

EXAMINING THE SCHOOL CLIMATE AND TEACHERS' COMMITMENT TO THE TEACHING PROFESSION: BASIS FOR A SUPPLEMENTARY SUPPORT PROGRAM

ABSTRACT

AUTHORS

Rosalie Jacinto

AFFILIATION

Bestlink College of the Philippines

DISCIPLINE

Education

KEYWORDS

supplementary support program; school climate; teacher commitment; academic support; public school; physical environment

ARTICLE ID

AASGBCPJMRA-B95773

This study examines the extent of effectiveness of school climate and the level of teachers' commitment to the teaching profession. It explores the perception that a more positive school climate may enhance teacher commitment and overall performance. The research aims to determine whether the dimensions of school climate—physical, academic, and psychosocial—have a significant relationship with the level of teachers' professional commitment. The findings serve as the basis for proposing a supplementary support program to further strengthen school climate and teaching dedication. The study employs a descriptive-correlational quantitative research design. The respondents consist of 80 public junior high school teachers from the Division of Quezon City, National Capital Region, Philippines, selected through purposive sampling. Data were gathered using a researcher-made survey questionnaire, which includes items assessing the effectiveness of school climate across three dimensions (physical, academic, and psychosocial) and the level of teachers' commitment. Weighted mean was used to assess both variables, while Spearman rank correlation was applied to determine the relationship between school climate and teacher commitment. The findings indicate that the perceived effectiveness of school climate in all three dimensions was rated as highly effective, and the teachers' level of professional commitment was also rated as highly committed. However, the statistical analysis revealed no significant correlation between school climate and the level of teachers' commitment. These results provided the foundation for the development of a proposed supplementary support program aimed at enhancing school climate and reinforcing teacher commitment. The results suggest that although both school climate and teacher commitment were perceived positively, no direct relationship was found between the two variables. This may imply that other factors aside from school climate contribute to teachers' professional commitment. Therefore, further research is recommended to explore additional influences on teacher commitment. The proposed supplementary support program is intended to improve school conditions and offer targeted interventions to support teacher engagement and performance.

RECOMMENDED CITATION

Jacinto, R. (2025). Examining the School Climate and Teachers' Commitment to the Teaching Profession: Basis for a Supplementary Support Program. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(4), 83.