SCHOOL CLIMATE AND STUDENT SATISFACTION AMONG FIRST YEAR BSED-ENGLISH STUDENTS OF UM PANABO COLLEGE

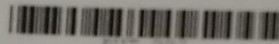A Thesis

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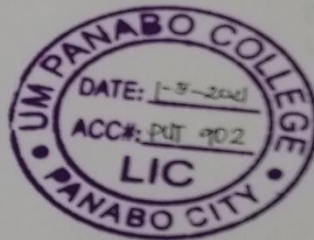
In Partial Fulfillment

Of the Requirements for the Course

Educational Research

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ACCEPTANCE SHEET

This study entitled "SCHOOL CLIMATE AND STUDENT SATISFACTION AMONG FIRST YEAR BSED- ENLGISH OF UM PANABO COLLEGE",prepared and submitted by CYRIL GLENN JAN C. AUDTIOR, QUEEN MAY L. BELLOSILLO, JAYPEE J. TIO in the Research Subject under the Department of Teachers Education, UM Panabo College, Panabo City is hereby accepted.

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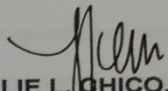
PANEL OF EXAMINERS

Accepted and Approved, after examination during final defense ad per requirements of Educational Research (Ed Res 1)

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Abstract

Students' satisfaction can be described as the quality principle that measures student perceptions and achievement as the most important predictors of lifelong learning. It is not enough to understand to which students are satisfied; however it is important to understand the factors that contribute to student satisfaction.

This research aimed at studying the school climate impact on student's satisfaction and to identify aspects of educational experience related to the overall satisfaction factors of students. Determining which of the student experience are connected to satisfaction that might provide information on actions to maintain high levels of satisfaction and improve student learning.

In this research, an assessment of the school climate and academic satisfaction of students also was conducted to evaluate their relationship with one another or to what extent the school climate affects student satisfaction. Information was collected from refereed journals and research papers, and is constructively analyzed from different point of views to filter a sound background for future studies.

Keywords: school climate, student satisfaction.

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And above of all, thanks to our almighty God who enabled us to research on such a hot issue of these days. I revere the patronage and moral support extended with love, by our parents whose financial support and passionate encouragement made it possible for me to complete this project.

THE RESEARCHERS

DEDICATION

This research is lovingly dedicated to our respective parents Alberto and Marilyn Auditor who have been our constant source of inspiration, they have given us. To drive and discipline with enthusiast and determination. Without their love and support this project would not have been made possible.

-Cyril Glen Jann

Every challenging work needs self efforts as well as guidance especially those who were very close to my heart, my humble effort I dedicate to my sweet and loving parents Bonifacio and Anafe Bellosillo, whose effection, love and encouragement and prays of day and night make me able to get such success and honor, along with all the hard working and respected teachers.

-Queen May

I dedicate this project to God Almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. He has been the source of my strength throughout this program and on His wings only have I soared. I also dedicate this work to my parents Ruben and Jorinda Tio who has encouraged me all the way, and whose encouragement has made sure that I give it all it takes to finish that which I have started. Thank you Ma and Pa. My love for you all can never be quantified. God bless you.

-Jaypee

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Chapter 1

THE PROBLEM AND ITS SETTING

Background of the study

Student satisfaction, not just impacts how well a student makes the most of his time in school yet, also, how well they do. The assessment of learners, relation with teachers, class support in learners and teachers, contribution and expertise once they graduate in their college or university institution rely on the time they spent at school and how hands-on they were when they are learning as a student.

Malaysian education is well standard but needs to improve further. However, everything is positive for Malaysian education there remain some negative facts. Excluding the international students coming to Malaysia, even the Malaysian students are seeking educational services in other countries despite the industry efforts in developing educational infrastructure (Sohail and Saeed, 2003). In several Malaysian universities, the international students have negative perception about the quality of education. The result of dissatisfaction occurs because the expectations of the students are not met by the universities regarding the quality of education (Shahzad et al., 2016).

In the Philippines, many observations had been told of the quality of the public school. The most common involves the competence of teachers and the quality of the classroom environment, which are significant to the students learning. If the school does not even have facilities, professors, and other learning materials, perhaps the learning and satisfaction of students might be affected. (Cervantes, 2011).

According to one of the teachers in Panabo City, to supply learner satisfaction, a pleasant climate must be experienced in tertiary level.The effect of evaluating expected quality can have impact on both learning and functioning of a learner.

Researchers choose to discover the variables that affect overall freshman student satisfaction and to boost answerable by streamlining processes and facilities enhancement to learners, employees, and staff. Determining which features of the student experience are most closely related to satisfaction may provide information about actions that can be taken to maintain high levels of satisfaction and improve student learning.

Statement of the Problem

The purpose of the study was to determine the extent of school climate and student's satisfaction among 1st year BSED- English students in the classroom. Specifically, it sought to answer the following questions:

1. What is the level of school climate in terms of:

    1.1 Teacher support;

    1.2 Classroom management;

    1.3 Relation with teacher;

    1.4 Sense of belonging to the school;

    1.5 Attitude towards school learning outcomes; and

    1.6 Attitude towards learning activity?

2. What is the level of student satisfaction in terms of:

    2.1 Teaching;

    2.2 Assessment; and

    2.3 Generic skills and learning experience?

3. Is there a significant relationship among the perceptions of the school staff, parent and learner respondents on the existing school climate?

Hypothesis

This null hypothesis is based on the third question of the statement of the problem and tested at 0.05 level of significance. There is no significant difference among the perceptions of the school staff, parent and learner respondents on the existing school climate.

Theoretical and Conceptual Framework

This study has been said by (T.A Chirkina & T.E Khavenson) which states that the factors of school climate are teacher's support, classroom management, relation with teachers, and sense of belonging to the school, attitude toward learning outcomes and attitude toward learning activities. The school climate considered not only an indicator of educational achievement., however additionally of an individual reasonably learning result at school in social skills, the amount of students' vanity, and their emotional and status (Kasatkina and Aksenova 2013 et al.).

According to (Peter Fieger, 2012), student satisfaction is classied beneath the subsequent three factors: teaching, assessment, and generic skills and learning experiences. Many researchers examined issues associated with learner satisfaction. Various faculty characteristics have been recognized as vital determinants of students' faculty and school satisfaction, such as positive and active learning experiences and teacher's support in learning (Kong, 2008),positive room atmosphere (Mok & Flynn, 2002),and

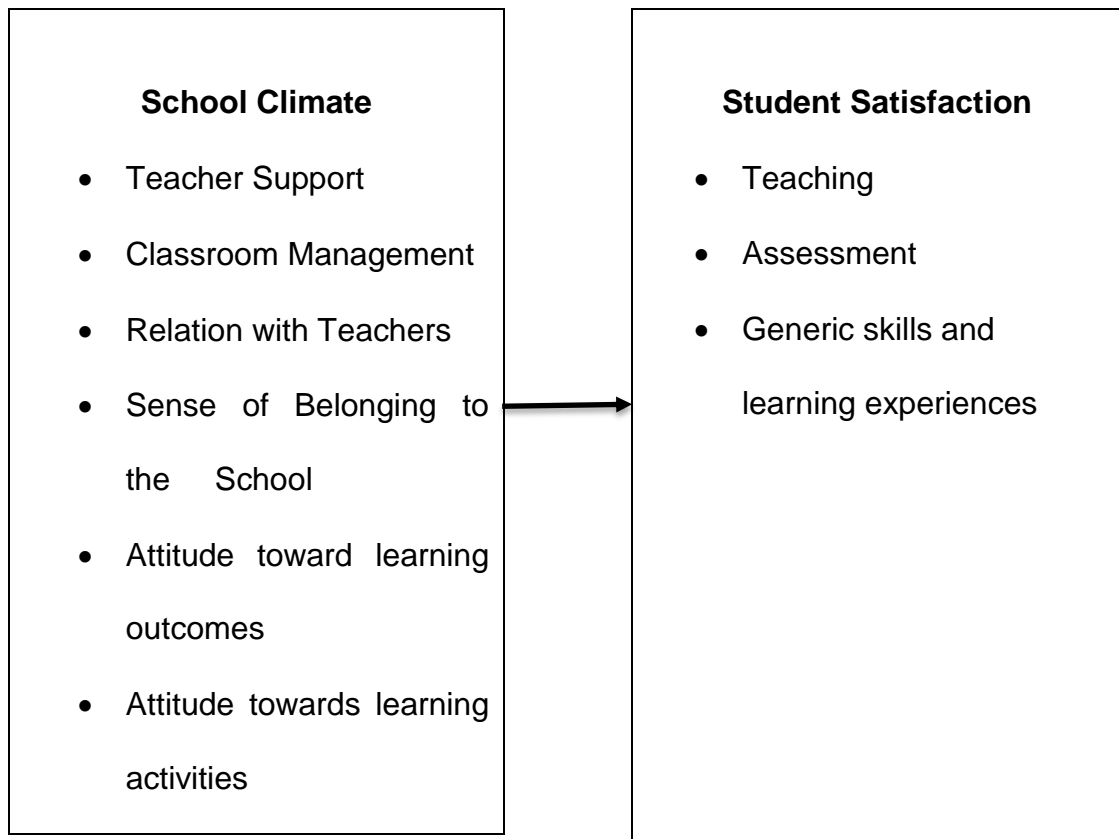| Independent Variable	Dependent Variable
School Climate • Teacher Support • Classroom Management • Relation with Teachers • Sense of Belonging to the School • Attitude toward learning outcomes • Attitude towards learning activities	**Student Satisfaction** • Teaching • Assessment • Generic skills and learning experiences

Figure1. Conceptual Paradigm Showing the Variables of the Study.

tutorial, faculty and social climate (Verkuyten & Thijs, 2002).

Figure 1 presents the variables of the study. The independent variable is school climate indicators are teacher support, classroom management, relations with teachers, and sense of belonging to the school, attitude towards learning outcomes, and attitude towards learning activities. **Teacher support** improves the engagement between a professor and a learner. Specifically, academics that support students show their care and concern for his or her students; therefore, these students usually reciprocate this concern and respect for the teacher by adhering to room norms. **Classroom management** implies a spread of skills and methods used solely by educators to remain organized, structured, focused, diligent, task-oriented, and university-wide. **Relations with teachers'** studies have shown that robust relationships between a lecturer and his or her students will have a considerable impact on tutorial success. Once students feel their lecturers as a partner and mentor instead of being scared or shy to their teacher, they're additional receptive learning. **Sense of Belonging to the School** is how much understudies feel regarded, acknowledged, and bolstered by educators and companions. It has been connected to students\' consideration and exertion in class, their constancy and consummation of learning exercises **Attitude towards Learning Outcomes**, assembling and dissecting a scope of data about the learning needs of your understudies will assist you with identifying the information, aptitudes, qualities, and attitudes that they have to create in their class program. **Attitude towards Learning Outcomes**, assembling and dissecting a scope of data about the learning needs of your understudies will assist you with identifying the information, aptitudes, qualities, and attitudes

that they have to create in their class program. **Attitude towards Learning Activities** thought-about these as useful for them to develop their confidence for enjoying their roles to participate actively within the room.

The dependent variable is teaching, assessment, generic skills, and learning experiences. **Teaching** is the technique of about to humans' goals, stories, and emotions, and intervening directly, so they research express matters, and go beyond the given. **Assessment** is often outlined as engagement with learners to modify their understanding and application of data, ideas, and processes. It includes the style, content choice, delivery, assessment, and reflection because the act of judgment the quantity of learning that happened as a result of learning and teaching. **Generic Skills** square measures people who apply across a spread of jobs and life contexts; they include metcognition and metacognitive capabilities on studying. **Learning Experiences** refers to any interaction, course, program, or alternative expertise, within which learning takes place, whether or not it happens in traditional tutorial settings or nontraditional settings, includes regular academic interactions or unconventional interactions.

Significance of the Study

The result of this study will benefit the following:

School Personnel. These might offer them an insight into getting such student satisfaction; therefore, giving them an ample plan to the items can get to improve also like the learners.

Teachers. These could take pleasure in this study from the findings and its recommendation from there. They'd be able to keep track and assess the students' prole, behavior, and educational performance, particularly people who have access to technological/ electronic devices that may link to social media networks.

Parents. The parents would ready to know their youngsters' proles on their scholastic execution. They will have the option to organize with the instructors to improve and boost the limit of their parental directions of their kids.

Students. The scholars would be able to assess themselves on; however, their tutorial performance and behavior are going to be affected and on, however, alter them.

Future Researchers. This study provides baseline information required for future researches and reviews associated with this one.

Definition of terms

To provide clarity and easy understandability of this study, the following terms used in the problem are now conceptually and operationally defined:

School Climate. These refer to the standard and character of school life. It's been represented as "the heart and soul of the college that essence of a college that leads a toddler, a teacher, associated an administrator to faculty and to appear forward to being there every school day. (Higgins-D'Alessandro, A. 2013).

School climate is the point at which you feel that the instructors and understudies are decent and agreeable, inviting, accommodating, and influential others feel rejected, uninviting, and even unsafe.

Student Satisfaction. These refer to the student's contribution to collective learning throughout category discussions. the standard of individual contributions relates not solely to the content, however conjointly the delivery and temporal order of comments inside the ow of the category discussion. (Christensen 2004).

It is the overall associate performance in terms of participation, student contribution to the course, mastery of the topic, cooperation in operating at intervals a bunch, clarity within the presentation of concepts topics/issues, use of descriptive linguistics, spelling, and punctuation in commonplace written English.

Chapter 2

REVIEW OF RELATED LITERATURE

In this section we presented the different theories, concepts and other related materials that will provide a clear framework of the study.

School Climate

Through the study of both components and specific factors of school climate which include teacher support, classroom management, teacher relationship, sense of belonging to the school, attitudes towards learning outcomes and approaches towards learning activity are made up by (T.A Chirkina and T.E Khavenson, 2018).

The regular actions which often take in school are being widely observed among scholars in recent decades. Consequently, they not only document the quantitative measures for learning events but also catch social and psychological characteristics. Several of these components were the school climate, an invisible part of school life, which all students feel. Empirically it was concluded that there is a connection with both school climate and student educational stimulation, not only the level of learner engagement in the learning process, educational achievement (MacNeil, Prater, and Busch 2009; Sherblom, Marshall, and Sherblom 2006).

Teacher Support. National School Climate Center (2017), Teacher's support which can be used by professors of supporting teaching strategies including such motivation and meaningful feedback, diverse and exciting possibilities to present skills and knowledge, support for great courage of risk-taking and analytical thinking, and ambiance conducive or helpful to dialog

and questioning, intellectual challenges, and personal attention plays an essential part in maintaining a positive and healthy environment for learning.

Ramsey, Spira, Parisi, and Rebok (2016), indicate that that student memories and experiences were connected in their universities or schools by professors' expectations. Differences in the point of view of students and professors could also be an element to the use of contrasting normative frameworks and differences in possibilities or opportunities of examining student communication with one another. Professors communicate predominantly in the class with learners, while learners in less managed situations and conditions have many peer interactions beyond and outside the classroom.

Lecturers or professors who are helpful and supportive (example, Express love and concern to the well-being and learning of your learners) also mentally and emotionally excellently-regulated students were able to provide such a safe and loving classroom environment for the social, emotional, behavioral and educational development to learners. If educators experience negative results with terrible relationships with their learners, there are probably feelings of dissatisfaction and disengagement. Once learners encounter such negative emotions or feelings and separation, they are much more likely to develop antisocial behavior, drug and alcohol abuse, and academic failure. (Department of Education, US 2012). Educators frequently report higher mental anguish in their classroom (Yoon, 2002) if they have disruptive students and prefer to express negative feelings in answer to pupil misconduct (Carson & Templin, 2007).

Hamre and Pianta (2001) Noticed that preschool instructor states negative impact in comparison to a pupil were significant determinants of pupil academic and social results through at least third grade. "But, learners that have positive relationships with their professors usually feel safe and attached, providing excellent emotional and social assistance and academic achievement.

Educators who support those feelings of competence, not depending on another's authority and sense of belonging of students, have students with higher levels of emotional, behavioral, and intellectual involvement. Learners with something like a sense of skills and talent can feel that they would predict their future success, can understand what it takes to do well, and can succeed. Feelings of professionalism in primary and secondary schools have been correlated for both cognitive and psychological engagement (Rudolph et al., 2001).

Researches have also shown that when professors build friendly, respectful, socially welcoming environments, motivate students to understand and support independence, and they are much more determined to use learning techniques and to have a higher degree of behavioral involvement and influence (Stipek, 2002).

Teaching is a social and emotional practice as well as logical and analytical exercise. "Great teachers completely understand that good learning and teaching took place just when teachers have a loving relationship with their learners and their learners have an Emotional connection towards their education. Teachers shall foster ' nature of a person, culture, protection, openness, fairness, ethnically diverse reputation, solidarity and shared

memory, empathy, equality, professional and personal competence ' including relevant professional credentials, individual behavior and dedication, and also goal-based experience in the field. According to Hargreaves (2003), these aims could be accomplished by elevated-quality pupil-teacher relations that would provide an important entry point to teachers and with others working to improve education and classrooms ' social and learning environments.

Classroom Management Pertains towards providing a stable environment for learning. The whole term offers the character of the lecturer, his/her skills as well as professional conduct constructed to achieve most of his/her professional roles, and also the procedures that took place in a group of students as well as the outcomes of all these processes. Classroom management includes several aspects: the management of activities or practices, time, space, materials, job, social relations, as well as learner's attitude and behavior. So this concept would, therefore, be associated with a broad variety of activities carried out in the classroom by only the lecturer, like organizing the physical space, identifying and practicing or exercising classroom practices, observing the actions of the learners, addressing inappropriate or violent behavior, encouraging learners to be personally responsible to learning, teaching instruction in either a way that helps students to guide their tasks (Watkins & Wagner, 2000).

Nancy Martin and Beatrice Baldwin (1993), State a smooth, complete, and accurate concept definition. Classroom management, according to them, is a multi-faceted framework, which comprises three broad attributes: character, education, and discipline. Personality element includes beliefs of lecturers about the attitude of learners as well as the behavior and actions of

lecturers, which contribute to learners ' overall development. The teaching and learning dimension provides all that professors do to set up and control learning activities and behavior in the classroom, physical structure of the room, and time use. A third dimension, discipline, corresponds to the professor's behavior or actions to put suitable moral standards throughout the classroom.

(Banjo 2004) Classroom management is trained in daily intervals is students' social behavior utilizing positive encouragement or even a remedial countermeasure administering discipline. Likewise, Adeyemi (2005) differentiated the classroom as a broad range of direct and straightforward practices and activities like those of administrative tasks to sustain the distribution of school materials and routine care for the actions or behavior of the learner.

As shown by Looniz (2005) as well as Ress (2004), supervision is seen as the notion of classroom management as the activities aimed at creating ideal conditions that facilitate instruction. The latter focuses on continuing in the right direction or asking to obey those processes or procedures or to withdraw from harmful social behavior.

Nwachukwu (2005) reported that the origin of classroom management was the effort to establish satisfactory classroom ecology or even to maintain a positive social environment and to advertise an ethical classroom where teaching is unhindered.

Donmoye (2005) claimed that learners' rights are in the classroom, and instructors are the highest authority designated to oversee the class for learners' academic performance. The teacher must, therefore, arrange that

the pupils in his supervision have the same opportunity as the people here who choose to give up the right in the context of the learning and teaching process.

Formout (2007) noted that authority is an essential criterion for the effective management of the classroom. He argued without authorization, every supervision required to break down every head of school or headmaster has to command authority in his school, and every teacher has to possess it in his classroom. The educational law here is that the teacher is advised not to undermine their reputation and authority by engaging in argument and physical struggle with pupils either inside or outside the classroom.

Kounin (2007) states that classroom behavior management is a part of the classroom teacher's strategies of maintaining an efficient physical environment and an excellent social atmosphere but from a different angle. Haslam (2007) clarified that the question of control and management of the classroom as a school has more disciplinary problems within the school, which occur because the pupils are not involved or have little to do with.

Relation with Teachers. Studies of school students have shown that positive relationships between schoolteachers and positive expectations of school students have positive effects on the school performance of the various structural features and school relationships of the school (Nalçacı, 2013).

School climate refers to all qualifications in the internal environment of the school, which distinguishes one school from another and affects the behavior of individuals in the school (Hoy and Miskel, 2015). The context of

the school is safe and supportive, making it easier for the school to achieve its objectives.

The purpose of this study is to explore pedagogical learning students' perceptions of the school climate in terms of different variables. Interpersonal features, such as the quality of teacher-student relationships, should be distinguished from personal characteristics such as motivation and engagement, and those, in turn, should be identified from behavioral outcomes such as test performance or attendance at school (Wert 2014).

Student engagement research has the potential to help build a more complex and meaningful association model between school climate accomplishment. In both quantitative and conceptual forms, the school environment has been widely studied. There is, however, little philosophical agreement underlying this literature's context, providing conflicting guidelines for investigating this essential construct. We suggest the Systems View of School Climate (SVSC) support the best efforts to develop causal mechanisms that explain how school climate operates.

This philosophical structure was developed through the deconstruction of concepts from prior models and empirical research on the school environment and their implicit assumptions. Using the SVSC to synthesize this existing literature, the school environment is characterized as the affective and cognitive views kept within a school by pupils, educators, administrators, and staff regarding social interactions, relationships, principles, and beliefs.

The school environment is placed within Ecological Systems Theory (Bronfenbrenner 1989) to direct potential research in this field and aid in determining stages of testing or evaluation while allowing the use of possible

causal models as a theoretical framework. The SVSC gives a research framework by delineating school climate from related concepts, suggesting similar structural and contextual constructs, and quantifying proximal and distal structures that may form the nature of the school climate.

   Sense of Belonging to the School.In school settings, researchers have observed that several motivational measures such as the expectation of success, valuation of schoolwork, and self-reported effort have a significant and positive impact on school ownership (Goodenow, 1993a). Improving belonging to school may also have a positive effect on academic achievement and school engagement (Allen, Kern 2016) Osterman (2000), highlighted other positive outcomes associated with belonging, such as involvement in classroom activities and prosaically attitudes. Other researchers observed a positive and significant relationship between belonging to the school and investing in extracurricular activities, reducing rates of school absenteeism (Flynn, 1997), positive social relations (Hagborg, 1994), and positive quality of mind (Hagerty, Williams 1996). Osterman (2000) also stressed the importance of belonging to the school, writing, "It is possible to conclude from a review of even these limited sources that belonging is an essential concept. It has a far-reaching impact on human motivation and behavior as a psychological phenomenon. On the other hand, a lack of belonging to school is a risk factor for dropping out that must be taken seriously (Berktold, Geis, & Kaufman, 1998).

   According to this, Christenson and Thurlow (2004) stated that a lack of affiliation might be a vital indicator of a school's disengagement process. Despite the far-reaching significance that the sense of belonging to school

has been understood to bear, researchers concluded that the work done so far has given an apparent lack of scientific accuracy and therefore does not allow us to fully understand the idea to adopt more targeted academic practices to construct and maintain it (Allen & Bowles, 2012; Allen et al., 2016). In this point of view, it is believed that the focus is not merely on one specific relationship, but on a minimum quantity of lasting and positive interpersonal relations, emphasizing "the need for belonging" as a primary human motivation (Meloro, 2005).

In a school environment, in particular, students, teachers, parents, and peers are the most critical determinants of a student's education, all of which have some effect on the feelings of an adolescent towards school and to some extent establish their academic and social skills at school (Wentzel et2010).

In these social contexts, adolescent interactions with teachers and peers affect their sense of belonging to a school, along with their emotional and social adjustment, commitment, academic motivation, and learning (Corso, Bundick, Quaglia, & Haywood, 2013). Positive and supportive relations among teachers and peers foster a sense of belonging to the community for youth, which gives rise to the willingness to participate in classroom and school programs.

In contrast to peers and teachers, parents provide teenagers attending school with the primary source of socialization. The participation of the family and their behavior towards school also has a positive impact on the sense of belonging to a student. Research has shown that parent's involvement facilitates the identification of a student with their schools and teachers, and

these students are more likely to report the perception that the school community is accepting and supporting them (Osterman, 2000; Wickery, 2010).

Studies have shown that when it comes to a student's sense of belonging, there are gender differences. Girls have a greater understanding of belonging than boys, and the relationship between success expectations and a sense of belonging is stronger for girls than it is for boys (Esparza, 2005). These sex differences have been clarified about the different processes of socialization for girls versus boys (Goodenow, 1993). Because a sense of belonging is crucial for teenage well-being, research has shown that adolescent girls offer more priority to group membership, as well as openness and access to others. In contrast, competitiveness and independence are essential for boys (Sanchez et al., 2005).

Goodenow and Grady (1993) dene the sense of belonging to the school as an individual's interpretation of students, appreciating their presence, and assisting them in the school's social environment. Crandall (1981, cited in Beck & Malley, 1998) stated that a pupil with a strong sense of belonging in school feels more meaningful and comfortable in himself. In their research, Burnett and Valz (1994) suggested that with the lack of understanding of belonging in students, school gang problems escalate. In their longitudinal study, Omizo, Omizo, and Honda (1997) surveyed male students who are gang members and concluded that aspects such as the sense of belonging in school and self-respect are essential themes in becoming a gang member.

As also stated by Cornell and Wellborn (1991), students with a higher level of engagement to school might also have greater levels of obedience to the laws of school and classroom. Academic achievement is yet another factor that is related to the sense of belonging to the school. A large number of literature studies found that academic achievement also improves as the sense of belonging to school increases (Goodenow, 1991; Goodenow and Grady, 1993; Gonzalez and Padilla, 1997). Also, the direct connection among sense of belonging to school and attendance at school, preparation for school, the fulfillment of the duties and assignments given, and active involvement in social and sports events has been indicated in several research (Voelkl, 1995). In addition to the present, in several alternative studies the direct link between sense of belonging to high school and school attending, preparation for college, fulfilling the given tasks and prep, and active participation at social and sports activities was discovered (Finn, 1989; Goodenow & Grady, 1993; Voelkl, 1995). Berman (1997, cited from motion & Malley, 1998), urged the thought of "pedagogy of belonging" as an answer to those forms of issues, that are seen throughout the globe. Berman conjointly suggests that the schoolroom and college climate ought to be organized during an effective means during which teacher-student and student-student relation-ships support every other's existence. Berman adds that democratic attitudes ought to be existent, and cooperative lecturers ought to become school culture. Again within Pisa's study (Willms, 2003), the concepts of the deep sense of belonging to school and alienation are used together, and students who do not engage in tasks inside and outside the curriculum are classified as alienated. There are quite several factors that feed or prevent the

growth of a sense of belonging to the class. As Ma (2003) also suggested the behaviors of teachers and administrators, some of these variables include school discipline experience, homogeneous or diverse class structure, family socioeconomic status, and school environment. It is crucial for children to find meaningful involvement in the school and to have a sense of belonging to the school to successfully execute the curriculum. All of these factors endorse the need for valid and reliable measuring devices to assess the sense of belonging to the school for primary school students (10-15 years old). Often essential to making intercultural correlations in the field of education and taking universal precautions is to establish these types of measuring devices and conduct validity-reliability research in diverse cultures.

Attitude Toward Learning Outcomes. Some researchers believe that perhaps the behavior of students towards learning is affected by the characteristics of the environment in the classroom (Fabunmi, 2007), or by the engagement and acceptance of activities by learners (Riaz, 2011). Students ' desire to learn is the most important way they can gain knowledge. Because like learners, there is desire, transparency, anticipation, interest in learning, and fullling needs (Simşek, 2007). For know means for adjusting. By formulating it in mind, the students collect information, not from an unpolished way (Saban, 2000:126). Therefore, being positive or negative in the way data is processed, being open to learning or not, getting high or low levels of expectation, and established anxiety levels were all essential factors in the process of constructing data. Learners ' anticipatory anxiety decreases their level of motivation, causes reduced performance, and thus negatively affects learners ' self-confidence (Senemoğlu, 2005).

Learning needs and expectations of students will differ according to Fink (2003). The learners need to learn what to do as well as how to make this process more accessible context. Nowadays, learning to learn, learning effort, and high willingness are significant key elements for learners. In this sense, assisting students in cultivating positive attitudes towards education is one of the vital roles of educators. Brookfield (1985) states that the educator's role is not only to convey knowledge but also to simplify the acquisition of knowledge by building the students' learning desire. Students need to be reinforced about learning to learn at university. Bringing in lifelong learning desire and skills must create the priority of supporting their beings open to learning. Education is not aimed at recalling information (superficial training) but rather at discovering the knowledge, making an effort to learn, and, most importantly, being able to use the experience (learning deeply) (Wirth & Perkins, 2008). Since the student is the first person responsible for developing understanding and knowledge, knowing what kind of behavior he/she has towards learning is quite remarkable.

Educational attainment is affiliated with behaviors towards school and learning. Learners with poor academic performance have a negative attitude towards learning and believe that in the long term, they will not be helped by school and education (Candeias, Rebelo & Oliveira, 2010). Kubiatko (2013) suggests that if behaviors toward a subject and school are optimistic, students' accomplishments will also increase. A child's achievement could be characterized as individual development, development in the knowledge, abilities, and skills gained. As is evident from the research of Holúbková &

Glasová (2011), several educators associate academic achievement with a positive attitude of a learner towards the school that might not necessarily reflect in excellent accomplishments. However, it will reveal in producing the best individual performance about to the arrangements of a student. The academic achievement should also be analyzed regarding to a student's behavior towards learning and school, as it guarantees internal motivation for better performance. As it is appended to other concepts as well as to behaviors towards learning outcomes, gender differences occur. Girls tend to have more positive attitudes, whereas boys are less inspired and more pessimistic about school (Van Houtte, 2004). Overall results show that females do not need more time to review, have less involvement in cases of misconduct and behavior, have less absenteeism, and also have more expectations of the future and are more enthusiastic about further research (Van Houtte, 2004). On the other side, males are less attentive to study and more efficiently to give up (Barber, 1996, Warrington et al., 2000, cit. Van Houtte, 2004), when their typical teen image does not demand good grades and dedication to school (Francis, 2000, Warrington et al., 2000, cit. Van Houtte, 2004). There is also proof that behavioral factors such as skill-related and expectation-related views, general attitudes towards education, and attitudes towards specific academic topics are relevant to academic

achievement and can vary through racial and gender categories (e.g., Ekstrom, 1994; House, 1997; Wigeld & Eccles, 1999, Linnehan, 2001).

    Attitude Towards Learning Activities. Many literature studies have found that educational experiences help students outperform conventionally, text-based programs (Turpin, 2000), improve their comprehension and substitute their assumptions with scientific ones (Coştu, Ünal & Ayas, 2007; Ünal, 2008), grow favorably attitudes to research (Bilgin, 2006), and promoting their innovation in problem-solving, promoting student autonomy, improving skills such as comprehension, mathematical programming and interaction directly (Haury & Rillero, 1994). Lebuffe (1994) stresses that children learn best when they can reach, smell, calculate, analyze, draw, chart, record data, and find answers on their own, rather than receiving a response in a textbook or lecture.

Study shows that various factor can affect student satisfaction; however, for unspecified reasons, student satisfaction is not as widespread as teacher satisfaction. Using available data, this literature review examined factors contributing to the overall comfort of a pupil. Some of these considerations relate directly to instruction, training, and shared knowledge and learning experiences (Fieger, 2012).

Teaching satisfaction has also been shown to increase when assistance is provided by giving feedback on behavior, constructive criticism, supervision, advice, or information that can provide a solution to a problem that a learner has outside of classwork (Suldo et al., 2009). Research shows that learners who see their teachers as positive are more pleased than those whose teachers are seen as less encouraging or not helpful (Baird, 1973; Suldo et al., 2009).

Suldo et al. (2009) found that students perceive teachers as primarily supportive "when attempting to link up with students on an emotional level, using diverse and best-practice teaching strategies, recognizing and enhancing the academic success of students, demonstrating fairness during interactions with students, and fostering a classroom environment where questions are encouraged." Learners also showed higher ratings of satisfaction with those teachers who worked to expand the view of the life of the students and gain some insight into current real-world issues (Baird, 1973).

Assessment. In contrast, Puspayani (2012) observed that the ratio of teachers ' professional skills to the performance of learners is 39.40%. There were also mentions of other research relevant to the same problems (Long et al., 2014; Fernandez, 2013; Suarman, 2015). It has been recorded at all the
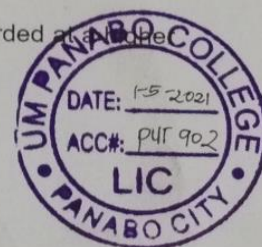
level of education that the skill of teachers has definite and vital effects on the satisfaction of students (Wu et al., 2010).

Ineffective teachers, on the other hand, pursue their ideas of active learning and seldom seek advice with students on teaching and learning issues. Adult education is self-directed learning, given that learners need to be consulted in the design and preparation of course outlines, the direction of the course should be shown (Suarman, 2015) and their viewpoints should be sought with relation to the selection of instructional material, the preparation of teaching handouts and the evaluation of the work of the students (Ampadu, 2009). To promote self-directed education, lecturers should be encouraged to use activity-based teaching methods that include team meetings, workshops, role plays, interactive, field trips, project-based learning, and problem-based learning (Barnes & Lock, 2010). This research is anchored in the theory of the "happy-productive" student theory (Cotton, Dollard, & de Jonge, 2002) suggests that student satisfaction is mediated by psycho-social factors such as coping, stress, and well-being. It provides proof that lower satisfaction is associated with high levels of psychological distress at the university. The "investment model" illustrates the relationship between the satisfaction of students, attrition and the climate of schools. Satisfaction rises as study rewards (higher grades) increase. With lower costs such as time and financial constraints and minimal study alternatives, satisfaction was higher (Hatcher, Kryter, Prus, & Fitzgerald, 1992). Using the investment model, risky "dropping-out" learners can be recognized and given as a preventive measure counseling and other student support services. Schools have to consider student satisfaction needs, including those currently under-represented,

including non-traditional, indigenous and regional Australians, to improve retention rates and graduate quality.

Later, Alves and Raposo (2010) further supported this theory, and established a conceptual model to assess students' satisfaction in 2010. According to the model, student satisfaction in higher studies is denied by the institute's picture, student perceptions, projected technical quality, operational quality, and perceived value. Such effects can be identified by other factors directly or indirectly. Therefore, the template demonstrated student engagement and word of mouth as the core fulfillment successors. He will be emotionally related to the university and its programs as student satisfaction increases. That's loyalty level he or she has. Repercussions will then and there be distributed as word of mouth among mates, family, prospect students and stakeholders. The main criticism of the model is that it largely overlooked an institution's main functions; teaching and learning to measure student satisfaction, but it was established to add two satisfaction successors as loyalty and mouth world.

Generic Skills and Learning Experiences. There is a high demand for educated individuals with generic (employability) skills and specialized technical skills, according to Robinson et al. (2007). Workers in the 21st century need to be employable in the workforce skills like problem-solving and analytics, decision-making, organization and time management, risk-taking, and communication. Such skills cannot be learned in institutions of Technical Vocational Education (TVE) without effective methods of instruction, particularly in technical colleges where various trade programs are provided. Audu et al. (2013) stated that in Technical Vocational Education institutions, it

is necessary to emphasize generic skills, particularly in technical colleges, because these skills can accelerate employment among young people and school leavers. Without these skills, when competing for jobs after graduation from school, young people can be considered disadvantaged. The learning of lifetime or standardized skills includes effective and efficient teaching methods and the use of improved and regular teaching facilities to ensure the development of the required value of the entrepreneurial skills graduates.

Similar capabilities were also stressed in national and international assessments and correlations of education systems to improve the quality of learning and teaching. Although widespread attention has been provided to generic skills by both policymakers and educators, little is recognized about how learners obtain these skills or how best to teach them. For example, general knowledge was taught as separate courses (e.g., speech communication courses, scientific writing courses, or lecturing skills) or integrated into subjects in a university setting. Research also shows how standard techniques grow when certain forms of pedagogical strategies are used, including active learning methods and group activities (e.g., Ballantine and McCourt Larres 2007, Ballantine, J., and P. McCourt Larres 2007).

These results have been confirmed by other studies that suggest that acquiring standard skills involves practices that include reciprocal communication and activities Moy (1999 and de la Harbe, Radloff, and Wyber (2000), for example, showed that collaborative rather than individual learning encourages the acquisition of such skills. Similarly, (Ballantine and McCourt Larres 2007) noted that the cooperative learning approach helped develop the generic capabilities of students. (Smith, C., and D. Bath. 2006) observed that

the personal, engaging, and interpersonal features of university life interactions are significant determinants of standardized graduation outcomes. Also, they noted that while participating in intimate, immersive and cooperative learning modes was a significant determinant of standard graduation results, the creation of awareness in particular disciplines often tended to be more closely linked to the socially interactive dimensions of learning environments than many people would expect (Smith and Bath 2006).

Learning experience provides a dynamic academic atmosphere that "reduces attention to time and space" (Dziuban et al., 2005). Training by practice will help to engage students not only in the content of the class, but also in the educational experience and organization (Garrison & Akyol, 2009; Hartnett, St. George & Dron, 2011). It is also essential to take into account how the use of communication tools will affect how students receive and acquire knowledge in tandem with in-person teaching. Consequently, the problem of access to education is also relevant in this case because of how technology can be used to expand the reach of higher education in a society that is increasingly operating online every year. Those in higher education, however, also need to consider the barriers that may arise for students lacking access to technology and, therefore, access to online education. Therefore, as with any shift in higher education, when considering the impact, it may have on student learning experiences, the potential risks and benefits associated with the change towards the implementation of the hybrid course model should be taken into account.

The traditional course setting for higher education keeps students on campus in the physical classroom. Students are given weekly lessons from teachers in this framework and directly interact and mainly at the institutional site with other peers (Biddex et al., 2014). Nevertheless, the advent of training techniques such as personal computers has replaced the standard course setting room only by enabling it to pass digitally (Garrison & Akyol, 2009; Garrison & Kanuka, 2004). In a review of technological advancements modern learning, though, it is vital to understand how higher education operated before innovation reached courses.

Traditionally, the educational environment of higher education graduates has been influenced mainly by the time spent on the actual campus inside the school. Students learn lessons from the professor through lectures in this traditional room," through which course content is transmitted, stored, and accessible mainly through any material circulated in school, such as notes taken or "paper handouts" (Ching, Levin, & Parisi, 2004). In particular, students are expected to research, memorize and absorb content from the notes they took on the information provided during the classes and from the supplementary texts or readings for any assessments (Jaffe, 2003). Therefore, training was focused on regular in-person experiences within a structured classroom among students and teachers.

Additionally, teachers rely solely on daily in-person seminars or face-to-face interactions to connect with their learners and provide them with some necessary information (McAndrew, Scanlon, & Clow, 201 0). In this way, all instruction found in the actual classroom is retained by the normal teacher position. These approaches have allowed teachers to develop and implement

only a textbook for in-person classes, and the program was distributed through no other means than the lecture and any debate that occurred in the classroom (Brunner, 2006). The face-to-face interaction dominated the traditional course setting; therefore, the learning experience depended on the materials, discussions, and information transmitted between individuals during these in-person transactions. Such in-person interactions have thus formed student-learning experiences predominantly in higher education (Ekwunife-Orakwue & Teng, 2014).

The correlation between the experience of students' engagement with the school environment and their academic achievement has also been demonstrated by previous research. Students with a positive view of the school and classroom environment are more driven and learn more than those who are not very happy with school according to their ability level (Rutter et al., 1979). In this regard, the impact of the ' climate ' school and classroom on academic outcomes for students has been given increasing attention (Fraser, 1986, 1994). Conceptually, the satisfaction of students with school is linked to the life quality building (Abbey and Andrews, 1986), reflecting the affective element of this building stated my initial emotional reactions such as happiness, school enjoyment, and a sense of well-being at school. Such responses to school experiences contribute to youth's global quality of life and are thus vital to healthy development (Millstein et al., 1993).

Generally, student satisfaction with school can be considered primarily reliant on personal traits such as sociability and positive values of academic achievement (Covington and Beery, 1976), and social characteristics of family, peer and school environments (Perry et al., 1993). The educational

setting can be viewed as the primary area for initiatives targeted at improving well-being at school because learners spend a large portion of their productive time in school. Further information is required about how student engagement is correlated with various features of the school environment to establish successful approaches.

Previous research recommends that features associated with a positive outlook of school are student involvement and obligation for school life, as well as a healthy relationship with teachers (Epstein, 1981). These results are consistent with findings on job satisfaction among adults (Batista-Fouget et al., 1990;) and recommend that adult work environment research experiences are beneficial in the development of more comprehensive and hypothetically based school environment studies (Rudd and Walsh, 1993). Although the position of the student is distinct from the role of the worker (in the case of lower independence and few possibilities for adjusting work site, e.g., workplace), conceptual and experimental data about the job satisfaction of adults can be used to enhance information about the achievement of students with university.

The job demands put on students contribute primarily to academic performance assessment. Educators play an essential role in their managerial position in clarifying the requirements are, as well as how such expectations are supposed to be fulfilled by the pupil. If the pupil assumes that the educator needs more than he/she can achieve, the pressure is likely to occur (Steptoe, 1991). Good relationships with fellow students (colleagues) and teachers (managers) and social support can alleviate stress encounters as a result of

differences between needs, perceptions, and assets (Cohen and Syme, 1985; Steptoe, 1991).

This may contribute to positive school satisfaction despite poor academic skills, as the learner feels cherished as an individual and can, therefore, create positive self-esteem and self-esteem (Covington and Beery, 1976; Calabrese, 1987a). Relationships between students and teachers in this association may be the most influential component. Student relationships with educators might be the most crucial factor in this group. If students feel they are being provided for and are allowed to participate regularly in classroom curriculum debates and scheduling, poor academic success may be a less critical factor affecting negative school expectations (Calabrese, 1987).

Chapter 3

METHOD

Presented in this chapter are the design used, the research subjects, the research instruments, the data gathering procedure and procedures statistical treatments well.

Research Design

The study used a correlational research design in determining the relationship between school climate and students' satisfaction of the first year BSED-English students. Correlational research focuses on establishing relationships in two populations between two or more variables in the same community or between the same variables (Leedy & Ormrod 2010).

Correlational research is a type of nonexperimental research in which the researcher measures two variables and assesses the statistical relationship between them with little or no effort to control extraneous variables. Correlational studies are also known as ex post facto studies. This literally means from after the fact. The term is used to identify that the research has been conducted after the phenomenon of interest has occurred naturally. The main purpose of a correlational study is to determine relationships between variables, and if a relationship exists, to determine a regression equation that could be used make predictions to a population. Simon (2011)

Correlational research development was used to assess the connection between the school climate and thestudents' satisfaction. Therefore, the study development used a standardized questionnaire to collect data.

Research Subject

The respondents of the study were first year BSED-English students enrolled in GE 2 in the College of Teachers Education in UM Panabo College. Random sampling was used in selecting the respondents.

There are 75 total populations of First year BSED-English students with 19 males and 56 females.

Research Instrument

The research used the standardized questionnaire. It was used to have reliability, validity, objectivity, and quantification. The amendments were integrated into the final draft oft of the survey. It was made simple, brief, but concise sentences for an easy understanding of the students. The questionnaire contained checklists using Likert's Scale, which consists of 5 dimensions in numerical values that correspond to the descriptive equivalents.

With the researchers' desire for the appropriateness of the items, the questionnaires of each variable were submitted and validated by the panel of experts, Dr. Jeanilyn E. Tacadena, BEED Program Head, and Dr. Amelie L. Chico, Research Coordinator. Their feedbacks and propositions were taken into considerations and incorporated in the finalization and administration of the instruments.

Presented below are the descriptive rating and the equivalent, which were used to describe the level of the school climate and student satisfaction among rst-year BSED English of English students.

The following parameter was used on the level of first year BSED-English school climate:

Scale	Descriptive Equivalent	Interpretation
4.21-5.00	Very High	This indicates that the level of school climate of the students is very good.
3.41-4.20	High	This indicates that the level of school climate of the students is good.
2.61-3.40	Moderate	This indicates that the level of school climate of the students is fair.
1.81-2.60	Low	This indicates that the level of school climate of the students' needs improvement.
1.00-1.80	Very Low	.This indicates that the level of school climate of the students is poor.

The following parameter was used on the level of First year BSED-English students' satisfaction.

Scale	Descriptive Equivalent	Interpretation
4.21-5.00	Very high	This indicates that the level student satisfaction is always observed
3.41-4.20	High	Thisindicates that the level student satisfaction is often observed

2.61-3.40	Moderate	This indicates that the level student satisfaction observes
1.81-2.60	Low	This indicates that student satisfaction is less observed.
1.00-1.80	Very Low	This indicates that student satisfaction is not observed.

Data Gathering Procedures

The researchers formulated the first draft of the research instruments for the literatures focusing on the level of the school climate and student satisfaction.

The process in conducting the study involved the following steps:

Initial Interview. The researchers asked for the names of the 1st year BSED English students in UM Panabo College to address the letter asking permission to conduct a study.

Seeking Permission to conduct the study. The researchers sent a letter asking permission to the 1st year BSED English students to conduct study.

Validation of instrument. The questionnaire was validated by validators.

Administration of the instrument. Upon approval, the researchers personally administered the questionnaire. The distribution was done during their time. Personal interviews were conducted for clarity of the answer from the respondents.

Retrieval of the Questionnaire. After the researcher's administration of the questionnaire, the data were immediately collected.

Statistical Treatment of Data

This research has employed the following statistical tools:

Weighted mean. This was used to determine the school climate and student satisfaction.

Person-r. This was used to determine the significant relationship between   school climate and student satisfaction.

Chapter 4

PRESENTATION AND ANALYSIS OF FINDINGS

This section introduces the collected data, the outcomes of the analysis of the data carried out and the presentation of the findings. These are presented in tables following the sequence of the specific research problem regarding the level of school climate in terms of teacher support, classroom management, relation with teachers, sense of belonging to the school, attitude towards learning outcomes, attitude towards learning activities and student satisfaction; in terms of teaching, assessment, generic skills and learning experiences; and the significant relationship between the school climate and student satisfaction.

Level of School Climate
    among first year English Students

The level of school climate among first year English is focused solely on a standardized questionnaire finding from the respondents ' 75 copies questionnaires.

In Table 1 presents school climate with the grand mean 4.09 with a descriptive equivalent of high. This indicates that the level of school climate among first year English students is good.

According to Garneau (2009), the climate is prevailing environment within the college that is principally determined by the leaders and affects the method our learners and academics understand their college and affects their values and attributes towards college work. The level of school climate results with the first indicator teacher support, which has an overall mean of 4.38 with a descriptive equivalent of very good. The highest mean is observed

Table 1

Level of School Climate among first year English students of UM Panabo College

Teacher Support My teacher…	Mean	Descriptive Equivalent
1…tells us that we must study hard.	4.55	Very High
2…provide additional assistance to students who need it.	4.36	Very High
3…helps students to learn mathematics.	4.07	High
4…gives students the opportunity to express their opinion.	4.55	Very High
Overall mean	**4.38**	**Very High**
Classroom Management The teacher…		
1. is able to get students to listen to him.	4.56	Very High
2. maintains order in the classroom.	4.52	Very High
3. starts class on time.	4.20	High
4. has to wait a while for the students to calm down.	4.11	High
Overall mean	**4.35**	**Very High**
Relation with Teachers		
1. Students get along with most of the teachers.	4.16	High
2. Most of the teachers are interested in the lives of their students.	3.81	High
3. Most of my teachers really listen to what I have to say.	4.16	High
4. Difficulty If I need additional help, I will receive it from my teachers.	4.00	High
5. Most of my teachers treat me fairly.	4.21	Very High
Overall mean	**4.07**	**High**
Sense of Belonging to the School		
1. Feeling isolated from my classmates.	3.24	Moderate
2. Easily make friends at school.	4.12	High
3. Feeling being part of the school.	4.13	High
4. Feeling uncomfortable and out of place at school.	2.96	Moderate
5. It seems to me that my classmates like me.	3.72	High
6. Feeling lonely at school.	2.60	Low
7. Feeling happy at school.	4.07	High
8. Everything at my school is perfect.	3.60	High
9. Feeling satisfied with my school.	4.03	High
Overall mean	**3.61**	**High**
Attitude Towards Learning Outcomes		
1. The school did little to prepare me for adulthood after graduation.	3.99	High
2. The classes that I took at school were a waste of time.	2.79	Moderate
3. Our school education taught me how to make decisions.	4.09	High
4. School taught me skills that are relevant for getting a job.	4.16	High
Overall mean	**3.76**	**High**
Attitude Towards Learning Activities		
1. Hard work in school will help me get a good job.	4.35	Very High
2.Hard work in school will help me get into a good university (institute or college)	4.23	Very High
3. I like to earn good grades.	4.44	Very High
4. Hard work in school is very important for me.	4.51	Very High
Overall mean	**4.38**	**Very High**
Grand Mean	**4.09**	**High**

Legend:

Scale	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

in item no.1 "*The teacher tells us that we must study hard" and item* no.4 "*The teacher gives students the opportunity to express their opinion.*" with a mean of4.55described as very good which, means that the level of school climate of the students is very good while the lowest is observed in item no. 3 "My teacher helps students to learn mathematics" with a mean of4.07asgood which indicates that the level of school climate among first year English students is good.

The research of Teacher support strengthens a lecturer's relationship with a child. Specifically, instructors that help students display their compassion and care for their learners, therefore these students also respond back this concern and appreciation for the instructor by adhering to classroom norms (Longobardi et al., 2016). If instructors scream, accuse them, or threaten them harshly, those learners seem to be less worried with their instructors and less positive activities in the school (Miller et al., 2000).

The second indicator *Classroom Management* has an overall mean of4.35described as very high which indicates that the School Climate among first year English students in terms of Classroom Management is always manifested. The highest mean is observed in item no. 1 "*The teacher is able to get students to listen to him.*" with the mean of 4.56which means the school climate is always very high while item no. 4 "*The teacher has to wait a while for the students to calm down.*" got the lowest mean of4.11described as high which indicates that the level of school climate among first year English students is good. According to Wong and Wonqg (2005).

The third indicator *Relation with Teachers* with an overall mean of 4.07with the descriptive equivalent of high which means the level of school

climate of students in terms of relation with teacher is good. The highest mean is observed in item no. 5 "*Most of my teachers treat me fairly.*" with a mean of 4.21 as very high which implies the school climate is good. However, the lowest mean is observed in item no. 2 "*Most of the teachers are interested in the lives of their students.*" with a mean of 3.81 as high which implies that the school climate is good.

A program that encourages the collective social intelligence of academics more efficiently than the emotional intelligence (Noddings 2007).A teacher ought to develop ways for all learners, even the back or quiet ones, to interact utterly. Lecturers have to be compelled to support students in their opinions and encourage them to shift their opinion if secure. Finally, they have to show the tools of discussion not simply the content of the discussion (Simon, 2001).It is the teacher's job to develop ties with learners. Teachers, especially in academics ought to actively interact and study the scholars. they have to find out likes, dislikes, hobbies, experiences, something that may build an affiliation between the teacher and student. Teachers ought to have enthusiasm and take a sincere interest within the kid (Valenzuela, 1999).

The fourth indicator *Sense of Belonging to the School* has an overall mean of 3.61 with a descriptive equivalent of high which indicates that the level of school climate of the students in terms of sense of belonging is good. The highest mean is observed in Item no. 3 "*feeling being a part of the school.*" with the mean of 4.13which indicates that the level of school climate of the students is good. On the other hand, item no. 6 "*feeling lonely at school.*" got the lowest mean of2.60with descriptive equivalent of low. This indicates that the level of school climate of the students 'needs improvement.

Several of the challenges of the educational system was the lack of successful schools or the sense of belonging. Most learners don't care about school and sometimes have a secret sense of escape. Therefore, considering learners ' mental wellbeing and trying to create a good atmosphere in schools would make the students more involved in attending school. It could not only contribute to much more academic achievement but can also be compatible with all presumed ideals and thus genuine school-and-society ties (Nasoohi, 2009).

The fifth indicator *Attitude Towards Learning Outcomes* has an overall mean of 3.76 with descriptive equivalent of high which indicates that the level of school climate of the students in terms of attitude toward learning outcome is good. The highest mean is observed in item no. 4. "School *taught me skills that are relevant for getting a job.*" with a mean of 4.16 as high, which means that the level of school climate of the students is good while the lowest score is observed in item no.2 "*The classes that were took at school were a waste of time.*" with a mean of 2.79, which indicates that the level of school climate of the students is fair." Many researchers think that somehow the approach to education of learners is affected by the curriculum characteristics (Fabunmi, 2007), or by the engagement and acceptability of tasks of students (Riaz, 2011).

The sixth indicator *Attitude Towards Learning Activities* has an overall mean of4.09with the descriptive equivalent of high which indicates that the level of school climate of the students in terms of attitude toward learning outcome is good. The highest mean is observed in Item no. 4 "*Hard work in school is very important for me.*" with a mean of 4.51 as very high which

indicates that the level of school climate of the students is very good, while the lowest mean is observed in Item no.2 "*Hard work in school will help me get into a good university (institute or college)*" with a mean of 4.23 as very high which indicates that the level of school climate of the students is very good.

Anderson (1994) reached the conclusion that perhaps the results of students will depend a lot on the teacher's preparation for teaching, the selection of methods and different learning experiences. The Commission on Agricultural Education (1988) proposed that the pedagogical plan would be the most important element in pedagogical education.

Level of Student Satisfaction
among first year English students

The level of Student Satisfaction among first year English students of UM Panabo College, as shown in Table 2, was indicated by: Teaching, Assessment, Generic Skills, and Learning Experiences. The result is based on a standardized questionnaire from 75 questionnaires completed by first year English students of UM Panabo College.

The overall mean of Student Satisfaction is 4.21 very high.This indicates that the level student satisfaction among first year English students is always observed.

The first indicator, *Teaching,* got a total mean of 4.33 described as very high, which indicates that the level of student satisfaction is always observed. Item

Table 2

Level of Student Satisfaction among first year English students of UM Panabo College

Teaching My instructors….	Mean	Descriptive Equivalent
1…had a thorough knowledge of the subject content	4.24	Very High
2…provided opportunities to ask questions	4.29	Very High
3…treated me with respect	4.48	Very High
4…understood my learning needs	4.33	Very High
5…communicated the subject content effectively	4.33	Very High
6…made the subject as interesting as possible	4.31	Very High
Overall Mean	**4.33**	**Very High**
Assessment		
1. knew how I was going to be assessed	4.04	High
2. The way I was assessed was a fair test of my skills	4.11	High
3. was assessed at appropriate intervals	4.13	High
4. Received useful feedback on my assessment	4.20	High
5. The assessment was a good test of what I was taught	4.20	High
Overall Mean	**4.14**	**High**
Generic Skills and Learning Experiences		
1. The training developed my problem-solving skills	4.08	High
2. The training helped me develop my ability to work as a team	4.15	High
member	4.12	High
3. Our training improved my skills in written communication	4.12	High
4. The training helped me to develop the ability to plan my own work	4.08	High
5. As a result of my training, I feel more confident about tackling unfamiliar problems	4.23	Very High
6. Our training has made me more confident about my ability to learn	4.00	Very High
7. As a result of my training, I am more positive about achieving my goals	4.28	Very High
8. The training has helped me think about new opportunities in life		
	4.16	High
Overall Mean		
Grand Mean	**4.21**	**Very High**

Legend:

Scale	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

no. 3 "*The instructors treated me with respect*" got the highest mean of 4.48 as very high, which indicates that the level student satisfaction isalways observed. On the other hand, item no. 1 *"The instructors had a thorough knowledge of the subject content*" got the lowest mean of 4.24 described as very high which means that the level student satisfaction is always observed.

Mulligan (2011) acknowledged productive teaching calls for ' efficiency and innovation, continuous monitoring and adaptation ' of teaching techniques. on the opposite hand, Knutson (2014) acknowledged that selecting the suitable the accurate teaching approaches and how they are conducted is relevant to the learning of students. Center to Teaching Learning (2014) The Center on Teaching Education (2014) stated that the use of tools, methods and approaches in teaching effective communication is not just the interpretation of concepts common to education, information processing, inspiring and hindering education.

The second indicator, *Assessment* has a total mean of 4.14 which is described as high. This indicates that the level student satisfaction is often observed. The highest mean is observed in item no. 4 " *received useful feedback on my assessment*" and item no. 5 "*The assessment was a good test of what was taught*" with a mean of 4.20, which indicates that the level of student satisfaction is often observed while the lowest score is item no. 1 "*I knew how was going to be assessed*" as high which indicates that the level of student satisfaction is often observed.

Goodrum et al. (2005) state that, ideally, assessment "enhances learning, provides feedback concerning student progress, builds assurance and shallowness, and develops skills in evaluation" recent studies advocate

for as well as students within the method of developing assessment tools as a result of, as Falchikove (2004) states, student involvement in peer assessment adds a lot of price to the educational method. Dhindsa, Omar and Waldrip (2007), students are encouraged to grow a true and realistic assessment approach which "rewards genuine effort and profound knowledge rather than the measure of luck."

Third indicator, Generic Skills, and Learning Experiences have an overall mean of 4.16 described as high, which indicates that the level of student satisfaction is often observed. Item no. 8 "8. "*The training has helped me think about new opportunities in life*" got the highest mean of 4.28 as very high, which indicates that the level of student satisfaction is always observed while item no. 1 *"The training developed my problem-solving skills.*" and item no. 5 "*As a result of my training, I feel more confident about tackling unfamiliar problems*" has the same mean which is 4.08 as high which indicates that the level student satisfaction is often observed.

It is hoped that universities will teach college students not just educational and general skills as well as the ability to think critically, interact with them, collaborate and resolve problems (Kember et al. 1997). Research found a link among generic and profound learning (Wilson and Simons, 2003). Higher schools should create new methods to help improve these skills to meet the requirements of the industry. In light of new learning technologies and pathological perspectives, traditional teaching methods should be updated in order to promote standard skills ' where educational dimensions in line with technological changes must be improved to achieve a synergistic partnership with the training and technology ' (Kearns, 2001, German only)

Significant Relationship between School Climate and Student Satisfaction among first year English students.

Table 3 shows that there is a significant relationship between school climate and student satisfaction among first year English students.

As to the data shown among first year education students, the result of the computation of using the r-value is 0 .608. The P-value of (0.00) which is less than 0. 05. Thus, the null hypothesis is rejected. Therefore, it can be stated that there is a significant relationship between school climate and among first year English students. This implies that school climate correlates with student satisfaction. This study has been said by (T.A Chirkina & T.E Khavenson) which states that the factors of school climate are teacher's support, classroom management, relation with teachers, and sense of belonging to the school, attitude toward learning outcomes and attitude toward learning activities. The concept of "school climate is multifaceted. It covers an extremely diverse range of aspects of school life, from the objective size and physical condition of the school building to the subjective perceptions of interpersonal relations within the school.(Bogdanova2008). The school climate considered not only an indicator of educational achievement., however additionally of a special reasonably learning outcome at school in social skills, the amount of students' vanity, and their emotional and status (Kasatkina and Aksenova 2013 et.al).

Some students are motivated by a sense of accomplishment, some by helping others, and others by personal fulfillment. Nevertheless, some students get satisfied by personality tutoring, personal values, and inner needs fulfillment (Kupermintz, 2003).

Table 3

Significant Relationship between School Climate and Student Satisfaction among first year English students of UM Panabo College

Correlation Coefficient

Student Satisfaction

School Climate   0 .608

P- value (0.00) < 0.05 *SIGNIFICANT*

university, truly achieve success and immediately finish their schooling.The student satisfactions play an important role in determining the ability and accuracy of the education system. This is because the higher the level of satisfaction experienced by the student, the better the student's ability to groom their skill development, course knowledge and mentality (Muhammad et al., 2010). In some studies, the satisfaction of scholars reveals that student satisfaction is related to student grievances and problems regarding guidance, career coaching and new courses and current course potency. (e.g., Korn, Sweetman, & Nodine, 1996).

Teachers characteristics have been recognized as vital determinants of students' needs and school satisfaction, such as positive and active learning experiences and teacher's support in learning (Kong, 2008), positive room atmosphere (Mok & Flynn, 2002), and tutorial, faculty and social climate (Verkuyten & Thijs, 2002).Rodie and Klein (2000), posited that if an institution possesses essential educational facilities with affective teaching and training staff, the student will most likely be more motivated, loyal and good performers in their academic.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the findings of the present investigation from where conclusion is derived and recommendations are offered.

Summary of Findings

Based on the result of the survey, the following were the findings:

1. The level of school climate has an overall mean of 4.09 interpreted as good.

2. The level of student's satisfaction has an overall mean of 4.21 interpreted as always observed.

3. The correlation value between school climate and student satisfaction among first year English students is 0.608. The P-value of (0.00) which is less than 0. 05. Thus, the null hypothesis is rejected.

Conclusion

In light of the findings of the study the following conclusions were drawn:

The following conclusions are drawn based on the findings of the study:

1. The level of school climate is high

2. The level of student satisfaction is very high.

3. There is significant relationship between school climate and student satisfaction.

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Recommendations

1. Teachers should give students a sense of belonging in their classroom where students should not feel lonely or neglected. Every student should be respected, accepted and supported by teachers and peers. To improve the learning of the students, teachers must involve the students in problem-solving, and critical thinking especially in Mathematics class, wherein the students have difficulty in understanding. Good classroom management should be applied to control the behavior of the students during classes, and they need to put an interest to the lives of their students so that the students would not think that their class is not a waste of time. They will be encouraged to work hard to have a good opportunity in entering a good university.

2. Teachers should have thorough knowledge of the subject content that they are going to discuss to know what are the things that they are going to impart to their students. They should include activities that can improve the problem-solving skills of the students and teachers should tell the students on how they are going to be assessed in their class and inform the students why a particular assessment has value

3. The future researchers may conduct another study by using another variable that could determine school climate of the institution.
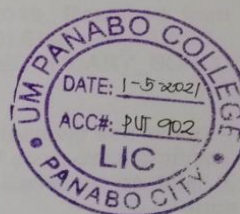
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Appendix A

Letter of Permission to Conduct the Study

July 19,2019

DR. CELSO L. TAGADIAD
School Director
UM Panabo College
P.N Arguilles St., Panabo City

Dear Sir:

The undersigned are fourth year BSED-English students of UM Panabo College who are currently conducting a research entitled **"School Climate and Student Satisfaction among First year BSED English of UM Panabo College"** as a final requirement to the course Educational Research 1.

In line with this, we are humbly asking for your permission allowing us to conduct our study. We assure that the data shall be treated with outmost confidentiality.

We highly appreciate your positive response to this matter.

Thank you and God bless.
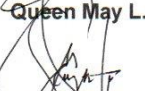
Respectfully yours,

Cyril Glen Jan C. Auditor

Queen May L. Bellosillo

Jaypee J. Tio
Researchers

Noted by:

Dr. AMELIE L. CHICO
Research Adviser

Appendix B-1

Letter of Validation

July 16, 2019

MARIESEL A. LAUREL, Ed.D
Faculty
UM Panabo College
Panabo City

Ma'am:

You are one of the chosen evaluators of our questionnaire on our research study entitled **"School Climate and Student Satisfaction among First year BSED English of UM Panabo College".**

In view of this, it would be appreciated much if you can share your expertise by rating its contents. It would be a great help also for the undersigned if you can write comments, suggestions and recommendations that will improve the above mentioned questionnaires.

Thank you very much for your kind and cooperation and valuable contributions to this request.

Respectfully yours,

Jaypee J. Tio

Cyril Glenn Jan C. Auditor

Queen May L. Bellosillo
Researcher

Noted by:

DR. AMELIE L. CHICO
Research Adviser

Appendix B-2

Letter of Validation

July 16, 2019

DR. JEANILYN E. TACADENA
Faculty
UM Panabo College
Panabo City

Ma'am:

You are one of the chosen evaluators of our questionnaire on our research study entitled **"School Climate and Student Satisfaction among First year BSED English of UM Panabo College"**.

In view of this, it would be appreciated much if you can share your expertise by rating its contents. It would be a great help also for the undersigned if you can write comments, suggestions and recommendations that will improve the above mentioned questionnaires.

Thank you very much for your kind and cooperation and valuable contributions to this request.

Respectfully yours,

Jaypee J. Tio

Cyril Glenn Jan C. Auditor

Queen May L. Bellosillo
Researcher

Noted by:

DR. AMELIE L. CHICO
Research Adviser

Appendix C-1

Questionnaire Validation Sheet

RESEARCH AND PUBLICATION CENTER

[ ] Main [✓] Branch Panabo

QUESTIONNAIRE VALIDATION SHEET

◉ **UM**
The University of Mindanao

Title of Research: School Climate and Student Satisfaction among First Year BSED-English of UMPC

Proponents : Cyril Glenn Jan C. Auditor, Queen May L. Bellosillo, Jaypee J. Tio

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent   2 – Fair
4 – Very Good   1 – Poor
3 – Good

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	✓				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.	✓				
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	✓				
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	✓				
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	✓				

Marieses H. Laurel, Ed.D
Signature Above Printed Name

F-13100-004/ Rev. # 1/ Effectivity: July 24, 2017

Appendix C-2

Questionnaire Validation Sheet

RESEARCH AND PUBLICATION CENTER

UM — The University of Mindanao

[ ] Main   [ ] Branch _____

QUESTIONNAIRE VALIDATION SHEET

Title of Research: *School Climate and Student Satisfaction*

Proponents : _____

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent:　5 – Excellent　　2 – Fair
　　　　　　　　　4 – Very Good　　1 – Poor
　　　　　　　　　3 – Good

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	✓				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.		✓			
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	✓				
5. ATTAINTMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.		✓			
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	✓				
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	✓				

JEANILYN E. TACADENA, Ph.D

Signature Above Printed Name

Appendix D

Survey Questionnaire on
School Climate and Student Satisfaction
T.A Chirkina and T.E Khavenson (2018) and Fieger (2012)

Part 1. Profile of the Respondent

Name: (optional)_____Position:_____

Year level:_____Date:_____

Instruction: Below are questions that measure the level of school climate and Student Satisfaction. Please put a check mark (√) appropriate to your answer using the given scale.

5- Strongly Agree   3- Neither Agree nor Disagree   1- Strongly Disagree

4- Agree   2- Disagree

Part 2. School Climate

	5	4	3	2	1
A.Teacher Support My teacher tells…					
1. us that we must study hard.					
2. provides additional assistance to students who need it.					
3. helps students to learn mathematics.					
4. My teacher gives students the opportunity to express their opinion.					
B.Classroom Management The teacher…					
1. is able to get students to listen to him.					
2. maintains order in the classroom.					
3. starts class on time.					
4. has to wait a while for the students to calm down.					
C.Relation with Teachers					
1. Students get along with most of the teachers.					

2. Most of the teachers are interested in the lives of their students.					
3. Most of my teachers really listen to what I have to say.					
4.Difficulty If I need additional help, I will receive it from my teachers.					
5.Most of my teachers treat me fairly.					
D.Sense of Belonging to the School					
1.I feel isolated from my classmates.					
2.I easily make friends at school.					
3.I feel that I am a part of the school.					
4.I feel uncomfortable and out of place at school.					
5.It seems to me that my classmates like me.					
6.I feel lonely at school.					
7.I feel happy at school.					
8.Everything at my school is perfect.					
9.I am satisfied with my school.					
E.Attitude Towards Learning Outcomes					
1. My school did little to prepare me for adulthood after graduation.					
2.The classes that I took at school were a waste of time.					
3.My school education taught me how to make decisions.					
4.School taught me skills that are relevant for getting a job.					
F.Attitude Towards Learning Activities					
1. Hard work in school will help me get a good job.					
2.Hard work in school will help me get into a good university (institute or college)					
3.I like to earn good grades.					
4.Hard work in school is very					

important for me.					

Part 3. Student Satisfaction

		5	4	3	2	1
A. Teaching My instructors…						
1	had a thorough knowledge of the subject content					
2	provided opportunities to ask questions					
3	treated me with respect					
4	understood my learning needs					
5	communicated the subject content effectively					
6	made the subject as interesting as possible					
B.Assessment						
1	I knew how I was going to be assessed					
2	The way I was assessed was a fair test of my skills					
3	I was assessed at appropriate intervals					
4	I received useful feedback on my assessment					
5	The assessment was a good test of what I was taught					
C.Generic Skills and Learning Experiences						
1	My training developed my problem-solving skills					
2	My training helped me develop my ability to work as a team member					
3	My training improved my skills in written communication					
4	My training helped me to develop the ability to plan my own work					
5	As a result of my training, I feel more confident about tackling unfamiliar					

	problems					
6	My training has made me more confident about my ability to learn					
7	As a result of my training, I am more positive about achieving my goals					
8	My training has helped me think about new opportunities in life					

Appendix E-1

Certificate of Appearance

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

UM Panabo College   and conducted   Survey
(Name of Office/Agency)   (State activity)

in relation to their thesis/FS entitled " School Climate and Student Satisfaction among First Year "
during the period July 29, 2019   BSED - ENGLISH in UM Panabo College
(State inclusive dates)

BARBARONA, KIM HARVEY M.
Name and Signature of Authorized Personnel

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

UM PANABO COLLEGE   and conducted   RESEARCH STUDY
(Name of Office/Agency)   (State activity)

in relation to their thesis/FS entitled " SCHOOL CLIMATE AND STUDENT SATISFACTION "
AMONG FIRST YR. BSED ENGLISH IN UM PANABO
during the period JULY 24 2019   .
(State inclusive dates)

SHUMAR R. JUNIO
Name and Signature of Authorized Personnel

Appendix E-2

Certificate of Appearance

UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

<u>UM Panabo College</u>   and conducted   <u>Research Study</u>
   (Name of Office/Agency)   *(State activity)*

in relation to their thesis/FS entitled "<u>School Climate and Student Satisfaction among</u> "
<u>First Year BSED-ENGLISH in UM Panabo College</u>"

during the period <u>July 24, 2019</u>   .
   (State inclusive dates)

Hazzel Mae Comania
Name and Signature of Authorized Personnel

UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

<u>UM PANABO COLLEGE</u>   and conducted   <u>RESEARCH STUDY</u>
   (Name of Office/Agency)   *(State activity)*

in relation to their thesis/FS entitled " <u>SCHOOL CLIMATE AND STUDENT SATISFACTION AMONG FIRST</u> "
<u>YEAR BSED-ENGLISH in UM PANABO COLLEGE</u>

during the period <u>JULY 29, 2019</u>   .
   (State inclusive dates)

SHRYL SUITADO
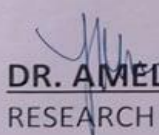Name and Signature of Authorized Personnel
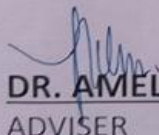
Appendix F

Grammarly Certificate
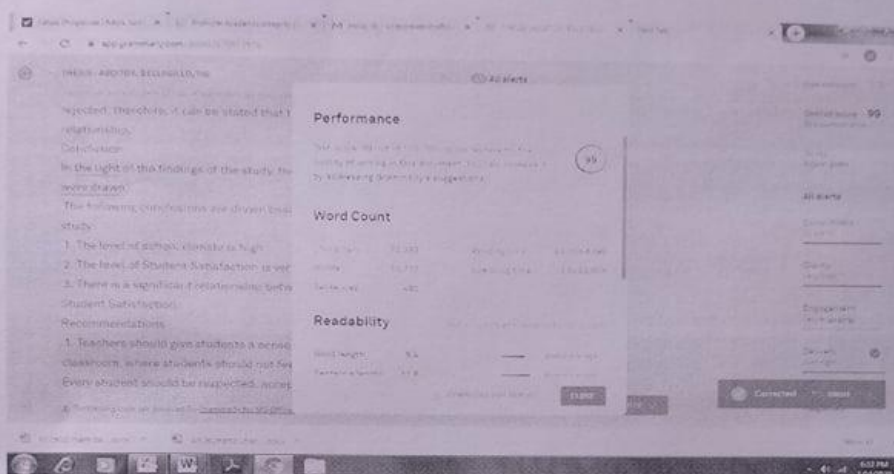
AUDITOR BELOSILLO, TIO (DTE)

CONGRATULATIONS GRAMMARLY RESULT 99%

DR. AMELIE L. CHICO
RESEARCH COORDINATOR

DR. AMELIE L. CHICO
ADVISER