



# STAKEHOLDERS' SATISFACTION ON SCHOOL CLIMATE: BASIS FOR TANZANIAN SCHOOL CLIMATE INNOVATION

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Completed 2020



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## ABSTRACT

**Title** : Stakeholders' Satisfaction On School Climate: Basis For Tanzanian School Climate Innovation  
**Research Design** : Descriptive-Inferential Method  
**Sampling** : Stratified Sampling (Parents & Pupils)  
Complete Enumeration (Teachers)  
**Data Collection** : Validated Survey Questionnaire  
**Data Analysis** : Mean, Standard Deviation, ANOVA

### Executive Summary:

This study focuses on the level of satisfaction of stakeholders on the five basic areas related to school climate such as pupil services and activities, teacher performance and behavior, physical environment, materials and equipment and miscellaneous (general impact) during the pandemic.

The main instrument used in this study was a survey questionnaire. The data were analyzed using mean, standard deviation and ANOVA.

The significant findings revealed that stakeholders are extremely satisfied with teachers' performance and behavior, physical environment and miscellaneous (general impact) and highly satisfied with student services and activities and materials and equipment. There is no significant difference in all areas based on sex.

As offshoot of the study, the researcher crafted an innovation program called TANZANIAN SCHOOL CLIMATE INNOVATION (Tanzanian Activities for a Nurturing Zero-Risk Atmosphere). This lines up activities that promote and sustain a safe, healthy, wholesome school ambience.



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### **ACKNOWLEDGMENT**

The researcher would like to extend his gratitude to the following persons:

To **Dr. Elsie T. Barrios**, Schools Division Superintendent and **Mr. Felix M. Famaran**, Officer In-Charge, Office of the Assistant Schools Division Superintendent, for providing intellectual direction;

To **Mrs. Lany M. Semilla**, Chief Education Supervisor, Curriculum Implementation Division and **Mrs. Maria Cecilia S. Manay**, Chief Education Supervisor, School Governance and Operations Division for the encouragement and support to finish this research;

To the **Division and District Research Committee**, for the technical assistance provided;

To the panelists, for the important comments, suggestions, and valuable insights shared to the researcher for the improvement of the research manuscript;

To **Mrs. Bernadith R. Lacerna**, Senior Education Program Specialist, Planning and Research Section, for the patience, guidance, support and constant supervision in providing information until the completion of this research;

To **Mrs. Fretzie P. Alcantara**, Senior Education Program Specialist, School Monitoring and Evaluation, for the pieces of advice given to the researcher;

To **Mrs Myra R. Labay**, former Boac North District Public Schools District Supervisor and **Mr. Pablito L. Alcober**, current Boac North District Public Schools District Supervisor, for their encouragement and trust to the researcher;

To **Engr. Nelson Rufino M. Montejo**, for the assistance given to the researcher in preparing the statistical treatment;

To **Mrs Maria Cecilia S. Manay**, **Mrs Maita M. Lazarez**, **Mrs Melanie M. Mendoza**, **Mr. Pablito L. Alcober** together with the District Research Committee Members, **Mrs Ma. Cristina P. Mangana** and **Mr. Larito L. Hermoza** , for validating the research instrument;



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To **Mrs. Jelly L. Sore**, Education Program Supervisor in English, for editing the manuscript;

To **Ms. Merriam**, for making the AVP for the summit;

To all friends, Joselito, Roy, Joel, Edwin, Rocky, Randy, Tes, Sary, Mary, Elsa, Resee, Arline, Pinky and Mean, for the support and encouragement;

To the **Basic Education Research Fund (BERF) Committee**, for providing financial assistance to this study;

To his **family** and **co-teachers**, and above all, to **GOD**, Thank you so much!

**The Researcher**



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## **I. Introduction**

In our system, the school meets common issues every day. There are news telling stories about division or camaraderie, hostility or humane treatment, disaster or achievement and stagnation or improvement. Various people are having different opinions regarding school policies, methods of teaching, pupils' performance and activities, parents' involvement and school facilities. This mixture of issues has become observable among stakeholders where their reactions are contributory to school operation.

Listening to the opinion, comments and suggestions of the people inside and outside the school vicinity is a way of exercising a democratic transformational form of leadership. If transformational leadership is aiming to inspire followers to change expectations, perceptions and motion/action to work towards common goal, then reaching out and nurturing their feelings are ingredients for its success. More so, the participation of stakeholders in determining the effectiveness and efficiency of system and services being delivered by the school is one way of winning the trust, respect and support from them. Above all, the data generated directly from stakeholders are essential in designing the school's Priority Improvement Areas (PIAs). Annex 6 of the new Enhanced School Improvement Plan (ESIP) recognizes the importance of listening to the voice of stakeholders. Stated in SIP Guidebook page 17 is that every school should and must ask the stakeholders on how they feel about the system, and how they could help the school. The insight generated from them becomes the baseline data for a feasible plan for the succeeding activities. Glancing at the different MOV's needed in the process of validating the SBM Level of Practice, Record of Feedbacks of Stakeholders is one of the salient documents on the area of Accountability and Continuous Improvement, Indicator 4 which deals on the accountability assessment criteria and tools, feedback mechanisms and information collection and validation techniques and process which are inclusive and collaboratively developed and agreed upon.

Capturing the feedbacks of stakeholders is a challenging adventure that really tests the virtue of humility and acceptance in assessing the real scenario of identifying the needs, the gaps, the



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strength and future actions. The process of engaging the stakeholders is important to improve the general system and quality services to its immediate clientele, the pupils and parents respectively.

School climate can take years or a short period to change, for better or worse, for progression or regression. School climate consists of shared beliefs and attitudes about the school, hence, the stakeholders reflect shared beliefs and attitudes each day in the school. The perceptions, whether positive or negative and the level of satisfaction, whether high or low generally give feedback for how the school as an institution operates. Jesse Morse (2016) in his dissertation borrowed the words of Hoy and Sabo in 1992 who believed that success within the school is a reflection of stakeholders' perceptions, student achievement, relationships, school environment, school leadership and many other attributes. These related school attributes and characteristics, on which stakeholders' perception was on top of the list clearly define the over-all structure and determine the degree of success experienced by the school on which the stakeholders are the primary witness.

In a Non-BERF basic research of the same title conducted by the researcher before the occurrence of COVID-19 malady, he found out that parents and pupils are both highly satisfied with regards the general impact of the school. The impressive ratings attributed to areas such as pupil services and activities, teacher performance and behavior, physical environment and school facilities are motivating factors for the school personnel to sustain the effort and initiatives. However, as the new normal approaches and controls the educational set-up, a different school atmosphere has changed the entire system. Modular Distance Learning-Print has been an urgent response to ensure continuity of education (Dangle 2020). Home becomes the temporary learning center for the child and the parents serve as learning facilitator in the absence of a teacher. Now, that the implementation of Modular Distance Learning-Print reaches its second year, it is so timely to find the level of satisfaction of the key players to determine concrete springboard for school innovation. Certainly, the school is always aiming for improving continuously (KRT 1 of BESRA) and observes quality education from whatever level it begins and regardless of prevailing condition (School First Initiative Principle).



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It is for this reason that the researcher attempted to make follow up from the recommendation of the previous study to assess quality of school climate and its effect on stakeholders' satisfaction during the pandemic season.

## **II. Literature Review**

This chapter deals about facts that support and help the researcher frame the body of his research work.

### **STAKEHOLDERS**

According to Roundy (2016), stakeholder is a person who has an interest or concern in the organization at hand. In terms of education, a stakeholder is someone who has a vested interest in the success and welfare of a school or education system. This includes all parties that are directly affected by the success or failure of an educational system, as well as those indirectly affected. In addition, Warsi (2018) recognized important stakeholders and their roles for the development and improvement of the school system. The **School Administrator** is responsible in the structuring and developing the school climate and system. They are usually informed by the teachers, the pupils, the parents and the community about the current status and performance that reflect the school. **Teachers** are the co-partners of the school head and the best implementer of the various Deped thrusts. **Parents** are the main source of information and innovation which are significant in the process of continuous improvement. **Students** are the most essential stakeholders in the educational system being the primary customers who receive basic services from the school. In addition, Nizhebetskly (2019) identified different types of stakeholders as follows: **Definitive stakeholders** are the most important whom the school should manage closely. Most likely they are the immediate stakeholders, teachers, pupils and parents respectively. **Dependent stakeholders** don't have a direct power. However, they have personal interest to which they might seek powerful allies to achieve them. School personnel need to monitor them closely as well. They are those who want to accomplish their goals utilizing the school name. **Dominant stakeholders** are those who can impact the system in case something goes wrong, or their requirements are



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ignored for far too long. School personnel need to keep them well informed to deliberately assure that they do not lose track of the system **Dangerous stakeholders** can cause problems because most likely they are pursuing different goals than the school program. School personnel need to keep an eye on them because problems usually come from the direction they expect the least. **Dormant stakeholders** generally act on a different level than the school program. Nevertheless, they are also dangerous because they can use the power to become dominant or dangerous. **Discretionary stakeholders** are those who get into the project on demand or by a trigger. They full out their obligations and return to a standby mode. **Demanding stakeholders** can cause a lot of noise and mess around the school.

Whatever and whoever types of stakeholders interweave the school system, still, school personnel should understand their importance for they can take leadership responsibilities or lend voice to ideas, opinion and perspective. The school should understand that the role of every stakeholder is crucial for the development of an educational system. Stakeholders keep their eyes open and intact to the various programs, projects, activities and accomplishment of the school, hence, the general school climate generally gives direct and indirect influences on them. Direct influence is judged from the feedback of pupils as to how they appreciate the learning ambience, experiences and facilities in the school. The indirect influence refers to the comments by the parents and other stakeholders regarding the over-all impact of the school to the pupils and to the community it serves. Hence, Darrel (2020) concluded that stakeholders are able to link what the school teaches and what the community expects.

## **SCHOOL CLIMATE**

The dissertation authored by Morse (2016) emphasized five dimensions of school climate which include people, place, process, policy and program. It also highlightd personal interaction among stakeholders, school physical environment and student activity where both teachers, parents and learners enjoyed and felt satisfied (1-124). When parents, pupils and teachers all feel appreciated by one another, harmonious relationship reigns in a school setting.



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School climate has been described by many researchers and authors for more than five (5) decades. Reviewing their concepts, Maxwell, et al (2017) gathered significant ideas of some authors and concluded that Positive School Climate is an unwritten personality and atmosphere of a school, including its norms, values, and expectations (Brookover et al., 1978; Haynes et al., 1997; Petrie, 2014). Further, it has been described as the “quality and character of school life” (Cohen et al., 2009). Importantly, rather than concerning administrative or physical attributes of the school (e.g., teachers' salary or schools' physical resources), school climate hones on the psychosocial school atmosphere, and the inter-group interactions that affect student learning and school functioning (Johnson and Stevens, 2006; Lubienski et al., 2008; Reyes et al., 2012).

School climate is a leading predictor of students' emotional and behavioral outcomes. It affects students' adaptive psychosocial adjustment (Brand et al., 2008), mental health outcomes (Roeser et al., 2000; Brand et al., 2003) and self-esteem (Way et al., 2007), thus, influences students' behavior, such as rates of bullying and aggression (Espelage et al., 2014; Turner et al., 2014), student delinquency (Gottfredson et al., 2005) and students' academic achievement (Brookover et al., 1978; Brand et al., 2008). Generally, school climate describes the general picture or framework of the school with regards the environment, the staff, the teaching strategies, the pupils' performance and activities, the facilities, the reward system, the participation of stakeholders and other parameters.

Maxwell, Reynolds, Lee, Subasic and Bromhead (2019) clarified that school climate is a leading factor that affects student learning and achievement. In their current research, results showed that students' perceptions of school climate significantly associated to writing and numeracy achievement and the effect was mediated by students' psychological identification with the school. As a result of this interest, an immense body of work centered on the construct of “school climate” has emerged. School climate refers to social characteristics of a school in terms of relationships among students and staff/teachers, learning and teaching emphasis, values and norms, and shared approaches and practices. Among other factors, empirical evidence has confirmed that school climate is powerful in affecting students' academic achievement. However, the extent to which both of student and staff and even parents perceptions of school climate influence student achievement is less clear. Furthermore, the precise psychological process



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underpinning the climate-achievement link requires further investigation. In the following sections, the construct of school climate is described, along with the links between (a) student perceptions of school climate and students' academic achievement, (b) staff perceptions of school climate and students' academic achievement, and (c) parents perception of school climate and students academic performance.

Positive School Climate (PSC), based from the concept of Dayton Public School (2017), met the specific needs of the school. Additionally, the components are always changing to meet the specific needs of the school. Following the PSC standards, school climate should uphold discipline, consistency, expectation and rules, reward system and consequences. (1) Discipline: DATA are used to help track progress and identify areas to target for intervention, (2) CONSISTENCY: discipline referral PROCESSES & PROCEDURES exist throughout the school, (3) Use of school-wide EXPECTATIONS & RULES in specific settings to TEACH students appropriate behavior, (4) A REWARD SYSTEM to encourage appropriate behavior and (5) CONSEQUENCES to discourage inappropriate behavior. Because school-wide PSC is a process, not a program, the length of time it takes to get started varies by school. Schools typically take between three months to one year to fully implement all the critical components of PSC. Components are generally introduced a few at a time. The process is ongoing and constantly adapted to meet the changing needs of the school and to address current concerns. Many schools begin noticing improvements right away. However, it may take a few years for the school's philosophy regarding the handling of inappropriate behavior to change. Faculty and staff must decide if positive school climate is a good fit for their school. Once the school obtains an 80% approval rate from faculty and staff (must include administration), the core team begins brainstorming and working on each of the critical components of PSC. Faculty, staff, students and parents are asked for input/feedback on all components and to contribute to the overall school-wide PSC plan. All members of the school are participants in positive school climate and adhere to the school-wide expectations.

In general, positive school climate maintains harmony in all key areas: the pupils' services and activities, the teachers' performance and behavior, the physical environment, the school facilities and the school's general impact .This is really an ideal picture of an ideal dream school of all!



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In the article of Bucanan (2015), entitled “How Our School can Become Child-Friendly”, she enumerated some features which she believes that stakeholders are expecting the school to practice: (1) The school gives boys and girls equal learning opportunities, (2) The school is child-centered, (3) The school employs teaching methods that are suited to the child’s age, abilities and ways of learning, (4) The school promotes quality learning, (5) The school makes sure that children master the basic skills of reading, writing, speaking, listening, Mathematics and life skills, (6) The school maximizes students’ participation to academic contests and other related activities (extra and co-curricular activities), (7) The school guarantees that school buildings, grounds, surroundings and facilities are clean, pleasing, conducive and safe for children, (8) The school does not tolerate physical punishment on children, (9) The school has clear guidelines for conduct and does not allow bullying, (10) The school consults parents and invite their opinions regarding school policies, activities and improvement, (11) The school holds regular dialogues with parents regarding their children’s progress (11-12).

One of the components of school climate is pupil service and activity. Sergi (1999) regarded pupil services as integral for a quality education program because it promotes development, health and learning for all pupils. It is organized, comprehensive, collaborative and guided with ethics to help teachers and parents provide optimum teaching and learning experiences for the learners (1-173). Pupil service and activity is necessary to identify and understand the needs and concerns of students. Encinas, et.al (2020) appealed the school and home to promote relevant, responsive and meaningful services, thus, an absence of quality services results to isolation, stressfulness and poor performance. Ciobanua (2013) argued that student services value recognition, support and development in the interest of all students. Student services contribute to the quality of student learning experience as well as their academic success (169-173).

In the new normal where the main function of teachers is to monitor the learning activities of the learners, some of the important activities regarding pupil services include home visitation, individualized instruction, assessment and recognition of achievement. Stavely (2015) said that kids who have had home visits perform better and have fewer discipline issue.





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It was found out in Mogol's research (2021) that assessment and recognition of achievement were highly practiced while home visitation and individualized instruction were both practiced moderately by the school. These are major activities that highlight pupil services and activities. Another component of school climate is teacher performance and behavior. Mogol (2021) claimed in his study that teachers kept themselves always approachable and available for any question, comment and concern that need immediate responses through face-to-face or virtual mode. The distribution and retrieval of module were regularly done in the school every Friday. Proper coordination with parents, courier and LGUs was practiced to ensure system and order. Likewise, 100% of teachers conducted Orientation Meeting before the opening of class to clearly explain to both parents and learners the details, process and mechanism of the new program. The orientation is a strategy that makes both learners and parents aware and ready to the new curriculum program during the pandemic. Maintaining physical environment, teachers re structured the classrooms converting the teachers' table as printing area, the study area into sorting and packing area and the windows, door and hallway as the distribution and retrieval areas. Orderliness of classroom, updated bulletin board, cleanliness of the surrounding and observing minimum health protocols like social distancing, wearing of face mask and shield, tracking of visitors are common practices being observed. It was also found out that in the preparation and production of learning modules, teachers considered various elements like materials and supplies, time schedule, inventory count, supplementary materials and proofreading of contents. Results of the study also revealed that the key players are strongly agreed with the statements: 'The objective of modular distance learning are specific and clear' and " Knowledge and positive support of the key players are important in the initial implementation of modular distance learning print." Since the respondents agreed to all indicators, the 183 elementary schools had sustained quality education despite the pandemic season (1-200).

Phillips (2014) knew the importance of physical environment in creating wholesome school climate. According to him, both the physical structure of a classroom and the physical environment of the school vicinity affect pupils' morale and learning. Boafi (2020) found out that the students who have pleasant physical environment perform better than those where the learning environment is not conducive (pg.121-137). Balmeo, et al (2014) mentioned some predictors like student





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safety, classroom order, pleasing school atmosphere and caterer of student personal needs like wellness and guidance (173-196).

It was recommended by Amos (2015) that school leader should be highly skilled in instructional program, parental relationship, creative positive culture and climate, human resource development, fund allocation, policy decisions and school management. Parents and community members must be actively involved and monitor school activities, school governance and student progress. By doing activities like planner's night, home visits, conferences, self-volunteering and others, teachers, parents and community partnership should remain active and functioning. Teachers should commit themselves in creating supportive classroom environment and instructional practices that promote student engagement and fitness to the situation. They should focus on understanding the learning standards within the curriculum, the diverse learning styles of learners and the individual needs of all pupils in preparing the daily or weekly plans (1-11).

School climate is associated to five important elements such as pupil services and activities, teacher performance and behavior, physical environment, school facilities and general impact. Mogol (2020) explained that school should balance both academic and non –academic activities to facilitate good pupil services and activities. Regarded as second parents, pupils and parents really love, respect, trust, idolize and replicate the teachers. Pupils took them as role model while parents valued their personal relationship and partnership. Considering the physical environment, it is the duty of the school to maintain a safe, secure, clean, presentable and child-friendly environment that has relevance and impact directly or indirectly to both internal and external stakeholders. Despite of limited resources, the school exerted effort to furnish necessary equipment like laptop, projector, printer and television through resourcing and self-initiative to ensure proper delivery of educational services. Other elements that comprise school facilities are variety and nutritious food in the canteen, enough learning materials, comfort room, lavatory and sets of table and chairs. Likewise, it is really a culture of the school to uphold the virtue of compassion, warmth and parental affection to all learners. The annual conduct of School Convivium, the rendering of Putong to Newcomers, transferees in, visitors and birthday celebrants are simple manifestation of creating a welcoming atmosphere in the school (1-49).



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## **SATISFACTION OF STAKEHOLDERS**

The study of De Coelho and Aglio (2019) which investigated stakeholders satisfaction on school climate gave merit to teacher-student relationship, student - student relationship and fairness of rules and regulations. Practicing such dimensions increases learners' motivation, academic performance, general well- being and self-esteem (265-281). In a research made by Adams (2001), there were gathered evidences showing positive reactions on the implementation of school program through the years. Students and parents were very satisfied with the student activities, school buildings, supplies and maintenance and student discipline while teachers were very satisfied on opportunity for advancement, relationship with co-workers, parents and community, school building and supplies and maintenance (1-202). It is noted in the study of McCladdie (2017) that stakeholders were highly satisfied with the different variables tested such as communication, parental involvement, school environment and teacher-pupil-parent engagement. The participating parents enjoyed the culture and climate that the school employs with 90% rating. Highlighted in an article published in a pamphlet known a Better Education Care (2005) that majority of parents are very satisfied with the school their children attend with. Parental satisfaction is at the peak when school effectiveness and pupil achievement are excellently practiced by the school. It was also found out that parents unsatisfactory ratings were greater at secondary schools than in the grade schools. Schools that are constantly doing parent consultation, communicating learning progress, recognizing learning achievements and listening to parent concerns gained higher level of parental satisfaction (1-16). In addition, Kutredge (2017) argued that parental satisfaction is an essential element in promoting school climate. Hence, he acknowledged 71% of parent satisfaction with the school program, 27% satisfactory rating and 2 % unsatisfactory in his level and area of concern. Sapri (2016) disclosed that all factors associated with teaching and learning could have influenced student's level of satisfaction (34-50). Mossi (2019) regarded the six components of QUASUS model as determinant of parents' school satisfaction such as teaching-learning process, teachers' output , educational effectiveness, inclination or ability to modulate action, flexibility and logistic/ structural aspects of school activities (621-631).



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Rajabalee and Santally (2020) confirmed that students' satisfaction and their engagement are important in defining learning experiences. Feedbacks revealed that technical difficulties and lack of tutor support caused much frustration from pupils. It is very important for the school to capture such emotion and address the problem during the implementation of modular distance learning (2623-56).

In Mogol's research (2020), he found out that pupils were moderately satisfied with regards pupil services and activities while parents were highly satisfied. The highest score was attributed by the pupils to Health and Nutrition since the school is conducting Monthly School Feeding Program outside/ aside from the regular School Based Feeding Program financed by DepEd. Parents were very happy with the different school activities like school quiz bowl, monthly culminating activities, Daily Habit Program, club organization, drum & lyre, sport, scouting and religious activity participation that look after the wholesome development of every learner. Unfortunately, majority of them were low satisfied regarding home visitation activities. Teachers irregularly did it due to other related tasks and overlapping activities. Pupils were also moderately satisfied while parents were highly satisfied with other areas such as teacher performance/ behavior and physical environment. In the first area, pupils appreciated teachers giving inspiration, motivation and appreciation to their effort and little achievement while parents held positive impression to the values manifested by teachers in dealing with people. In physical environment, pupils and parents gave much credit to zero incidence of bullying, cleanliness and sanitation and general appearance of classroom. Both pupils and parents were moderately satisfied with regards school facilities and highly satisfied with the general impact of the school. Evidently, the school had abled to satisfy the needs and expectation of pupils and parents regarding school impact with a welcoming atmosphere. As offshoot of the impressive satisfactory rating on school climate, 57 or 100% of pupil respondents and 75 or 100% parent respondents were convinced to recommend the school to other pupils and parents (1-49).

In the study of Barrows, Peterson & West (2017), they reported that in both public central, public non central and private schools, an overwhelming majority of parents were satisfied with their schools. The areas rated by them were teacher quality, school discipline, expectation of students' achievement, safety, instruction in characters and values and school building and



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facilities. Going deeper with the study, the researchers themselves inquired about parental satisfaction with respect to the above mentioned key school characteristics and compared it from the previous researches, where revealed, that parents in the private sector were far more satisfied with most aspects of their children's schools than were parents with children in the public schools. More so, parents from public- central were considerably more satisfied with their schools than were public-non central-school parents. There are really some factors like resources and location of the school that are contributory to the level of satisfaction among parents. Most parents considered communication with staff regarding their children's school performance very important. Either a majority or a near majority within each sector said they have spoken to a school staff member at least once within the past year about each of the following: their child's achievements and accomplishments; their child's schoolwork or homework; their child's behavioral problems; volunteering; the quality of teaching; and the behavior of other students at school. On some of these items there was little variation across sectors, but on others public central-school parents seemed to be in closer contact with their school than parents in either the public non-central or private sector. As compared to parents of children in non-central schools, parents from central schools were more likely to say they had communicated with the school about volunteering, and child's accomplishments. School communications in the public-non central sector were also perceived by parents to be more extensive than those in the private sector. While private-school parents were as likely as central parents to report having discussed volunteering, central school parents report that they had communicated with school officials more frequently than private-school parents about their child's schoolwork or homework, the behavior of other students, their child's behavioral problems, and the quality of teaching at the school. Only the difference with respect to communications about schoolwork or homework was statistically significant after adjusting for differences in background characteristics. Judging from parental perceptions, however, parents from public central schools appeared to have built a more extensive communication system with parents than schools in either the public non central or private sector.

If most of the parents are satisfied with the school services in some areas because of their trust and support, a number of students seemed unsatisfied in some areas for some reasons. In an analysis made by Napitupulu (2018) about the Student Satisfaction Toward Quality of Service



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Facility, it was found out that service facility of the schools did not meet the expectations of society members. Three service facilities that have the lowest index based on the perception of respondents were laboratory, computer and multimedia and wifi network. Offshoot of the results provided recommendations for improvements in human resources, school facilities and educational system which can then produce a quality education system. Competition in the world of education is also getting tighter and all existing schools are aware to win the competition, so they need continuous quality improvement including the quality of service facilities available to students. In addition to the continuously updated curriculum, service facilities also need to be improved for campus advancement.

Napitupulu, then compared his accounts to other researches with parallel concepts and found out reasons and justifications. Quality of service influenced on satisfaction and satisfaction proved to affect loyalty (Sutino and Sumarmo, 2005). It includes reliability, responsiveness, assurance empathy, and direct evidence simultaneously had a significant effect on student satisfaction (Samosir and Zurmi, 2005). Hence, execution of good services merited positive influence to stakeholder's satisfaction (Sutardji and Sri, 2006 and Sukandi, 2010). Generally the author concluded that previous literature reviews guarantee a strong relationship between service quality and student satisfaction.

There was a little gap between the perceptions and expectations of respondents on the quality of existing service facilities. Some areas where pupils were not satisfied were: (1) Air Conditioning, (2) Facilities benches and chairs in the classroom, (3) Computer and multimedia facilities in the classroom, (4) Stationary facilities in the classroom, (5) Facilities of books and other reference journals, (6) Laboratory facilities on campus Environment Dimension, (7) Wifi network facilities, (8) Library room facilities on campus, (9) Facility of Student Activity Unit on campus, (10) Sports activities facilities on campus, (11) Vehicle parking facilities on campus, (12) School canteen facility, (13) Convenience learning situations that can motivate student learning, and (14) Cleaning facilities Campus toilets. This indicates that overall users feel the condition of existing service facilities is still less or have not met the expectations of users.



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Perfection is the hardest thing to achieve, and so positive and negative reactions are common manifestation of stakeholders' level of satisfaction. However, nobody could deny that whatever feedbacks the school personnel has received from stakeholders, every little detail generated from them has meaning and importance. Consequently, the findings do not just simply benefit the school alone, but the parents and pupils as well, that is exactly the beauty of an open communication with the stakeholders. Some of benefits both school heads, teachers, parents and pupils could gain from feedback are the following: (1) Positive parent-school communications benefit parents. The manner in which schools communicate and interact with parents affects the extent and quality of parents' home involvement with their children's learning. For example, schools that communicate not so good news about students' performances more often than recognizing students' excellence will discourage parents' involvement by making them feel they cannot effectively help their children. (2) Parents also benefit from being involved in their children's education by getting ideas from school on how to help and support their children, and by learning more about the school's academic program and how it works. Most importantly perhaps, parents benefit by becoming more confident about the value of their school involvement. Parents develop a greater appreciation for the important role they play in their children's education. (3) Substantial evidence exists showing that parent's involvement benefits students, including raising their academic achievement. There are other advantages for children when parents become involved — namely: increased motivation for learning, improved behavior, more regular attendance, and a more positive attitude about homework and school in general. (4) Parental involvement can free teachers to focus more on the task of teaching children. Also, by having more contact with parents, teachers learn more about students' needs and home environment, which is information they can apply toward better meeting those needs. Parents who are involved tend to have a more positive view of teachers, which results in improved teacher morale (1-8).

*In recapitulation, there are areas of school climate that gained higher, middle or lower ratings. Those who have most favorable impression from stakeholders deserve sustenance while those with less impressive reactions need innovation for continuous improvement. Likewise, everything happened before the pandemic, and so, it is very valuable to generate input in the new normal for comparison.*



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## **SATISFACTION OF STAKEHOLDERS BASED ON SEX**

Gender is an important variable to be considered about stakeholders. Recorded in DFAT-Australian Manual 2018 that male and female have different decisions, access to resources, content, personal skills, opportunities, power structures and realizations based on experience. Toropoval, et al (2020) explained that school working condition, teacher workload, teacher compensation and student discipline were always in the mind of teachers. In school, female teachers have higher level of job satisfaction when experiencing higher compensation while teacher cooperation and student discipline are very important to male teachers (71-97).

Sex has been reported as strong predictor of school satisfaction. Data from the study of Saleh (2019), et al revealed that boys are less satisfied with school than girls. Girls with higher grades and recognition were more satisfied than those girls who do not, while boys did not show the same levels of satisfaction. On the contrary, Fernandez, et al (2011) contested that boys had significantly higher school satisfaction than girls (155-172).

However, the manuscript of Amos (2015) showed no significant sex differences with regard satisfaction. Pendon (2016) also claimed that there is no significant differences that existed on the degree of satisfaction in student services by male and female respondents. Furthermore, the study of De Coelho and Aglio (2019) which investigated stakeholders satisfaction on school climate, also denied any significant differences between male and female perceptions.

*With those varied findings from different researchers, it is so interesting to conceptualize new research work that would verify the existing data and information.*

## **INNOVATION**

Defining innovation means a new or improved product or process (or a combination thereof) that differs significantly from the unit's previous product or process and that has been made available to potential users (product) or brought into use by the unit (process). There are four (4) types of innovation as follows: (1) **Organizational innovation** refers to the development of a new organizational strategy that will somehow change a school practices, as well as the way its workplace is organized and its relationship with external stakeholders, (2) **Process innovation** is





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about implementing a new or improved approach, including changes in operational methods, and the techniques used, (3) **Product innovation** is the introduction of a new or improved service, and (4) **Marketing innovation** means developing a new strategy for the promotion of the new programs and projects that produce changes in.

Innovation in education means allowing imagination to flourish and not be afraid to try new things. Sometimes these new things fail but it's awesome when they are a success. In the perception of Di-Friza (2019), innovation in education is especially significant, considering the young minds molded by the education system today will be those leading the charge for innovation tomorrow. And if the rapidly changing needs of the current workforce are any indication of what's to come for future generations, this investment will be necessary in order to continue making progress at the speed and quality that we are today. According to Utulo (2020), the switch towards the new normal offered the much needed nudge towards innovation. As the educational system has transitioned to the new normal, there is really a need to adapt and innovate, develop new programs and projects that help in the transition towards distance learning and highlight the importance of building and managing relationship with stakeholders. Part of the innovation is to design assessment and grading system, encourage student learning and continue providing feed backing in a form of discipline that would improve the school setting. From having their schools shut indefinitely to being holed in the four walls of the house for their own safety, the 'new normal' was a storm in their life, but as they say 'necessity is the mother of invention.'

Hence, many schools, social impact organizations, and governments around the world have implemented ingenious methods to make sure that children are not distanced from their education for too long.

*Truly, the output of the current research is to introduce a new innovation program beneficial in promoting the school general climate.*





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### **Theoretical/Conceptual Framework**

Based from the files of related literature and studies, the researcher selected theories that configure the direction of the study and connection in the development of the body of this masterpiece.

This research focuses on the satisfaction of stakeholders on the school climate of the school. Relative to this, Stakeholders' Theory, School Climate Theory, Dewey Progressive Theory and Walberg's Theory of Achievement, Stimulus- Organism Response Theory and System View of School Climate serve as springboard that synthesize its content.

**Stakeholders' Theory** suggests that a company's real success lie in satisfying all its stakeholders (Simon, 2016). It is indeed very essential to know what, how and why the stakeholders feel about the current system and culture of the school.

**School Climate Theory** on the other hand explains various elements of how students experience their school environment. The theory assumes that the interaction of varied factors creates a school learning environment in a school including the academic activities, safety, community and institutional environment that impact on child's cognitive, behavioral and psychological development. Thus, school climate has both direct and indirect effect on student's outcome in school (Gregory, Cornell and Fan 2011).

Connecting the two important variables, stakeholders and school climate respectively is the satisfaction that nurture the different areas involved such as pupil services and activities, teachers' performance and behavior, physical environment, materials and equipment and general impact. **Dewey's Progressive Theory** affects such factors as curriculum, facility maintenance, governance process, governance structure and instructional resources while **Walberg's Theory of Achievement** affects school climate facilities, school culture communication, quality of instruction and instructional resources (Mccladdie, 2017).

Every facet is subject for monitoring and evaluation as reference for improvement and innovation. Hence, to generate reliable legitimate data, reaction coming from immediate or definitive stakeholders are most valued. **Stimulus-Organism-Response Theory** states that for any



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stimulus, an individual is expected to produce a certain response. The degree of response is determined in accordance to the organism variables upheld by a person such as cognition, emotion or knowledge (Zhai 2020). In parallelism, the method of assessing the learning environment, the different areas of concern and the specific indicators are the stimulus while the level of satisfaction to every area is the response. The organism variable is the different perception of every respondent based on personal traits, opinion or experiences.

Thus, In Systems View of School Climate (SVSC), the affective and cognitive perceptions regarding social interactions, relationships, values, and beliefs held by students, teachers, administrators, and staff within a school are defined. The SVSC provides a roadmap for research by demarcating school climate from related constructs, suggesting related contextual and structural constructs, and delineating proximal and distal systems which may shape the nature of school climate (Rudazil, 2017).

Quality is always the demand of stakeholders as continuous improvement is the goal of every school. All schools realize that to cope the challenge requires continuous quality improvement, including the quality of existing learning output, facilities and services which figure the school climate and determine the standard and performance. School climate is believed to support the success of the learning activities and improve stakeholders' satisfaction.

Stakeholders like students and parents in our schools come from many different backgrounds and cultures that view "school climate" differently; thus, we cannot assume that all students or parents have parallel perspective and insights regarding the school system. Furthermore, they have different demands, concerns and issues that school personnel has to address to make them feel comfortable and satisfied with the services given by the school. Consequently, their opinion and suggestions must be taken to make them really feel the partnership of the school with them. Indeed, stakeholders' level of satisfaction on the school climate opens the doorway towards the school's quest for progress and reform. In this aspect, every school is challenged to exert effort of making balance with regards pupils services and activities, teacher performance and behavior, physical environment, school facilities and school general impact. Indeed, positive school climate merits



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high level of satisfaction as satisfaction from stakeholders guarantees big support and strong partnership from them.

Below is a paradigm that conceptualizes this research.

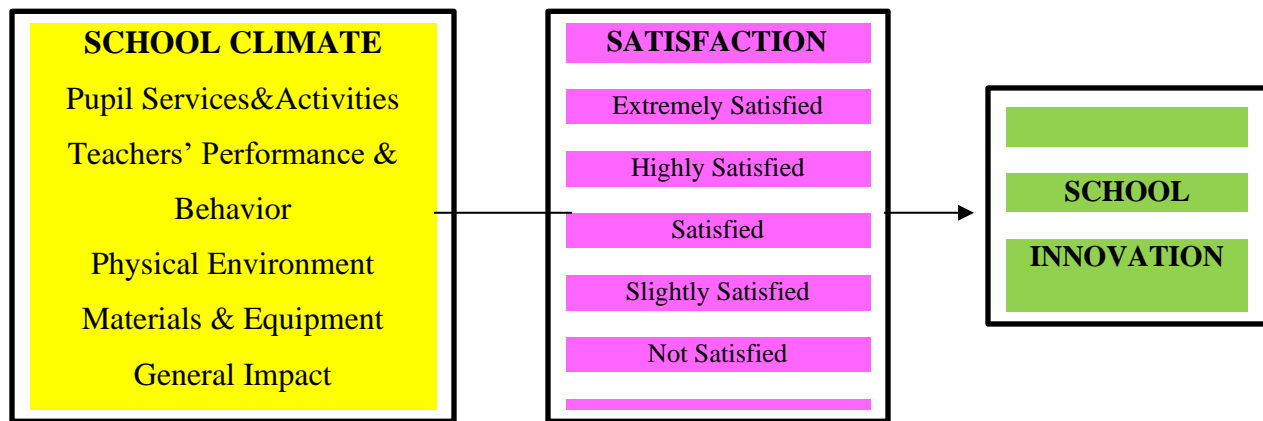


Figure 1. Research Paradigm

The figure above shows the flow of the study. The first box refers to the INPUT or the INDEPENDENT VARIABLE which highlights the areas of school climate. The second box is the DEPENDENT VARIABLE or the PROCESS in a form of assessing the level of satisfaction of the stakeholders with regards the given indicators. The last box is an output on which the researcher designed a FRAMEWORK of school innovation.

Management of school climate is important in the Department of Education, particularly the elementary level due to the inherit aim of improving access, quality and efficiency.

In a case study conducted in Qatar (2019), the findings of which indicate that to provide quality education meeting stakeholders' need, wants and expectations of services quality should be carefully understood and addressed.

Borrowing the words of Doughlas, et al (2008), "Satisfaction of stakeholders is an extremely vital issue for education management. Sumaedi, et.al (2012) and Moyo and Ngwenya (2018) believed that students or parents develop different perceptions on school climate (service quality) across different years of their studies. Because of this, an institution should monitor the quality of



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services and be committed and improve it on a continuous basis (Brochado 2009) because the school's ability in meeting stakeholders' wants and expectations can affect the students and parents' choice and decision (Plank and Chiagouris, 1997). Both pupils and parents are analytical and critical when deciding on the education institution as they look at evidences of good service quality (Binsardi and Ekwulugo, (2003) and Donalson and McNicholas (2004).

Summarizing the theories and concepts mentioned above, ***“Stakeholder’s satisfaction on school climate is a coin of two faces; the one with impressive image needs sustainability while the opposite demands innovation from school authority.”***

### **Definition of Terms**

This part serves as a mini glossary to clarify some words found in this basic reseach.

***Innovation.*** It is associated to process-product innovation which aims to introduce new improved practices in relation to improved school climate.

***Intermediate pupils.*** This refers to pupil-respondents from Grade 4 to 6.

***Satisfaction.*** This refers to the general impression, feeling, reaction and perception of the stakeholders regarding school climate with varying level or degree such as extremely satisfied, highly satisfied, satisfied, slightly satisfied and not satisfied.

***School Climate.*** It is the general picture of the school system with regards selected areas such as pupil services and activities, teachers' performance and behavior, physical environment, materials and equipment and general impact.

***Sex.*** This refers to the classification of respondents as to male or female.

***Stakeholders.*** These are parents and pupils who directly see, feel or experience the general school atmosphere and could give authentic feedback about the general system. Teachers are also included to substantiate, balance and validate data coming from parents and pupils.

***Tanzanian School Climate Innovation.*** This is the proposed innovation program that lines up specific practices that promote wholesome school climate.



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### **III. Research Questions**

This research dealt on stakeholders' satisfaction on school climate as basis of school innovation.

Specifically, it sought answers the following questions:

1. What is the profile of the respondents based on sex?
2. What is the level of satisfaction among the stakeholders during the pandemic in terms of the following areas:
  - 2.1 Pupil Services and Activities;
  - 2.2 Teacher Performance and Behavior;
  - 2.3 Physical Environment;
  - 2.4 Materials and Equipment; and
  - 2.5 Miscellaneous (General Impact)?
3. What is the difference in the level of satisfaction based on sex?
4. Based on the level of satisfaction, what innovation can be crafted?

### **Research Hypothesis**

This research tested the hypothesis below:

Ho- There is no significant difference in the satisfaction of stakeholders based on sex.

Hi- There is significant difference in the satisfaction of stakeholders based on sex.

### **IV. Scope and Limitation**

This is a school-based study which covered the 13 personnel and the select parents and students of Tanza Elementary School. The researcher chose one hundred sixty-eight (168) parents and eighty (80) intermediate pupils, including the thirteen (13) personnel. The total population is 261 respondents. The said research focused only on the activities during the pandemic. Parent respondents are represented by all grade level because of their similar experiences and situation. On the other hand, the study is delimited to intermediate pupils because they could already give opinion and judgement about the school climate unlike those in the lower elementary grades.



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The study could have utilized more respondents but because of time constraints and limited financial resources, only a considerate number was utilized. Furthermore, the use of survey questionnaire to gather the needed data for the research is another delimiting factor that was used and considered. Moreover, the only variable that the researcher looked into was sex. It is the most common variable that met the characteristics of the chosen respondents. In addition, previous researches revealed that respondents based on sex hold different opinions, hence, the researcher tried to find out which result complimented his own study.

## **V. Research Methodology**

This chapter discusses the sampling technique, research design, the data collection and the data analysis.

### **A. Sampling**

The total number of population was 261 respondents. The key respondents were 168 parents from Kindergarten to Grade 6 and 80 intermediate pupils. A complete enumeration of the 13 school personnel was included to balance and validate the responses of the key respondents.

**Sampling Method.** This basic research made use of the stratified random sampling using proportional allocation. The grade level from K to 6 serves as the stratification variable. From the total enrolment of 296 a sample size of 168 using the stratified sampling was generated. Calculator was used to facilitate computation. After obtaining the required sample size, each stratum was computed using proportional allocation. Then a simple random sampling was applied in order to determine the sample respondents. The table below shows the breakdown of the samples taken from each stratum.



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Table No.0.1

Respondent of the Study

Stratum No.	Grade Level	Population Size	Proportion of Pupils	Sample Size
1	K	$N_1 = 34$	$34/296 = 0.11$	$n_1 = 168 \times 0.11 = 19$
2	1	$N_2 = 40$	$40/296 = 0.13$	$n_2 = 168 \times 0.13 = 22$
3	2	$N_3 = 47$	$47/296 = 0.16$	$n_3 = 168 \times 0.16 = 27$
4	3	$N_4 = 36$	$36/296 = 0.12$	$n_4 = 168 \times 0.12 = 20$
5	4	$N_5 = 38$	$38/296 = 0.13$	$n_5 = 168 \times 0.13 = 22$
6	5	$N_6 = 49$	$49/296 = 0.17$	$n_6 = 168 \times 0.17 = 28$
7	6	$N_7 = 52$	$52/296 = 0.18$	$n_7 = 168 \times 0.18 = 30$
	TOTAL	$N = 296$		$n = 168$

### Research Design

This study employed qualitative-quantitative design. Qualitative design freely described the level of satisfaction of teachers, parents and pupils on the five basic areas comprising a school climate. The five areas are Pupil Services and Activities, Teacher Performance and Behavior, Physical Environment, Materials and Equipment and Miscellaneous (General Impact). Likewise, quantitative research was utilized to determine the number of respondents who felt extremely satisfied, highly satisfied, satisfied, slightly satisfied, and not satisfied to a particular indicator in every area. Items from the questionnaire that require scale system are associated to quantitative research while its descriptive interpretation is leading to qualitative one.

This study is descriptive-inferential in nature which aimed to determine the extent to which the quality of school climate during the pandemic affect on stakeholders' satisfaction and the difference in the level of satisfaction between male and female stakeholders.. The research method used was survey-based questionnaire that measures perception and expectation. The general



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perception of the school's immediate stakeholders, both teachers, parents, and pupils respectively gave input on how to improve the current system and services of the school through the crafted Tanzanian School Climate Innovation.

## **B. Data Collection**

The researcher sent a letter of approval to the Public Schools District Supervisor to inform him about the study. After the approval of the study, the research proposal was presented to the District Research Committee in a form of a Colloquium. When the paper was approved, the researcher sought assistance from selected Division Personnel to validate the content validity and reliability of the survey questionnaire. He also sought assistance from the statistician regarding the population and sample size. An orientation on the contents and purposes of the instrument to the teacher-advisers was done to explain the purpose of the study and ensured that the confidentiality of data would be taken into consideration. Then, the researcher gave the survey questionnaires to the teacher-advisers and they returned them after two weeks. The researcher carefully examined the responses, then tallied and analyzed for appropriate interpretation.

## **Instrument**

The researcher designed a survey questionnaire entitled, **STAKEHOLDERS' SATISFACTION ON SCHOOL CLIMATE: BASIS FOR TANZANIAN SCHOOL CLIMATE INNOVATION**, as data collection tool of the study. The contents of the instrument are based from the questionnaire previously utilized before the pandemic with little revision and alignment to the current practices during the pandemic period.

The questionnaire has two (2) sections: A and B.

- Section "A" is on the demographic profile of the respondents
- Section "B" contains questions on the Level of Satisfaction among stakeholders on school climate anchored from the Five (5) Key Results Areas under RPMS Standard. Pupil Services and Activities has seven (7) indicators, Materials and Equipment contains 4 items while





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Teacher Performance and Behavior, Physical Environment and General Impact cover three (3) criteria. There are twenty (20) items in all. It was structured to determine the level of satisfaction of immediate stakeholders to serve as basis for innovation using 5-point scale ranging from 5-(Extremely Satisfied), 4- (Highly Satisfied), 3- (Satisfied), 2- (Slightly Satisfied), (1)-(Not Satisfied). Subjects were instructed to respond to the degree of appreciation as they perceive regarding the indicators contained in the instrument.

### **C. Data Analysis**

#### **Statistical Treatment**

The data generated from the respondents (teachers, pupils, and parents) were analyzed and some statistics were employed as follows:

**Arithmetic Mean and Standard Deviation-** to determine level of satisfaction among the stakeholders in terms of the following areas:

- Pupil Services and Activities,
- Teacher Performance and Behavior,
- Physical Environment,
- Materials and Equipment, and
- Miscellaneous (General Impact)

Scales adopting Likert Scale was employed to ensure that the responses of the respondents were assessed accordingly using the mean range below:

5-point Likert Scale	Verbal Interpretation	Mean Range
5	Extremely satisfied	4.6 – 5.0



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4	Highly satisfied	3.6 – 4.5
3	Satisfied	2.6 – 3.5
2	Slightly satisfied	1.6 – 2.5
1	Not satisfied	1.0 – 1.5

Since the 5-point Likert Scale in this basic research was used and the mean was also utilized to describe the responses of the respondents in this research, a mean range for each verbal interpretation was also needed. However, the answer that was computed for the mean is not exactly a whole number. To be consistent with 5 –point Likert Scale that was used (e.g. 5, 4, 3, 2, 1), the computed mean that falls in a particular mean range must express the result precise to a whole number and all the answers when rounded off coincide with scale that was used.

**ONE WAY ANOVA-** This made comparison of the differences between the two means (satisfaction of two sexes) under each area. This was also used to test the hypothesis. It was preferred than T-test since the later is just a special case of the former.



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## Presentation, Analysis and Interpretation of Data

Table 1.1  
Respondents of the Study

Respondents	Male	Female	TOTAL	PERCENTAGE
Teachers	3	10	13	4.98%
Parents	39	129	168	64.37%
Pupils	44	36	80	30.65%
<b>TOTAL</b>	<b>86</b>	<b>175</b>	<b>261</b>	<b>100%</b>

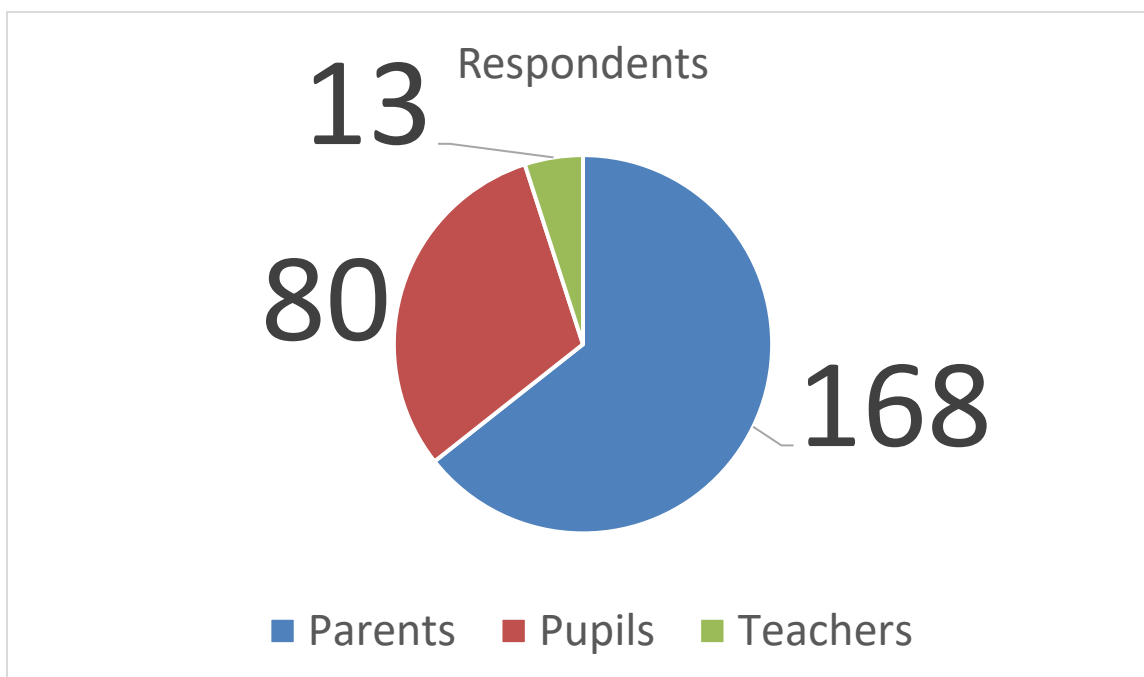


Table 1 identifies the respondents utilized in the study. Being the key stakeholders of the school, the teachers (4.98%), the parents (64.37%), and the pupils (30.65%) are the best individuals who could evaluate the existing practices of the school in all aspects including the school climate. Indeed, Warsi (2018) recognized the roles of stakeholders for the development and improvement of the school system because they are very much concerned in the organization at hand (Roundy,



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2016). These stakeholders are named as definitive stakeholders whom the school should deal so closely (Nitzhebetksly, 2019).

Table 1.2  
Classification of Respondents Based on Sex

Sex	Number	Percentage
Male	86	32.95%
Female	175	67.05%
TOTAL	261	100%

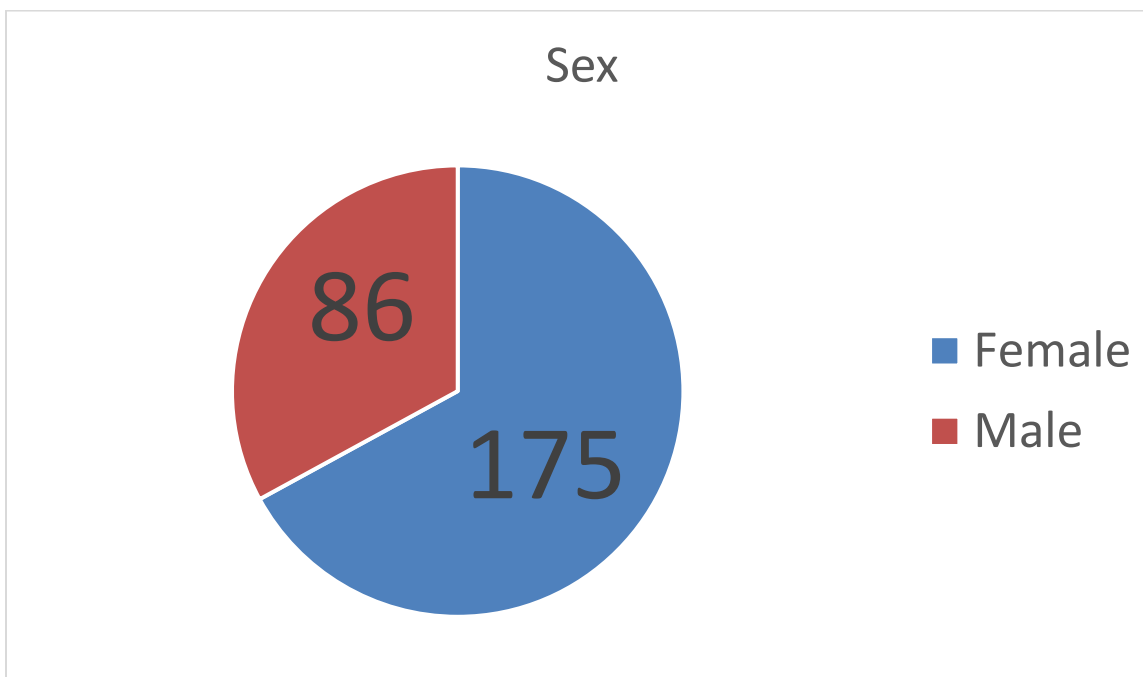


Table 1.2 classifies the respondents according to sex which shows 67.05% female population and 32.95% male group. Although statistics reveals a higher male population ratio (101.68) than female (100) worldwide (PSA 2021), school attendance is higher among females (64.9%) than males (64.1) from PSA 2013. Sex is an important variable to be considered about stakeholders. It



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was recorded that males and females have varied decision, personal skills, resources, opportunities, power and realizations based from experience which they could contribute for the improvement of the school (DFAT Australian Manual 2018). Toropoval (2020) explained that they have distinct level of satisfaction in the workplace, thus, Saleh (2019) concluded that sex is a strong predictor of school satisfaction.

Table 2.1  
Level of Satisfaction on Pupil Services and Activities

Indicators	Mean	SD	Level of Satisfaction (Interpretation)
The school monitors learning activities through:			
1.1 home visitation	4.36	.956	Highly Satisfied
1.2 individualized teaching	4.16	1.013	Highly Satisfied
The school measures learning achievement through:			
2.1 written test	4.55	.730	Highly Satisfied
2.2 performance task	4.48	.737	Highly Satisfied
The school recognizes learning achievement through:			
3.1 graded modules	4.63	.603	Extremely Satisfied
3.2 cards out	4.65	.587	Extremely Satisfied
3.3 reading of honors every quarter	4.43	.739	Highly Satisfied
<b>AVERAGE</b>	<b>4.47</b>	<b>.766</b>	<b>Highly Satisfied</b>

Table 2.1 presents the level of satisfaction on Pupil Services and Activities which also shows high satisfaction from the respondents ( $m=4.47$ ,  $sd=.766$ ). This only means that the school remains sincere in providing quality services among the learners despite of the pandemic. The situation of a new normal school is totally different from before, but the stakeholders were still happy with the different activities such as school monitoring, assessment and pupil recognition. The highest mean ratings were attributed in the conduct of CARDS OUT ( $m=4.65$ ,  $sd=.587$ ) and the issuance of graded modules ( $m=4.63$ ,  $sd=.603$ ) as concrete ways of communicating the achievement of learners to the parents. Both parents and learners are desirous to know the school achievement,



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thus, the issuance of cards every quarter and graded modules a week after the submission are ways of tracking learner's progress. Part of Cards Out is the Reading of Honors, but since only those who reached the general average of 90% every quarter were recognized, it seems that the non-awardees are subjective with regard it. The conduct of home visitation, individualized instruction and assessment received highly satisfied from the respondents. With the restriction of the Department of Health to conduct face-to-face contact, teachers limit the frequency of going out and remain active doing the monitoring and assessment of learners using the virtual mode. In general, Adams (2001) said that both parents and pupils were very satisfied with student services and activities especially when parent-teacher-pupil engagement was involved (Mccladdie 2017) and when learning progress is communicated and recognized constantly (Better Care Pamphlet 2005).

Table 2.2  
Level of Satisfaction on Teachers' Performance and Behavior

Indicators	Mean	SD	Level of Satisfaction (Interpretation)
1. Teachers respond immediately to queries, needs and concerns of parents and pupils.	4.59	.742	Highly Satisfied
2. Teachers communicate clear schedule of activities ( <i>distribution &amp; retrieval of modules, monitoring &amp; giving of assessment</i> ).	4.75	.516	Extremely Satisfied
3. Teachers are accommodating, caring, patient, and resourceful.	4.72	.579	Extremely Satisfied
<b>AVERAGE</b>	<b>4.69</b>	<b>.612</b>	<b>Extremely Satisfied</b>

It is reflected in Table 2.2, the level of satisfaction on teachers' performance and behavior. Regarded as the second parent, the image of teachers remains very influential and contagious to every pupil, particularly in the elementary level. Parents also hold positive feedback to the school personnel whom they entrusted the education of their children. Data show that the respondents are extremely satisfied with regard communication ( $m=4.78$ ,  $sd=.516$ ) and behavior ( $m=4.72$ ,  $sd=.579$ ). Reported in the study of Barrows, Peterson & West (2017) that majority of stakeholders are satisfied with the school, particularly on teachers' quality and communication practices. In



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fact, these group of respondents argued that school communication in the public school is more extensive than in the private sector. In addition, McCladdie (2017) also impressed the way teachers conduct the communication process with the parents and pupils. Samosir and Zursi (2005) added that satisfaction from stakeholders comes out from being reliable, responsive or emphatic of the service provider. However, the number of pupils, the stability of internet connection and other related tasks are hindering factors that cause delay in some transactions and in giving of immediate responses to the concerned parents and pupils. It is also the reason why the response is only highly satisfied on item 1- Teachers to respond immediately to queries, needs and concerns of parents and pupils ( $m=4.59$ ,  $sd=.742$ ). To balance teachers' strength and weaknesses in this area, teachers of Tanza ES regularly post clear announcement of information and updates to the Grade Level group chat and the Public Information Bulletin Board. In that way, school personnel could reach out the parents, pupils and other stakeholders with the school updates..As public figure, teachers maintain positive behavior and open communication expected of them in dealing the stakeholders. In fact, teaching is the noblest profession and teachers should always be cautious, sensitive and vigilant with their action as pupils and parents are best observers of their performance.

Table 2.3  
Level of Satisfaction on Physical Environment

Indicators	Mean	SD	Level of Satisfaction (Interpretation)
1.The school complies to the minimum health and safety standards.	4.83	.426	Extremely Satisfied
2. The teacher structures the classroom suited to the new normal ( <i>Printing Area, Sorting Area, Distribution &amp; Retrieval Area</i> ).	4.73	.547	Extremely Satisfied
3. The school maintains cleanliness and orderliness of the rooms and surroundings.	4.78	.475	Extremely Satisfied
<b>AVERAGE</b>	<b>4.78</b>	<b>.483</b>	<b>Extremely Satisfied</b>

Table 2.3 gives the readers relevant data about the level of satisfaction on physical environment. As gleaned from the table, all indicators are evaluated extremely satisfied by the



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respondents. Indeed everything that exists in the school vicinity has its relevance and impact, directly or indirectly to both internal and external stakeholders. It is, likewise, the school's responsibility and accountability to maintain a safe, secure, pleasing and child-friendly atmosphere even during the time of quandary. Philips (2014) and Boafi (2020) agreed on the importance of physical environment in creating wholesome school climate. Both of them in their separate write ups pointed out that physical structure of a classroom and the physical environment of the school affects pupils' morale, learning and appreciation towards school. Balmeo, et al (2014) enumerated related predictors associated to physical environment such as student safety, classroom order, pleasing school atmosphere and child care that recapitulate the contents of the three (3) indicators above.

Table 2.4  
Level of Satisfaction on Materials and Equipment

Indicators	Mean	SD	Level of Satisfaction (Interpretation)
1. The school ensures completeness of learning modules before the distribution.	4.74	.503	Extremely Satisfied
2. The teacher provides references and other supplemental materials for the study.	4.51	.710	Highly Satisfied
3. The teacher attaches Weekly Home Learning Plan to the learning modules.	4.41	.752	Highly Satisfied
4. The school has equipment for the printing and production of the modules like laptop, printer and copier.	4.46	.761	Highly Satisfied
<b>AVERAGE</b>	<b>4.53</b>	<b>.682</b>	<b>Highly Satisfied</b>

Table 2.4 shows the level of satisfaction of the chosen respondents on materials and equipment. Figures attest that the school ensures completeness of learning modules before the distribution with extremely satisfied rating ( $m=4.74$ ,  $sd=.503$ ). It is a habit of the school that after the sorting of modules per learning area, an inventory check of the quantity was done by the teachers to make sure of the completeness and assurance that learning modules will be received by the clients. That simple action was not missed by the respondents as they give impressive ratings to that indicator. In addition, the school also provides books, activity sheets, assessment test, reading test, reading





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remediation materials, materials downloaded from LR portals, common pictures, real objects and even school supplies to supplement the learning modules. The weekly learning plan and classhome schedule are also attached to provide both learners and parents teaching directions on instructional delivery. The highly satisfied ratings only show that stakeholders appreciate the effort made by school personnel. In the study made by Mogol in 2020, he said that despite limited resources, the school exerted effort to furnish necessary equipment like laptop, projector, printer and others through resourcing and self-initiative to ensure proper delivery of educational services before the pandemic. As the new normal comes in a pandemic educational era, the same situation exists or worsens, but the teachers find means to address the problem of scarcity. This is the reason that despite of limitedness in equipment, the school still receives highly satisfied ratings from the stakeholders who are living witness of teachers' sacrifices.

Table 2.5  
Level of Satisfaction on Miscellaneous (General Impact)

Indicators	Mean	SD	Level of Satisfaction (Interpretation)
1. The school conducts clear orientation before the implementation of Modular Distance Learning-Print	4.70	.591	Extremely Satisfied
2. The school makes parents and pupils ready for the MDL program.	4.75	.524	Extremely Satisfied
3. The school sustains quality education despite the pandemic.	4.72	.528	Extremely Satisfied
<b>AVERAGE</b>	<b>4.72</b>	<b>.548</b>	<b>Extremely Satisfied</b>

Table 2.5 confirms that the school passes the personal standards of the respondents when it comes to miscellaneous (general impact) with a general rating of extremely satisfied ( $m=4.72$ ,  $sd=.528$ ) which supports and compliments the previous study of the same title in 2020 before the occurrence of COVID-19 pandemic. In Mogol's (2021) dissertation, he stressed that the key players of Modular Distance Learning-Print were able to sustain quality education despite difficult situation through sharing of expertise and positive support for each other. Highlighted in the initial implementation of MDL are the orientation, meetings and trainings on MDL processes for school and home readiness. Relative to this, Kutridge (2017), Sapri (2016) and Mossi (2019)



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acknowledged the impact of school setting and its program in obtaining highest satisfactory rating from the stakeholders. Undoubtedly, results reveal that in whatever situation or circumstance the school is in, the school climate remains the top priority as far as school operations and governance are concerned.

Table 3.1  
Difference in the Level of Satisfaction on Pupil Services and Activities Based on Sex

INDICATORS	MEANS		F-Value	Sig at 0.05	Interpretation
	Male	Female			
The school monitors learning activities through:					
1.1 home visitation	4.36	4.35	.387	.679	Not Significant
1.2 individualized teaching	4.24	4.11	.263	.769	Not Significant
The school measures learning achievement through:					
2.1 written test	4.57	4.54	.356	.701	Not Significant
2.2 performance task	4.48	4.47	.769	.464	Not Significant
The school recognizes learning achievement through:					
3.1 graded modules	4.69	4.61	3.209	.042	*Significant
3.2 cards out	4.71	4.62	.864	.423	Not Significant
3.3 reading of honors every quarter	4.55	4.38	.718	.488	Not Significant
<b>AVERAGE</b>	<b>4.51</b>	<b>4.44</b>	<b>.938</b>	<b>.509</b>	<b>Not Significant</b>

Table 3.1 deals on the difference in the level of satisfaction of stakeholders on pupil service and activities based on sex. Based from the data, 6 out of 7 indicators are not significant. Significance lies only in returning graded modules by teachers whose F value is below .05 level of significance in favor of male respondents. That little difference of .08 is not actually associated to parents' perception because both mothers and fathers were reported to have similar level of satisfaction with the grades of their children (McGrath and Repetti 2020). Probably, the differences come from pupil-respondents who tend to have opposite characteristics. In fact, Khaleel (2017)



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claimed that female students care more and become grade conscious than male counterpart. Since girls are more linked with academics while boys are more inclined to technical and non-academic education, the satisfaction level on graded modules is also affected. Boys are contented with the rating they received while girls vary the responses depending on the ratings they gained. Thus, individual differences among male and female constitute little gap in their responses with regard to graded modules. However, with that only 1 not significant indicator, the average mean difference is not affected and marks no significant difference in the level of satisfaction on pupil services and activities based on sex. Hence, the null hypothesis is not rejected.

Table 3.2  
Difference in the Level of Satisfaction on Teachers' Performance and Behavior Based on Sex

INDICATORS	MEANS		F-Value	Sig at 0.05	Interpretation
	Male	Female			
1. Teachers respond immediately to queries, needs and concerns of parents and pupils.	4.57	4.60	.213	.808	Not Significant
2. Teachers communicate clear schedule of activities. <i>(distribution &amp; retrieval of modules, monitoring &amp; giving of assessment)</i>	4.72	4.76	.214	.807	Not Significant
3. Teachers are accommodating, caring, patient, and resourceful.	4.70	4.73	.209	.811	Not Significant
<b>AVERAGE</b>	<b>4.66</b>	<b>4.70</b>	<b>.212</b>	<b>.809</b>	<b>Not Significant</b>

Table 3.2 explains that there is no significant difference in the level of satisfaction on teachers' performance and behavior based on sex. This result fails to reject the null hypothesis. Regardless of sex, stakeholders are happy with the performance of teachers during the pandemic year of implementing the educational system.



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Table 3.3  
Difference in the Level of Satisfaction on Physical Environment Based on Sex

INDICATORS	MEANS		F-Value	Sig at 0.05	Interpretation
	Male	Female			
1.The school complies to the minimum health and safety standards.	4.88	4.80	.051	.950	Not Significant
2. The teacher structures the classroom suited to the new normal ( <i>Printing Area, Sorting Area, Distribution &amp; Retrieval Area</i> ).	4.76	4.71	.327	.721	Not Significant
3. The school maintains cleanliness and orderliness of the rooms and surroundings.	4.83	4.76	.863	.423	Not Significant
<b>AVERAGE</b>	<b>4.82</b>	<b>4.76</b>	<b>.414</b>	<b>.698</b>	<b>Not Significant</b>

Table 3.3 affirms that there is no significant difference in the level of satisfaction on physical environment based on sex which result fails to reject the null hypothesis. Both male and female stakeholders see how school personnel structure the classroom set up and manage the ambiance of school environment.



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Table 3.4  
Difference in the Level of Satisfaction on Materials and Equipment Based on Sex

INDICATORS	MEANS		F-Value	Sig at 0.05	Interpretation
	Male	Female			
1. The school ensures completeness of learning modules before the distribution.	4.73	4.75	.330	.719	Not Significant
2. The teacher provides references and other supplemental materials for the study.	4.56	4.49	.749	.474	Not Significant
3. The teacher attaches Weekly Home Learning Plan to the learning modules.	4.51	4.36	.577	.208	Not Significant
4. The school has equipment for the printing and production of the modules like laptop, printer and copier.	4.49	4.44	3.461	.033	*Significant
<b>AVERAGE</b>	<b>4.57</b>	<b>4.51</b>	<b>1.529</b>	<b>.359</b>	<b>Not Significant</b>

Table 3.4 points out that there is no significant difference in the level of satisfaction on materials and equipment based on sex. This result fails to reject the null hypothesis. It is a common practice of all teachers to conduct inventory count of learning modules and provide Weekly Home Learning Plan and available references for the learners. However, the status of equipment with regard availability and usability is a case to case basis. Male and female respondents differ in their responses (0.05 gap in favor of male) based on observable situation in the respective grade level. Knowing that males are more concerned on technical aspect of education, they valued more the equipments than female (Khaleel 2020). More so, since mothers are more visible in the school than



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the fathers, the latter may be unaware of the limitation while the former are more knowledgeable of the real situation. As long as they receive the learning modules, fathers do not give reactions while mothers put their self in place of the teachers who experience little problem. That scenario constitutes minimal difference in the responses of two groups of respondents (Mogol 2021).

Table 3.5  
Difference in the Level of Satisfaction on Miscellaneous (General Impact) Based on Sex

INDICATORS	MEANS		F- Value	Sig at 0.05	Interpretation
	Male	Female			
1. The school conducts clear orientation before the implementation of Modular Distance Learning-Print	4.76	4.67	.700	.497	Not Significant
2. The school makes parents and pupils ready for the MDL program.	4.76	4.74	.016	.985	Not Significant
3. The school sustains quality education despite of the pandemic.	4.78	4.69	.443	.642	Not Significant
<b>AVERAGE</b>	<b>4.77</b>	<b>4.70</b>	<b>.386</b>	<b>.708</b>	<b>Not Significant</b>

Table 3.5 reveals that there is no significant difference in the level of satisfaction on Miscellaneous (General Impact). This result fails to reject the null hypothesis. Evidently, the school was able to satisfy the needs and expectation of the stakeholders with regard the implementation of Modular Distance Learning-Print during the time of pandemic. The result only confirms the idea of Amos (2015), Pendon (2016) and De Coelho & Aglio (2019), that there is no significant sex differences with regard satisfaction of stakeholders on school setting, status, and performance.



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## **VI. Discussion of Results and Recommendations**

This chapter of the manuscript contains important recapitulation of the findings, generalization in a form of conclusion and the recommendation based from the results

### **Summary**

This is a qualitative-quantitative descriptive inferential study on “Stakeholders’ Satisfaction on School Climate: Basis for Tanzanian School Climate Innovation.” The study was conducted considering the profile of teachers, parents, and pupils based on sex who serve as key stakeholders of the school. It also covered the level of satisfaction of stakeholders in the different areas comprising a school climate such as Pupil Services and Activities, Teacher Performance and Behavior, Physical Environment, Materials and Equipment, and Miscellaneous (General Impact). It is a school based study with a total of 261 respondents composed of teachers, parents, and pupils generated through stratified random sampling using proportional allocation.. The researcher relied mainly on the survey questionnaire that he distributed to the respondents. Statistical treatment used were mean, standard deviation, and analysis of variance (one-way ANOVA).

### **Summary of Findings**

#### ***1. What is the profile of the respondent based on sex?***

Covered in this study are teachers, parents, and learners. There are 86 or 32.95% male respondents and 175 or 67.05% female respondents.

#### ***2. What is the level of satisfaction among stakeholders during the pandemic in terms of the following areas?***

##### **2.1 Pupil Services and Activities**

Generally, respondents are highly satisfied with regard Pupil Services and Activities. They are extremely satisfied on recognizing learning achievement through graded modules and cards out.

##### **2.2 Teacher Performance and Behavior**



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Generally, respondents are extremely satisfied with regard teachers' performance and behavior. They are highly satisfied on responding immediately to queries, needs, and concerns of parents and pupils.

**2.3 Physical Environment**

Respondents are extremely satisfied with regard physical environment.

**2.4 Materials and Equipment**

Generally, respondents are highly satisfied with regard materials and equipment. They are extremely satisfied on ensuring completeness of learning modules before the distribution.

**2.5 Miscellaneous (General Impact)**

Respondents are extremely satisfied with regards miscellaneous (general impact).

**3. *What is the difference in the level of satisfaction based on sex?***

Based from the result, there is no significant differences in the level of satisfaction of stakeholders on pupil services and activities, teacher performance and behavior, physical environment, materials and equipment, and miscellaneous (general impact) based on sex. The results fail to reject the null hypothesis.

**4. *Based on the level of satisfaction, what innovation can be crafted?***

An innovation program called TANZANIAN SCHOOL CLIMATE INNOVATION (*Tanzanian Activities for a Nurturing Zero-Risk Atmosphere*) was crafted. This lines up activities that promote safe, healthy, wholesome school ambience in the school (*See Appendix A for the proposed innovation*).

**Conclusion**

A positive school climate is a desire of a school leader and the demand of immediate stakeholders. It is a complete package of an effective management in the different areas such as pupil services and activities, teacher performance and behavior, physical environment, materials and equipment, and miscellaneous (general impact). Likewise, it's a leading factor that calls the maintenance of a proximate attention and positive reaction from both internal or external





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stakeholders who constantly provide feedback for the improvement of school system and culture. Since, both male and female respondents provided common answers, sex is not a predictor that determines significant difference in the level of satisfaction.

### **Recommendations**

Based from the findings of the study and the conclusion made, the following are hereby recommended:

#### ***For the School Officials***

1. They may always consider the voice of the stakeholders who offer substantial thought for the improvement of school climate.
2. They may regularly check the Weekly Home Learning Plan and classroom inventory of teachers.
3. They may constantly provide technical assistance to teachers in the preparation and execution of the proposed Tanzanian School Climate Innovation through brainstorming, orientation, focus group discussion and modeling.
4. They may sustain areas and indicators with extremely satisfied rating and apply some innovation to certain area or indicator with highly satisfied rating.

#### ***For the School Teachers***

1. They may plot calendar of activities to facilitate effectively the conduct of home-visitation, individualized instruction, and giving of assessment.
2. They may respond immediately to parents' and learners' queries.

#### ***For the Future Researchers***

1. They may conduct follow up study of the same topic in other schools within or outside the District of Boac North.



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## **VII. Dissemination and Advocacy Plan**

The findings of this study will be disseminated through the following activities:

ACTIVITIES	DATE
District Pre-Research Summit	November 11, 2021
Division Research Summit	November 17-19, 2021
Regional Research Summit	November 29-December 3, 2021
Stakeholders Forum (State of School Address)	December 17, 2021

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## **IX. APPENDICES**

### *A. School Climate Innovation*

**I. Project Title** : **TANZANIAN SCHOOL CLIMATE INNOVATION**  
*(Tanzanian Activities for a Nurturing Zero-Risk Atmosphere)*

**II. Proponent** : Joven Marasigan Mogol

### **III. Project Content:**

#### **Rationale:**

A safe, wholesome, healthy school climate is always the desire of every school. Generally, it is grouped into four (4) dimensions namely, safety, teaching and learning, relationship and environment. Providing positive school climate really ensures harmony, connectivity and system within and outside the school setting. To foster it is easy but to maintain is difficult. Hence, this **TANZANIAN SCHOOL CLIMATE INNOVATION** tagged as “*Tanzanian Activities for a Nurturing Zero Risk Atmosphere*” is designed not only to build a conducive workplace but to sustain an impressive satisfaction of both internal and external stakeholders not only during normal situation, but even during the time of pandemic. It therefore serves as roadmap of the school and the school personnel towards quality, excellence and goodwill at all times.

#### **School Climate Philosophy:**

##### **Philosophy 1:**

“The physical setting in which instruction takes place affects the dynamics of behavior, whether it is intended or not.” (Weinstein 1992)

##### **Philopsophy 2:**

“Meeting the physical needs is prerequisite to meeting social, emotional and instructional needs.”  
(Maslow’s Hierarchy of Needs)



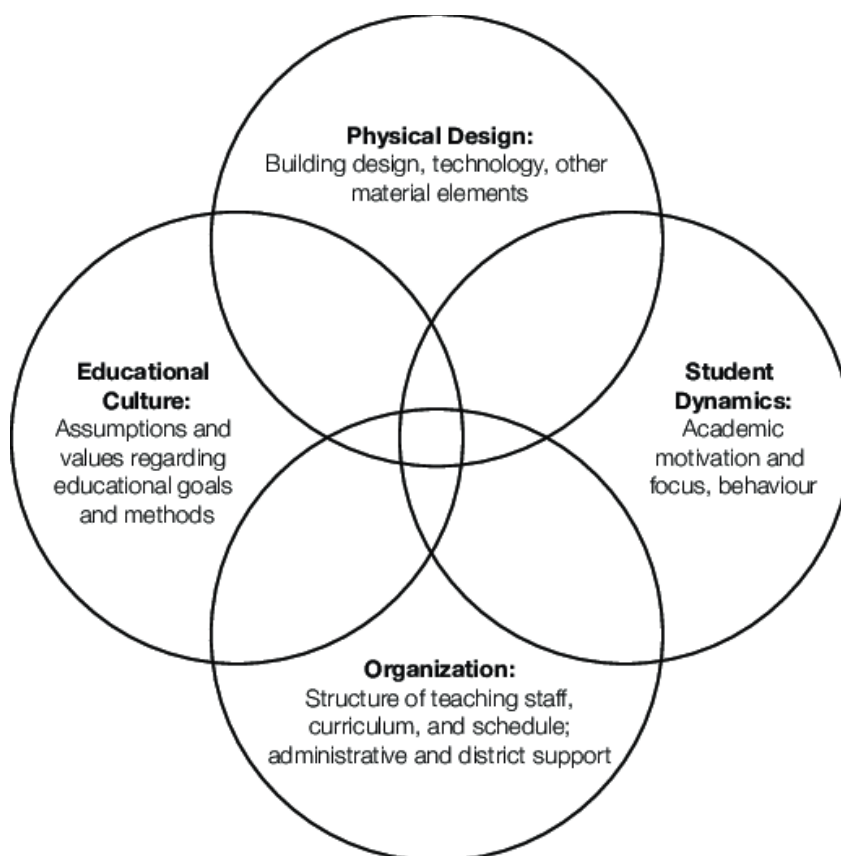
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### **School Climate Goal:**

A safe and sound school should aspire for these five (5) goals:

1. Consider the voice of the stakeholders who offer substantial thought for the improvement of school climate.
2. Prioritize the learners
3. Raise teachers morale and motivation
4. Create conducive school venues
5. Ensure availability of equipment

### **School Climate Model**



**School Climate Model by Gislason, 2018  
(based on Owen and Valensky, 2007)**





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**TANZANIAN SCHOOL CLIMATE INNOVATION** adopts School Climate Model by Gislason. Physical Design answers Objective 4 (*Create conducive school venues*). Student Dynamics covers Objective 2- (*Prioritize the learners*). Organization pertains to Objective 3 and 5 (*Raise teachers morale and motivation and Ensures availability of equipment*) and Educational Culture considers Objective 1 (*Consider the voice of the stakeholders who offer substantial thought for the improvement of school climate*).

**School Climate Activities:**

**LISTENING TO THE VOICE OF STAKEHOLDERS**

1. **Weekly Exit Meeting**----It is the practice of the school to meet the staff every 4:00 PM of Fridays to share input on accomplishment, best practices and experiences, difficulties encountered, realizations made and future plans for improvement of the current system.
2. **KUMUSTAHAN with the LEARNERS**---It is the practice of the school to check in the situation and present condition of the learners once a week through various modes (chat, call, video call, face to face).
3. **PARENT CONFERENCE**- It is the practice of the school to meet the parents every quarter and discuss matters concerning the learners, the delivery of instruction, the school policy and the school climate.
4. **STAKEHOLDERS' FORUM**- It is the practice of the school wherein the school personnel and the unit heads (SPG, PTA, Barangay, Alumni) gathered together for the school evaluation and reporting of accomplishment, planning, budgeting and other topics relevant to school continuous improvement.

**PUPIL FIRST POLICY**

**MODALITY 1: BEAM- Bridging Education Across Modules**

- Ensure that all learning materials such as modules and worksheets are prepared and ready for distribution
- Distribute all modules and worksheets for the week (including assessment & evaluation tool).



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**MODALITY 2: ASH (Alternative School at Home)**

Pupils conduct home schooling with the guidance of their parents:

- Parents to provide learning nook for the child/ children
- Pupils to study the module and answer worksheets given by each subject teacher with parents and other capable members of the family to serve as learning tutor

**MODALITY 3 :CALL- Community Act for Lodging and Learning**

- Pupils (maximum of 5 pupils) meet the knowledge source or tutor at the learning center by schedule

**MODALITY 4: ATM- Assuring Teacher's Magnitude**

- Teachers to stay at the learning center for parent consultation –every Monday morning
- Teachers to conduct Online Chat/ Teleconferencing with the Parents, Knowledge Source or Pupils (Google Meet/ Zoom Application)- everyday
- Teachers to make schedule of Home Visitation & Individualized Instructions (tutoring) on schedule basis
- Teachers to conduct Home Tutoring (Neighboring pupils may see their subject teachers in their home) during Teachers' Work From Home Schedule
- Teachers to administer assessment every other two weeks
- Teachers to conduct reading assessment on schedule basis

**TEACHER FIRST POLICY**

- **GRAND RECREATION & TEAM BUILDING**- This is the practice of the school to travel, to visit places, to play games, and to unwind on a schedule basis.
- **COACHING & MENTORING**-This is the practice of the school head to regularly provide technical assistance to teachers.
- **ADVANCEMENT or REFRESHMENT**- This is the practice of the school to regularly conduct School-Based INSET & LAC.
- **100% VACCINATED Teachers**



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### **MY SCHOOL, MY HOME POLICY**

- Tapat Ko, Linis Ko, Bulaklak Ko Program- (formerly called OPLAN LINIS Program)
- INTERCLASSROOM VISIT- This is the practice of the school to conduct school-based evaluation of classroom structure, documents, reports, and inventory of materials/ supplies.

### **RESOURCING PA-MORE Program**

- This the practice of the school to increase the number of printing materials for the continuous production of the learning module.

#### **IV. Project Duration**

This program will be conducted throughout the school year and beyond.

#### **V. Persons Involved**

<b>Persons Involved</b>	<b>Expectation</b>
1. Principal	Disseminate information to teachers and other stakeholders for the implementation  Oversee the implementation of the school innovation project
2. Teachers	Support and embrace the innovation project
3. Parents	Support and embrace the innovation project
4. Pupils	Support and embrace the innovation project



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## VI. Action Plan

Objectives	Strategies	Person Involved	Time Frame	Expected Output
Orient stakeholders on the proposed Tanzanian School Climate Innovation	Stakeholders' Forum	School Head Teachers PTA Presidents SPG Officers	December 17, 2021	Stakeholders fully oriented
Apply the contents of the Innovation Plan	Implementation of the program	Internal & External Stakeholders	January 2021-onward	Innovation plan implemented
Evaluate the Innovation Plan	Monitoring & Evaluation	School Head, Teachers, Stakeholders	End of the School Year (June or July 2022)	Innovation plan evaluated

## VII. Monitoring and Evaluation

A simple survey will be done at the end of the year to determine its effectiveness.

JOVEN MARASIGAN MOGOL  
Researcher



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B. *Letter to the Public Schools District Supervisor*

July 23, 2021

**PABLITO L. ALCOBER**

Public Schools District Supervisor  
Boac North District

Sir:

The undersigned is currently conducting a research entitled “**STAKEHOLDERS SATISFACTION ON SCHOOL CLIMATE: BASIS FOR TANZANIAN SCHOOL CLIMATE INNOVATION**” This research is under the Basic Education Research Fund (BERF) which is expected to be finished this October 2021.

In this regard, may I ask for your approval to conduct this study in my school, Tanza Elementary School. May I also ask the participation of 13 school personnel, 168 selected parents and 80 intermediate pupils as respondents of the study.. The researcher assures you that all the data that will be gathered will be treated confidentially and will be used for this purpose only. Attached is the instrument to be used by the researcher who is likewise asking your technical assistance for its content validation.

Thank you very much for your positive action.

Very truly yours,

**JOVEN MARASIGAN MOGOL**  
Researcher



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*C. Survey Questionnaire*

**PART ONE: DEMOGRAPHIC PROFILE**

CLASSES OF RESPONDENTS: (Please check): ( ) Parent ( ) Pupil

GENDER: ( ) Male ( ) Female

**PART TWO: LEVEL OF SATISFACTION**

Please make reflection and evaluation of the school climate during the pandemic. Kindly check the indicator of your choice using the scale provided below.

- (5)---Extremely Satisfied-----indicator observed and excellently manifested by the school.  
(4)---Highly Satisfied.....indicator observed and very satisfactorily manifested by the school  
(3)---Satisfied .....indicator observed and satisfactorily manifested by the school  
(2)--- Slightly Satisfied..... indicator observed but unsatisfactorily manifested by the school  
(1)---Not Satisfied.....indicator never observed and manifested by the school.

SCHOOL CLIMATE (During the Pandemic)	LEVEL OF SATISFACTION				
	Extremely Satisfied (5)	Highly Satisfied (4)	Satisfied (3)	Slightly Satisfied (2)	Not Satisfied (1)
<b>PUPIL SERVICES &amp; ACTIVITIES</b>					
The school monitors learning activities through:					
1.1 home visitation					
1.2 individualized teaching					
The school measures learning achievement through:					
2.1 written test					
2.2 performance task					
The school recognizes learning achievements through:					
3.1 graded modules					
3.2 cards out.					
3.3 reading of honors every quarter					
<b>TEACHER PERFORMANCE AND BEHAVIOR</b>					
1. Teachers respond immediately to queries, needs and concerns of parents and learners.					
2. Teachers communicate clear schedule of activities (distribution &					



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retrieval of modules, monitoring and giving of assessment).					
3. Teachers are accommodating, caring, patient, and resourceful.					
<b>PHYSICAL ENVIRONMENT</b>					
1. The school complies to the minimum health and safety standards.					
2. The teacher structures the classroom suited to the new normal (Printing Area, Sorting Area & Distribution/Retrieval Area).					
3. The school maintains cleanliness and orderliness of the room and surroundings.					
<b>MISCELLANEOUS (Materials and Equipment)</b>					
1. The school ensures completeness of learning modules before the distribution.					
2. The teacher provides references and other supplemental materials for the study.					
3. The teacher attaches Weekly Home Learning Plan to the learning modules.					
4. The school has equipment for the printing and production of the modules like laptop, printer and copier.					
<b>MISCELLANEOUS (General Impact)</b>					
1. The school conducts clear orientation before the implementation of Modular Distance Learning.					
2. The school makes parents and learners ready for MDL implementation.					
3. The school sustains quality education despite of the pandemic.					



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## **X. Financial Report**

The table below shows the breakdown of the expenses for the study.

<b>Item of Expenditure</b>	<b>Quantity</b>	<b>Unit</b>	<b>Unit Cost</b>	<b>Total</b>
Reproduction of research instruments (Survey Questionnaire) 261 sets x 2 = 522pcs. @ P1.00	522	pcs	Php 1.00	Php 522.00
Reproduction of research paper for oral presentation to Division Research Committee 60 pages x 5 sets=300 @ P1.00	300	pcs	1.00	300.00
Reproduction of Final Copy for binding 522 pcs. @P1.00	522	pcs	1.00	522.00
Binding of Final Copy 5 copies @ P200.00	5	copies	200.00	1,000.00
<b>TOTAL</b>				<b>Php 2,344.00</b>