Stakeholders' Engagement in Relation to School Climate of Secondary Schools in Sta. Maria West, Davao Occidental

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Abstract: This study aimed to determine the relationship between the stakeholders' support and school climate in public secondary schools in Sta. Maria West District, Davao Occidental. This study utilized the descriptive-correlational design with one hundred fifty public secondary school teachers chosen using stratified random sampling design. In gathering data, the researcher adapted survey questionnaires both for the stakeholders' support and school climate. Ethical considerations were adhered during the data collection. Statistical tests such as mean, Pearson's r and multiple linear regression were used to analyze the data gathered. Findings showed that the extent of stakeholders' support is very extensive, which means that the stakeholders' support in public secondary is always observed. The extent of school climate is very extensive, which means that school climate in public secondary schools is always observed. There was a very high significant relationship between the stakeholders' support and school climate. The domains of stakeholders' support that influenced the school climates were teaching-learning development, positive relationships, and communication and collaboration. With this, the Department of Education may allocate resources in enforcing policies that promote a positive school climate, including anti-bullying measures, conflict resolution protocols and guidelines for inclusive practices.

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I. INTRODUCTION

Children regard school to be their second home. Because it is an extension of the home, it should be comfortable, enjoyable, and safe. It is also a community in which people connect with one another to achieve common goals. These people, physical structures, and the atmosphere all work together to form a place that can have an impact on the learning environment and school climate. With this, school climate is a vital element in discussions about improving academic performance and school reform, because learners' attitudes are shaped by the facilities and environment through which they are mediated. However, reports indicated that teachers and learners assessed the school climate in some public schools in the country as extremely unfavorable. In fact, learners having low academic, social, and emotional well-being are affected by poor school climate.

This study, titled "Stakeholders' Engagement In Relation To School Climate Of Secondary Schools In Sta. Maria West, Davao Occidental" aimed to determine the extents of stakeholders' support and school climate in public

secondary schools in Sta. Maria West District, Davao Occidental during the school year 2023-2024. Specifically, this study aimed to determine if relationship exists between the stakeholders' support and school climate, as well as the degree of their relationship. Moreover, this study sought to determine which domains of stakeholders' support significantly influence the school climate in public secondary schools in Sta. Maria West District, Davao Occidental.

The findings of this study provided valuable insights for various stakeholders in the educational community, offering guidance for improving school climate and performance. Public School District Supervisors can use this information to design targeted interventions and foster stronger partnerships with stakeholders. School administrators can leverage the outcomes to strengthen relationships and guide effective policy formation. Teachers can gain a better understanding of the benefits of decentralization and decision-making participation, allowing for more professional autonomy and continuous improvement in teaching practices. Parents are further validated in their essential role in supporting their children's

development, and learners can become more aware of their contributions to a positive school climate. Finally, future researchers can build on these findings to explore the impact of stakeholder involvement in creating and sustaining a good school climate. By focusing on these areas, schools can create an environment conducive to learning and foster academic success for all students.

In conclusion, the findings of this study underscore the importance of stakeholders' engagement in shaping the school climate, particularly in the context of secondary schools in Sta. Maria West, Davao Occidental. The study highlights the significant relationship between stakeholders' support and school climate, emphasizing the need for continuous collaboration between school administrators, teachers, parents, and the community to enhance the learning environment. By fostering strong partnerships and encouraging active participation, schools can improve not only the academic performance but also the social and emotional well-being of students. Ultimately, this research calls for a collective effort from all stakeholders to create a nurturing and supportive school climate that benefits the overall development of learners.

II.   METHOD

This study collected data and information using a non-experimental quantitative research method. Rauscher et al. (2009), as cited in Swart, Kramer, Ratele, and Seedat (2019), stated that using a quantitative research method allows the researcher to quantify the data acquired and generalize the conclusions from a sample to the population of interest. Quantitative design attempted to draw conclusions that could lead to a greater understanding of the topic under study. Quantitative research examines the relationship between variables in order to assess objectives.

This study used a descriptive-correlational approach to explain the relationship between two or more variables without making any causal claims. It requires collecting and evaluating data on at least two variables to evaluate whether or not they are related. The primary goal is to account for all variables and their interactions without changing them or assuming that one causes another. In this study, a descriptive methodology was used to assess the levels of stakeholders' support and school climate in public secondary schools in Sta. Maria Western District. Furthermore, a correlational design was used to evaluate the relationship between stakeholder support and school climate, as well as to identify the domains of stakeholder support (student engagement, teaching-learning development, positive relationships, and communication and collaboration) that may influence the school climate of public secondary schools.

The respondents for this study were one hundred fifty (150) public secondary school teachers from the selected secondary schools in Sta. Maria West District, Davao Occidental, who are classroom teachers. The respondents were teachers teaching Grades 7 to 12 with at least three years of experience; thus, they were chosen because they have already observed how stakeholders support their school, as well as the extents of school climate that can affect the quality of instruction delivered to their students. Furthermore, the investigation did not include the respondents' personal information such as gender, age, civil status, position, highest educational attainment, and length of service. This study, on the other hand, used stratified random sampling, with representatives from each school, particularly small schools, chosen to participate.

The researcher collected primary data from selected secondary school teachers in Sta. Maria West District, Davao Occidental. The two variables in this study were examined using two instruments: the scales used to assess stakeholder support were adapted from the original instrument developed by De Torres (2021). This instrument had items that described a specific approach for instructors to rate how stakeholders support their school. It was a self-report questionnaire with a Likert scale that focused on a detailed assessment of the construct of stakeholder support in terms of student engagement, teaching-learning development, positive relationships, and communication and collaboration.

In conclusion, this study utilized a non-experimental quantitative research method, specifically a descriptive-correlational design, to assess the relationship between stakeholder support and school climate in public secondary schools in Sta. Maria West District, Davao Occidental. By employing a structured survey with a Likert scale, the researcher was able to gather valuable data from teachers on various dimensions of stakeholder support, including student engagement, teaching-learning development, positive relationships, and communication and collaboration. The findings provide a deeper understanding of how these factors interact and influence school climate, offering insights that can guide future initiatives aimed at improving the educational environment.

III.   RESULTS AND DISCUSSIONS

The first theme presented the stakeholders' support in public secondary schools in terms of student engagement, teaching-learning development, positive relationships, and communication & collaboration. the overall mean value on the extent of stakeholders' support in public secondary schools is 4.58, which is described as "very extensive". This indicates that the stakeholders' student engagement, teaching-learning development, positive relationships, and communication and collaboration are always observed. This implies that the stakeholders' support in public secondary schools in Sta. Maria West District, Davao Occidental is always observed.

The second theme presents the extent of school climate in public secondary schools in terms of belonging and connection, safety and wellness, and environment. the overall mean value on the extent of school climate in public secondary schools is 4.64, which is described as "very

extensive". This indicates that the public secondary schools' belonging and connection, safety and wellness, and environment are always observed. This implies that the school climate in public secondary schools in Sta. Maria West District, Davao Occidental is always observed. This manifests that with consistent practices for a positive school climate help to create and maintain a learning environment.

The third theme focused on the test of relationship between the stakeholders' support and school climate in public secondary schools in Sta. Maria West District, Davao Occidental. The signs of statistically significant domains of stakeholders' support (teaching-learning development, positive relationships and communication and collaboration) are positives, indicating direct positive relationships with school climate. This indicates that when the stakeholders' teaching-learning development in public secondary schools in Sta. Maria West District, Davao Occidental is always observed, good school climate would be evident. This implies that when stakeholders are engaged and the focus is on improving teaching and learning system, the overall school climate also improves, resulting in improved educational experiences for both teachers and students.

The extent of school climate in public secondary schools is very extensive. This means that the school climate in public secondary schools in Sta. Maria West District, Davao Occidental is always observed. The result also shows that there is a significant positive relationship between the stakeholders' support and school climate in public secondary schools. Moreover, the degree of relationship is very high. This means that when the stakeholders' support in public secondary schools in Sta. Maria West District, Davao Occidental is always observed, the school climate of the schools would become highly evident.

The extent of stakeholders' support in public secondary schools is very extensive. This manifests of sustaining a stronger sense of community and belonging so that everyone in the schools still feels safe and secure. The extent of school climate in public secondary schools is very extensive. This demonstrates continuity in the efficient execution of the school system, including programs aimed at empowering the clients, so that everyone becomes more effective in playing their roles.

IV. CONCLUSION

In conclusion, the findings of this study offer valuable insights for the Department of Education, school administrators, teachers, parents, and future researchers in improving the school climate in secondary schools. The Department of Education can use the findings to enforce policies that foster a positive school climate, while the Division of Davao Occidental can enhance transparency and communication systems. Schools can strengthen their partnerships with families and communities through engagement initiatives, and teachers can incorporate socio-emotional learning programs to support students'

development. Parents, in turn, can actively participate in school activities to contribute to a positive school environment. Future researchers can build on these findings by exploring additional contextual factors, enriching the understanding of school climate and its impact on education.

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