EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

SCHOOL CLIMATE: ITS INFLUENCE TO THE PERFORMANCE AND COMMITMENT OF ELEMENTARY TEACHERS

Junel R. Taripe[1], Roel P. Villocino, EDd.[2]
[1]*Teacher – Mipangi Elementary School*
[2]*Adviser – Assumption College of Nabunturan*

Article DOI: https://doi.org/10.36713/epra22972
DOI No: 10.36713/epra22972

ABSTRACT
This study aimed to determine the relationship between school climate and the performance of elementary teachers in Nabunturan West District. The research utilized a quantitative approach, specifically a correlational design, using a survey questionnaire as data gathering tool for school climate, commitment and performance of teachers. The respondents were the complete enumeration of 201 public elementary school teachers in Nabunturan West District. The data gathered were analyzed using mean and pearson-r. The results showed that there is a significant relationship between school climate and performance as well as school climate and commitment. The study recommends that school head must develop action plans based on teachers' feedback about their working conditions and experience to boost morale and teamwork. Also, ensure school policies promote fairness, inclusivity, and support for teachers.
KEYWORDS: *School Climate, Teachers' Performance, Commitment, Descriptive-Correlational Study*

INTRODUCTION

The Problem and Its Background

The school climate is a key factor in determining what makes a school successful. It would set the school's course to fulfill its plans, programs, targets, and objectives. Teachers' perceptions of the school climate must be evaluated by the school administration since it affects their commitment and performance. Similar to this, a supportive school environment keeps employees engaged and enhances their capacity to manage stress, which benefits both the staff and the school by increasing production.

In Canada, recent research highlights the significant impact of school climate on teacher performance and commitment. A study by Jiang and Liu (2024) using data from the Teaching and Learning International Survey (TALIS) principal survey found that principal leadership, external school environment, and organizational structure are crucial in shaping a positive school climate and enhancing teacher performance and commitment. Another study by Collie et al. (2023) emphasizes that a supportive school climate positively influences teachers' beliefs, engagement, and commitment. These findings underscore the importance of fostering a positive school climate to improve educational outcomes and teacher retention.

The study aimed to assess teachers' performance and competency. Several factors influencing learning outcomes were revealed to be the cause of instructors' subpar performance. Teachers said that to guarantee their commitment and high performance, a motivating learning atmosphere and encouragement are essential to guaranteeing their commitment and high performance.

In the teaching profession, commitment is highly valued. Since teachers are in charge of organizing and carrying out the majority of educational tasks and activities, their commitment is the primary determinant of the quality of education. Teachers' support of the school's objectives and core values, their readiness to put in a lot of effort for the school,

In Cebu City, the study of Montejo and Patino (2021) discovered that having a good organizational environment has several advantages, one of which is a calm workplace. The occurrence of disputes in an organizational atmosphere lowers productivity and fosters discord. Teachers are more likely to be effective if they get along well with their principals and fellow educators. Increased teacher productivity boosts the school's reputation, which

can lead to more students enrolling and fewer dropping out. Teachers are more inclined to give their all and see projects through to completion when they are satisfied working with the administrators.

In the Nabunturan West District specifically Mipangi Elementary School where the researcher is currently stationed. Teachers are expressing their dissatisfaction with the excessive amount of tasks and responsibilities they have to handle, including paperwork and other duties beyond their teaching responsibilities. Some are considering teaching in different countries even though they have already been working for the department for quite some time. Some teachers lack the will to teach and are unwilling to work with the school's plans, which causes delays in turning in the necessary paperwork. There are many tasks beyond the teaching loads and many urgent reports that need to be complied with, which leads me to leave the class to finish and submit the urgent reports. Another one is the environment with the school head and co-teachers, which somehow leads me to become unmotivated because of the diverse behavior and superiority of the colleagues.

Purpose of the Study

The purpose of the study is to investigate if the school climate impacts the teachers' performance in Nabunturan West District during the academic year 2024-2025.

Research Questions

The study determines the relationship between school climate and the performance of elementary teachers in Nabunturan West District. Specifically, it sought to answer the following questions:

1. What is the level of school climate among public elementary schools in Nabunturan West District in terms of:
   1.1 safety;
   1.2 teaching and learning;
   1.3 relationship with peers; and
   1.4 environment?
2. What is the level of performance of elementary teachers among public schools in Nabunturan West District in terms of Classroom Observation Tool?
3. What is the level of commitment of teachers among public schools in Nabunturan West District in terms of:
   3.1 affective commitment
   3.2 continuance commitment
   3.3 normative commitment
4. Is there a significant relationship between school climate and the performance of elementary teachers among public schools in Nabunturan West District?
5. Is there a significant relationship between school climate and commitment of elementary teachers among public schools in Nabunturan West District?

METHODOLOGY

In this chapter, the following parts such as research design, research locale, research respondents, research instrument, research procedures and the statistical treatment of data will be presented.

Research Design

This study utilized a quantitative approach, focusing on correlational design. As explained by Creswell (2012), quantitative research involved the process of gathering, evaluating, understanding, and recording the results of a study. It was a systematic and empirical investigation that emphasized the quantification of data and phenomena. Quantitative research served as a cornerstone of the scientific method, providing a structured way to collect and analyze numerical data to identify patterns, relationships, and trends. This research approach was widely used in various fields, including social sciences, natural sciences, business, and education, to develop and test theories and hypotheses with a high degree of objectivity and reliability.

Furthermore, Gorard (2022) pointed out that the use of organized procedures to collect data was fundamental to quantitative research. Instruments such as experiments, questionnaires, and surveys were carefully crafted to gather numerical data that could be statistically examined. These tools were frequently standardized to ensure quality and uniformity in data gathering, allowing researchers to rapidly collect vast volumes of data. The organized designs of these tools made it possible to replicate investigations, which was essential for confirming study results.

This study utilized a descriptive-correlational technique to assess the relationship between school climate and the performance of teachers in elementary public schools. Creswell (2012) stated that descriptive correlational research was

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a methodological approach that sought to describe and identify associations between variables without controlling them. This type of research was essential for understanding how different variables interacted and related to each other within a given population or context. Unlike experimental research, which involved the manipulation of variables to establish cause-and-effect relationships, descriptive correlational research focused on naturally occurring associations, offering significant insights into patterns and trends within the data.

RESULTS

This chapter discusses the study's findings and analysis. It presents the results in both tabular and textual formats. The inferential statistics were analyzed based on a significance level of 0.05.

Level of School Climate

The descriptive statistics for the four indicators of school climate in public elementary schools—safety, teaching and learning, relationships with peers, and environment are presented below. The mean scores and descriptive ratings suggest that the school climate in these schools is consistently evident. Overall, teachers perceive the school climate in public elementary schools to be very high.

Safety. Shown in Table 2 is the level of school climate of public elementary schools in terms of safety as perceived by teachers which reveal with a mean score of 3.61 with a very high description and which implies that the safety as one of the indicators in school climate is always evident in public elementary schools in Nabunturan West District.

Among the ten items enumerated, item number 10 got the highest mean of 3.90 is "I observe that the school has policies that contribute to a safe and secure atmosphere. This means that the school adheres to the polices, rules, and regulations that contribute to having a safe and secure school atmosphere.

While "I observe enough security measures in place, such as cameras and security guards" got the lowest mean of 3.07, which means that in their respective schools, it is oftentimes evident. This means that there is a limited number if there is security guards and security cameras in most elementary schools.

The remaining eight items received a mean score ranging from 3.57 to 3.73, indicating a high level of agreement. This means that all the items, to wit: "I feel secure and at ease in our school environment," "I observe the emergency exit plans," "I observe the school's efforts to stop bullying," "I feel assured and protected from physical harm," "I observe peaceful and respectful interactions at school," "I observe that safety measures and processes are taught to students," "I observe that the school addresses instances of harassment for bullying," and "I feel confident and secure in traveling to and from the school," received a description of very high.

Table 2
Level of Safety of Public Elementary Schools

Items	Mean	Descriptive
1. I feel secure and at ease in our school Environment.	3.73	Very High
2. I observe the emergency exit plans.	3.57	Very High
3. I observe the school's efforts to stop bullying.	3.63	Very High
4. I feel assured and protected from physical harm.	3.60	Very High
5. I observe enough security measures in place, such as cameras and security guards.	3.07	High
6. I observe peaceful and respectful interactions at school.	3.67	Very High
7. I observe that safety measures and processes are taught to students.	3.67	Very High
8. I observe that the school addresses instances of harassment for bullying.	3.63	Very High
9. I feel confident and secure in traveling to and from the school.	3.60	Very High
10. I observe that the school has policies that contribute to a safe and secure atmosphere.	3.90	Very High
Overall	**3.61**	**Very High**

Teaching and Learning. Presented in Table 3 is the level of school climate of public elementary schools in terms of teaching and learning as perceived by teachers, which reveals a mean score of 3.64 with a very high description.

Only item "Modern instructional technology is available to educators" got a mean of 3.43 with a description of high. This means that modern instructional technology is only oftentimes available to be used by the teachers.

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Also, the item that got the highest mean of 3.87 is "My relationships with my coworkers are good". This implies that a good relationship among peers in school is always evident.

Table 3
Level of Teaching and Learning of Public Elementary Schools

	Items	Mean	Descriptive
1.	The school offers sufficient teaching and learning resources.	3.57	Very High
2.	Opportunities for professional growth are advantageous and accessible.	3.63	Very High
3.	Modern instructional technology is available to educators.	3.43	High
4.	Innovative teaching methods are encouraged at the school..	3.57	Very High
5.	Learners participate actively in their instruction.	3.67	Very High
6.	Constructive criticism feedback is given to teaching and learning are always being improved.	3.60	Very High
7.	The school promotes an environment where teaching and learning are always being improved.	3.60	Very High
8.	Opportunities for cooperation and learning are offered by the school.	3.73	Very High
9.	Teachers are encouraged to continue their education and training.	3.70	Very High
10.	My relationships with my coworkers are good.	3.87	Very High
	Overall	3.64	Very High

The items "The school offers sufficient teaching and learning resources", Opportunities for professional growth are advantageous and accessible", and Innovative teaching methods are encouraged at the school" got a mean of 3.57, 3.63, and 3.57, respectively. However, item "Learners participate actively in their instruction" got a mean of 3.67, and item "Constructive criticism feedback is given to teaching and learning are always being improved" got a mean of 3.60. Lastly, items "The school promotes an environment where teaching and learning are always being improved, and "Opportunities for cooperation and learning are offered by the school" got a mean of 3/73 and 3.70, respectively.

Relationship with Peers. Displayed in Table 4 is the level of school climate of public elementary schools in terms of relationship with peers as perceived by teachers, which reveals a mean score of 3.68 with a description of very high. This implies that the relationship with peers among public elementary schools is always evident.

Also, all the items in this indicator got a description of very high. The item "The school has a strong feeling of community" got a mean of 3.73, together with items "teachers can work well together" and "Students' social and emotional needs are met by the school". This suggests that teachers observe the strong support of the community that encourages them to work well with each other because this meets their social and emotional needs, together with the learners.

Moreover, items "The school promotes a courteous and happy school climate" and "The school provides rewards and recognition to performing teachers" got the highest mean of 3.77, with a description of very high. This means that teachers are well appreciated in their performances and experience a courteous and happy school climate.

Furthermore, the items "The school encourages cooperation and teamwork", Opportunities for social engagement among school personnel are provided by the school", "The school grounds are nice and comfortable for a teaching space", "Classrooms are provided with enough lighting and ventilation to facilitate efficient instruction and "The school's lines of communication are efficient" got a mean of 3.60, 3.63, 3.60, 3.53 and 3.70, respectively. Hence, the teachers are provided with lines of communication and a comfortable space for learning with enough lighting and ventilation.

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Table 4
Level of Relationship with Peers of Public Elementary Schools

Items	Mean	Descriptive
1. The school has a strong feeling of community	3.73	Very High
2. Teachers can work well together	3.73	Very High
3. Students' social and emotional needs are met by the school	3.73	Very High
4. The school promotes a courteous and happy school climate	3.77	Very High
5. The school encourages cooperation and teamwork	3.60	Very High
6. the school's lines of communication are efficient	3.70	Very High
7. The school provides rewards and recognition to performing teachers	3.77	Very High
8. Opportunities for social engagement among school personnel are provided by the school.	3.63	Very High
9. The school grounds are nice and comfortable for a teaching space	3.60	Very High
10. Classrooms are provided with enough lighting and ventilation to facilitate efficient instruction	3.53	Very High
Overall	**3.68**	Very High

Environment. Presented in Table 3 is the level of school climate of public elementary schools in terms of environment as perceived by teachers, which reveals a mean score of 3.33 with a high description.

Table 5
Level of Environment of Public Elementary Schools

Items	Mean	Descriptive
1. The school grounds are nice and comfortable for a teaching space	3.60	Very High
2. Classrooms are provided with enough lighting and ventilation to facilitate efficient instruction	3.50	Very High
3. classroom decorations are elegant and support an effective learning environment	3.03	High
4. The school has a computer laboratory equipped with technology that helps with instruction.	2.87	High
5. The school has facilities for physical education and leisure activities that enhance learnings	3.03	High
6. The school library has a large collection of current materials that support instruction	2.93	High
7. The school atmosphere is improved by the cleanliness of the restrooms and other facilities	3.37	High
8. The school encourages eco-friendly behaviours that enhance the learning environment, such as recycling and energy saving	3.67	Very High
9. Effective teaching and welfare of the students are supported by the school's overall physical environment	3.67	Very High
10. There are enough outdoor areas for pupils to participate in educational activities that improve their education	3.60	Very High
Overall	**3.33**	High

Five out of ten items got a description of very such as "The school has a computer laboratory equipped with technology that helps with instruction", "The school has facilities for physical education and leisure activities that enhance learning", "Applied knowledge of content within and across curriculum teaching areas", "Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills", and "Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills" got a mean of 3.60, 2.50, 3.67, 3.67 and 3.60, respectively.

Moreover, the remaining five items with a description of high are the following to wit: "The school library has a large collection of current materials that support instruction", "The school atmosphere is improved by the cleanliness of the restrooms and other facilities", "School encourages eco-friendly behaviors that enhance the learning environment, such as recycling and energy saving", "Effective teaching and the welfare of the students are supported by the school's overall physical environment", and "There are enough outdoor areas for pupils to participate in educational activities that improve their education" with a mean of 3.03, 2.87, 3.03, 2.93, and 3.37, respectively.

Summary of the Level of School Climate among Public Elementary Schools

Reflected in Table 6 is the summary of the level of school climate among public elementary schools in terms of safety, teaching and learning, relationship with peers, and environment. The school got an overall mean of 3.57 with a description of very high. This implies that school climate is always evident among public elementary schools. Among the four indicators relationship with peers got the highest mean of 3.68 with a description of very high while environment got the lowest mean of 3.33 with a description of high. Teaching and learning got a mean of 3.64 with a description of very high, and safety got a mean of 3.61 with a description of very high.

Table 6
Level of School Climate among Public Elementary Schools

Items	Mean	Descriptive
Safety	3.61	Very High
Teaching and Learning	3.64	Very High
Relationship with Peers	3.68	Very High
Environment	3.33	High
Overall	**3.57**	**Very High**

Level of Performance of Teachers

Shown in the subsequent tables are the descriptive statistics for performance of teachers in public elementary schools in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Teachers' performance is always evident as shown in their descriptive ratings, which are all very high.

Content Knowledge and Pedagogy. Reflected in Table 7 is the level of performance of public elementary teachers in terms of content knowledge and pedagogy with a mean score of 3.80 and a description of very high.

The item "applied knowledge of content within and across curriculum teaching areas" got a mean of mean of 3.80, item "used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills" got a mean of 3.83 and item "applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills" got a mean of 3.77. All the items got a very high description.

Table 7
Level of Content Knowledge and Pedagogy of Public Elementary Teachers

	Items	Mean	Descriptive
1.	Applied knowledge of content within and across curriculum teaching areas	3.80	Very High
2.	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	3.83	Very High
3.	Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	3.77	Very High
	Overall	**3.80**	**Very High**

Learning Environment. Shown in Table 8 is the level of performance of public elementary teachers in terms of learning and environment, with a mean score of 3.80 and a description of very high.

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Table 8
Level of Learning Environment of Public Elementary Teachers

Items	Mean	Descriptive
1. Ensured the positive use of ICT to facilitate the teaching and learning process	3.80	Very High
2. Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments	3.83	Very High
3. Displayed proficient use of Mother Tongue, Filipino, and English to facilitate teaching and learning	3.77	Very High
Overall	**3.80**	Very High

All the items got a description of very high such as "ensured the positive use of ICT to facilitate the teaching and learning process" with a mean score of 3.80, "manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments" with a mean of 3.83, and "displayed proficient use of Mother Tongue, Filipino, English to facilitate teaching and learning" with a mean of 3.77.

Diversity of Learners. Shown in Table 9 is the level of performance of public elementary teachers in terms of diversity of learners, with a mean score of 3.78 and a description of very high.

Table 9
Level of Diversity of Learners of Public Elementary Teachers

Items	Mean	Descriptive
1. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement	3.77	Very High
2. Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	3.77	Very High
3. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences	3.80	Very High
Overall	**3.77**	**Very High**

Item "used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement" got a mean of 3.77 with a description of very high. Also, item "Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences" got a description of very high with a mean of 3.77 Lastly, item "used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement" got a mean of 3.80 with a description of very high. This entails that teachers encourage the celebration of diversity in the classrooms and the need for teaching practices that are differentiated to encourage all learners to be successful citizens in a changing local and global environment.

Curriculum Planning. Presented in Table 10 is the level of performance of public elementary teachers in terms of curriculum and planning with a mean score of 3.76 and a description of very high.

Table 10
Level of Curriculum and Planning of Public Elementary Teachers

Items	Mean	Descriptive
1. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	3.77	Very High
2. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	3.73	Very High
3. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context	3.77	Very High
Overall	**3.76**	Very High

Items "established safe and secure learning environments to enhance learning through the consistent implementation of policies guidelines and procedures" and item "planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context" got a mean of 3.77 with a description of very high. Also. item "Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning" got a mean of 3.73 with a description of very high.

Assessment and Reporting. Presented in Table 11 is the level of performance of public elementary teachers in terms of assessment and reporting with a mean score of 3.73 and a description of very high.

Table 11
Level of Assessment and Reporting of Public Elementary Teachers

	Items	Mean	Descriptive
1.	Selected, developed, organized, and use appropriate teaching and learning resources, including ICT, to address learning goals	3.77	Very High
2.	Designed, selected, organized, and used diagnostic, formative, and summative assessment strategies consistent with the curriculum requirements	3.73	Very High
3.	Maintained learning environments that promote fairness, respect and care to encourage learning	3.70	Very High
	Overall	**3.73**	**Very High**

Among the 3 items, the item "selected, developed, organized, and use appropriate teaching and learning resources, including ICT, to address learning goals" received a description of very high, with a mean of 3.77. It is followed by item "designed, selected, organized, and used diagnostic, formative, and summative assessment strategies consistent with the curriculum requirements" with a mean of 3.73 and a description of very high. Lastly, item "maintained learning environments that promote fairness, respect and care to encourage learning" got a mean of 3.70 with a description of very high.

Community Linkages and Professional Engagement. Presented in Table 12 is the level of performance of public elementary teachers in terms of community linkages with a mean score of 3.72 and a description of very high.

Table 12
Level of Community Linkages and Professional Engagement of Public Elementary Teachers

	Items	Mean	Descriptive
1.	Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious background	3.67	Very High
2.	Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups	3.73	Very High
3.	Used strategies for providing timely, accurate and constructive feedback to improve learner performance	3.77	Very High
	Overall	**3.72**	**Very High**

Item "established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious background" got the highest mean of 3.77. Next to this is item "adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups" with a mean of 3.73. Lastly, item used strategies for providing timely, accurate and constructive feedback to improve learner performance" got a mean of 3.63. All the items got a very high description.

Personal Growth and Professional Development. Table 13 illustrates the performance level of public elementary teachers in the area of personal growth and professional development, showing a mean score of 3.6, which is illustrated as very high.

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Table 13
Level of Personal Growth and Professional Development of Public Elementary Teachers

Items	Mean	Descriptive
1. Employed a variety of effective strategies to create learning environments that encourage learners to take responsibility for their own learning and work productively.	3.63	Very High
2. Developed, customized, and applied teaching strategies that cater to learners with disabilities, as well as those who are gifted and talented.	3.67	Very High
3. Designed and executed teaching strategies that address the special educational needs of learners facing challenging circumstances, such as geographic isolation, chronic illness, displacement due to armed conflict, urban resettlement, disasters, child abuse, and child labor practices.	3.57	Very High
Overall	**3.62**	**Very High**

Item " employed a variety of effective strategies to create learning environments that encourage learners to take responsibility for their own learning and work productively" got a mean of 3.63. Next to this is item" developed, customized, and applied teaching strategies that cater to learners with disabilities, as well as those who are gifted and talented" with a mean of 3.67. Lastly, item "designed and executed teaching strategies that address the special educational needs of learners facing challenging circumstances, such as geographic isolation, chronic illness, displacement due to armed conflict, urban resettlement, disasters, child abuse, and child labor practices" got a mean of 3.57. All the items have a description of very high.

Summary of Performance of Public Elementary Teachers

Table 14 presents the performance levels of public elementary teachers across various domains: learning environment, content knowledge and pedagogy, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. The mean scores for these indicators are 3.80, 3.78, 3.76, 3.73, 3.72, 3.67, and 3.62, respectively. Each of these indicators is depicted as very high, reflecting the consistently strong performance of teachers in these areas.

Table 14
Level of Performance of Public Elementary Teachers

Items	Mean	Descriptive
4. Content Knowledge and Pedagogy	3.80	Very High
5. Learning Environment	3.78	Very High
6. Diversity of Learners	3.76	Very High
7. Curriculum and Planning	3.73	Very High
8. Assessment and Reporting	3.72	Very High
9. Community Linkages and Professional Engagement	3.67	Very High
10. Personal Growth and Professional Development	3.62	Very High
Overall	**3.73**	**Very High**

Level of Commitment of Teachers

The table below reflects the statistics of commitment of teachers in public elementary schools in terms of affective commitment, continuance commitment and normative commitment. Teachers' commitment is oftentimes evident as shown on the descriptive ratings, which are all high.

Affective Commitment. Displayed in Table 15 is the level of commitment of public elementary teachers in terms of affective commitment showing a mean score of 2.70 and a description of high.

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Table 15
Level of Affective Commitment of Public Elementary Teachers

Items	Mean	Descriptive
1. I don't feel deeply connected to my organization.	3.17	High
2. Even if I wanted to leave, it would be difficult at this time.	2.90	High
3. Right now, staying with my organization is both a practical choice and a personal preference.	2.47	Low
4. Had I not invested so much here, I might have considered other opportunities.	2.37	Low
5. A major drawback of leaving is the lack of viable alternatives.	2.63	High
6. My limited options make it hard to think about leaving this organization.	2.67	High
Overall	**2.70**	**High**

The item "If I had not already put so much of myself into this organization, I might consider working elsewhere" got the lowest mean of 2.37. Next is the item, "right now, staying with my organization is a matter of necessity as much as desire" with a mean of 2.47 and a description of low. Also, "I do not feel a strong sense of belonging to my organization", "I would be very hard for me to leave my organization right now, even if I wanted to", "One of the few negative consequences of leaving this organization would be the scarcity of available alternatives" and "I believe that I have too few options to consider leaving this organization" having a same mean of 3.17, 2.90, 2.63 and 2.67, respectively. All these items got a description of high.

Continuance Commitment. Table 16 presents the continuance commitment level of public elementary teachers, showing a mean score of 3.04, which is categorized as high.

Table 16
Level of Continuance Commitment of Public Elementary Teachers

Items	Mean	Descriptive
1. Leaving my organization right now would be difficult, even if I wanted to.	3.03	High
2. Currently, my decision to stay is influenced by both practical necessity and personal choice.	3.03	High
3. If I hadn't already invested so much effort here, I might explore other opportunities.	2.70	High
4. A major downside of leaving would be the limited alternatives available.	3.13	High
5. I believe my options are too few to seriously consider leaving.	3.13	High
6. Leaving my organization at this point would significantly disrupt my life.	3.20	High
Overall	**3.04**	**High**

Items "I would be very hard for me to leave my organization right now, even if I wanted to" got a mean of 3.03, "Right now, staying with my organization is a matter of necessity as much as desire" got a mean of 3.03, and "If I had not already put so much of myself into this organization, I might consider working elsewhere" got a mean of 2.70.

Also, items "one of the few negative consequences of leaving this organization would be the scarcity of available alternatives", "I believe that I have too few options to consider leaving this organization" got the same mean of 3.13, while "so much of my life would be disrupted if I decided I wanted to leave my organization right now" got a mean of 3.20.

Normative Commitment. Exhibited in Table 17 is the level of commitment of public elementary teachers in terms of normative commitment, with a mean score of 3.61 and a description of high.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

Table 17
Level of Normative Commitment of Public Elementary Teachers

Items	Mean	Descriptive
1. I feel a strong sense of loyalty to this organization.	3.47	High
2. I choose to stay because I feel responsible for the people around me.	3.27	High
3. I owe a great deal to my organization.	3.17	High
4. Even if leaving were advantageous, I don't believe it would be the right choice at this time.	3.23	High
5. I would experience guilt if I decided to leave.	2.73	High
6. I don't feel obligated to remain with my current employer.	2.97	High
Overall	**3.61**	**High**

All the items got a description of high. The item" This organization deserves my loyalty" got a mean of 3.47, "I would not leave my organization right now because I have a sense of obligation to the people in it" got a mean of 3.27 and item "I owe a great deal to my organization" got a mean of 3.17.

Also, item "Even if it were to my advantage, I do not feel it would be right to leave my organization now" got a mean of 3.23, "I would feel guilt if I left my organization" got a mean 2.73, and "I do not feel any obligation to remain with my current employer" got a mean of 2.97.

Summary of Commitment of Public Elementary Teachers

Presented in Table 14 is the level of commitment of public elementary teachers in terms of affective commitment, continuance commitment, and normative commitment. The mean scores of the indicators are 2.70, 3.04 and 3.61, respectively. All of the indicators have a high description.

Table 18
Level of Commitment of Public Elementary Teachers

Items	Mean	Descriptive
1. Affective Commitment	2.70	High
2. Continuance Commitment	3.04	High
3. Normative Commitment	3.61	High
Overall	**3.12**	**High**

Relationship between School Climate and Performance

Presented in Table 19 is the relationship between school climate and performance. It includes the p-value, coefficient of determination and coefficient of correlation.

The p-value on the correlation between school climate and performance is 0.00 which is lower compared to the alpha level which is 0.05. This means that there exists a correlation between school climate and the performance of public schools' elementary teachers. The decision on this is to reject the null hypothesis which states that there is no correlation between the school climate and performance of public schools' elementary teachers.

In addition, the coefficient of correlation is 0.589 which means that there is a positive association which is moderate only between the school climate and performance of public schools' elementary teachers. The coefficient of determination is 0.346921 indicates that school climate accounts only 34.61% of the variance in the performance of the teachers.

Table 19
Relationship between School Climate and Performance of Public Elementary Teachers

IV_1	DV	R	r^2	p-value	Decision
School Climate	Performance	0.589	0.346921	0.000	Reject Ho

Relationship between School Climate Commitment

Presented in Table 20 is the relationship between commitment and performance. It includes the p-value, coefficient of determination and coefficient of correlation.

The p-value on the correlation between commitment and performance is 0.00 which is lower compared to the alpha level which is 0.05. This means that there exists a correlation between commitment and the performance of public schools' elementary teachers. The decision on this is to reject the null hypothesis which states that there is no correlation between the commitment and performance of public schools' elementary teachers.

Table 20
Relationship between School Climate and Commitment of Public Elementary Teachers

IV_2	DV	R	r^2	p-value	Decision
School Climate	Commitment	0.323	0.10659	0.000	Reject Ho

In addition, the coefficient of correlation is 0.323 which means that there is a positive association but only low between the commitment and performance of public schools' elementary teachers. The coefficient of determination is 0.076729, which indicates that commitment accounts only 10.67% of the variance in the performance of the teachers.

CONCLUSION

The findings indicate that the school climate in public elementary schools is consistently very high, suggesting it is always evident. Similarly, the performance of teachers in these schools is also very high, meaning it is consistently evident. Additionally, the commitment level of teachers is high, indicating it is often evident. Moreover, there is a meaningful correlation between the school climate and teacher performance in public elementary schools. Lastly, there is a meaningful correlation between teacher commitment and performance in these schools.

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