school environment helps teachers to be motivated, dedicated and committed to their jobs. These results imply that school administrators need to pay more attention to establishing collaborative, structured, and supportive working environments. The enhancement of the school climate would be the starting point of the professional development programs that would enhance the effectiveness and well-being of the teachers. Lastly, investing in favorable school climate leads to the increased teacher performance in the long term and improved student achievement.

Recommendations

Teachers. Teachers should contribute to the development of a positive school climate by supporting cooperation, collegiality, and supportive relationships with teachers and students. They ought to identify the factors and elements of the school climate that enhance their work involvement and performance as well as develop habits that sustain their motivation, commitment and focus in their work.

School Administrators. The school administrators must ensure that they are building and sustaining a positive and organized school atmosphere that encourages teachers to engage and develop professionally. They ought to establish measures such as professional growth programs, team building and free flow of communication to foster trust, cooperation and a sense of purpose amongst members of the school fraternity.

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Future Researchers. Further researchers are encouraged to consider other variables that may affect teacher engagement and performance like organization, culture and climate in schools. Future research should be based on this study to determine how to maximize school climate in order to maximize teacher well-being and student learning outcomes.

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