



Studies in Technology and Education

Volume I, Issue 2, 2023 | <https://www.azalpub.com/index.php/ste>

OPEN ACCESS

RESEARCH ARTICLE

Article Info

Received:

May 17, 2023

Accepted:

July 24, 2023

Published:

August 15, 2023

Keywords

New Normal Education
Organizational Climate
Philippine Schools
Professionalism
School-based Management

Suggested Citation:

Madarang, J. M. (2023). Culture and climate of public secondary schools in Isabela in the new normal. *Studies in Technology and Education*, 1(2), 71-86.

Culture and Climate of Public Secondary Schools in Isabela in the New Normal

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Abstract

This study described the present status of the climate and school culture of the public secondary schools in Isabela in this new normal as perceived by the school heads and the teacher and its interaction between the profile of the school administrators, teachers, and the schools. Descriptive-correlational research was used to give information about the extent of the practice of the existence of the school culture and climate. The respondents were the 49 school heads and 323 teachers from the four Schools Division Offices in the Province, namely Isabela, Cauayan City, Ilagan City, and Santiago City. Results showed that the culture and climate of secondary schools in Isabela had been assessed to be very good even in the new normal. Affiliative collegiality, professional collaboration, self-determination or efficacy, as well as the psychological environment of the schools in terms of safety, environment, assessment and learning, interpersonal relationship, and leadership and decisions, were consistently observed. However, it has been determined that there is no conclusive evidence linking school SBM levels to their present culture and climate. Meanwhile, the school size was found to have a significant bearing on some aspects. More prominent schools tend to initiate more involvement of teachers and staff in the decision-making process; chances are, staff receive more training on school safety policies and procedures. Contrarily, more prominent schools will likely give their students less initiative to be part of the school community and less care for grading assessments and learning. It has also been observed that there are shared visions and missions among all school staff members. However, more prominent schools tend to give less emphasis on it. More so, they tend to focus less on parents' and students' concerns in sending out regular communication to stakeholders on how parents and other stakeholders work in the best interests of schools, such as Brigada Eskwela and others.

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INTRODUCTION

Education serves two functions: social and individual. The goal of social is to help each learner become a more effective member of society by transmitting past experiences to the present. Besides, for individuals, it is to help them lead a more productive life by preparing them to handle new experiences successfully. These are the functions that schools attempt to fulfill. Formal education is obtained through organized study or instruction, such as that provided in public secondary schools. The school is regarded as a second home for students; it is an extension of the home and is comfortable, pleasant, and safe. It is also a community in which people interact with one another to achieve common goals. These people, physical structures, and atmosphere contribute to the school climate and culture.

For many years, the terms culture and climate have been used interchangeably. By far, the oldest construct is organizational climate. It was first used in Lewin et al. (1939) study, and it became popular with organizational theorists in the 1960s. Culture and climate are distinct and separate (Ehrhart et al., 2013). Organizational climate describes an individual's or group's shared perception of their impact on their work environment. Organizational climate is the collective and collegial sharing of perceptions about an organization's work environment (Tan et al., 2021). When employees share the same perceptions of how the work environment affects them individually, an organizational climate is created. The National School Climate Council (2007) defines school climate as "norms, values, and expectations that support people feeling socially, emotionally, and physically safe". School climate is a product of the interpersonal relationships among students, families, teachers, support staff, and administrators. On the other hand, an organization consists of people who function to achieve a set of goals and objectives, and it has a culture. An organization's culture pertains to personality, atmosphere, or "feel." It defines appropriate behavior and bonds and motivates individuals. It governs how a company processes information, internal relations, and values (Gibson et al., 2000). Furthermore, as cited by Gorton et al. (2006), Smircich defines culture as a social or normative bond that holds the organization together. It is the set of accepted norms, practices, and behaviors that have come to be taken as accurate over time and govern how employees operate in both internal and external environments.

Studies in other countries indicate that a positive school climate is an essential target for school reform and improving student behavioral, academic, and mental health outcomes (Thapa et al., 2013). Schools with positive climates tend to have less aggressive and violent behavior among students (Gregory et al., 2010), fewer student suspensions (Lee et al., 2011), and student disciplinary problems (Thapa et al., 2013). Research also showed an association between school climate and lower alcohol and drug use (LaRusso et al., 2008). Understanding school climate and school culture is vital in fostering better school performance. For this reason, a principal as head of the school considers the perceptions of the staff, teachers, and school children about the school's culture and climate because these are "areas where school principal can have a more direct impact. As stated in RA 9155, an Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, the school principal must function as both an instructional leader and administrative manager to ensure that quality education goals are met and must be assisted by office staff for administrative and fiscal services. In this line, what a principal does impacts the school's climate and culture (Spicer, 2016). Similarly, teacher's and staff's perceptions of school climate and culture are measured to examine the impact on the school's performance.

There are few studies on the school climate and teacher performance in the Philippines. These, however, are necessary components for quality decision-making, particularly in the public sector. According to the National School Climate Center, research on school climate and culture is beneficial because empirical research has shown that learning increases measurably when school members feel safe, valued, cared for, engaged, and respected. Staff satisfaction and retention are enhanced (Truby, 2018). The coronavirus disease 2019 (COVID-19) crisis devastated all public

education sectors. The rapid transition to remote modes of instruction in 2020 and the resulting anxiety about the start of the 2020–2021 academic year have highlighted the critical need for well-prepared educators. COVID-19 has led to the term “new normal” in education as traditional and usual practices are shifted to other trends. To ensure that the needs of learners are not neglected in this so-called new normal, the Department of Education (DepEd) has implemented a series of adjustments, which have now been referred to as learning modalities.

Research Objectives

Undeniably, the pandemic has hurt the school's functioning, particularly in operation, administration, instructional delivery, and supervision, which are already part of the school climate and culture. As a result, the study aims to describe what school climate and culture are this pandemic in the Province of Isabela among public secondary schools. Specifically, it aimed to meet the following objectives:

- 1) To determine the culture of secondary schools in Isabela in the New Normal as perceived by the school heads and the teachers in terms of:
 - 1.1. Professional collaboration;
 - 1.2. Affiliative collegiality; and
 - 1.3. Self-determination/ efficacy.
- 2) To determine the climate of secondary schools in Isabela in the new normal as perceived by the school heads and the teachers in terms of:
 - 2.1. Safety;
 - 2.2. Environment;
 - 2.3. Assessment and learning;
 - 2.4. Interpersonal relationship; and
 - 2.5. Leadership and decisions.
- 3) To analyze the difference in the perception of the school heads and teachers about the culture of secondary schools in Isabela in the new normal.
- 4) To analyze the difference in the perception of the school heads and teachers about the climate of secondary schools in Isabela in the new normal; and
- 5) To analyze the relationship of the present school culture and climate to the school profile of the respondents.

METHODOLOGY

The study used the descriptive-correlational method in the type of research question, design, and data analysis through the use of an adapted and modified questionnaire from the Georgia Leadership Institute for School Improvement, www.glisi.org, for the School Culture Triage Survey, which consisted of 17 items/indicators categorized into three characteristics of culture: Professional collaboration, Affiliative Collegiality, and Self-determination/Efficacy. On the other hand, the School Climate Questionnaire is based on the dimensions of the School Climate Assessment Instrument from the Alliance for the Study of School Climate at www.calstatela.edu and the National School Climate Center's Domains and Indicators, specifically Safety, Environment, Assessment and Learning, Interpersonal Relationships, and Leadership and Decisions. The questionnaires had undergone content and construct validity and reliability with good and acceptable results, as indicated by Cronbach's alpha of 0.8060.

The research was conducted in 49 selected public secondary schools from Isabela's six legislative districts that had won the 2020 Best Brigada School Implementers from small to mega school category. Respondents included 49 school administrators and 323 teachers. The majority of them were females between the ages of 31 and 50. Furthermore, most of them had completed or completed graduate studies and had been in the service for 1–10 years. More importantly, most schools had received School-Based Management Level of Practice accreditation. They were

chosen at a 95% confidence level with a 5% allowable margin of error and were allocated proportionally per institution.

Weighted mean was applied to the respondents' perceptions of the secondary schools' climate and culture. The Mann-Whitney U Test was used to determine the difference between the two respondents' assessments of the school's culture and climate. Lastly, the relationship between the culture and climate of secondary schools in Isabela and the respondents' schools, as measured by school size and SBM level of practice, was determined using Kendall's tau b.

RESULTS AND DISCUSSION

Perceived Culture of Public Secondary Schools in Isabela in the New Normal

Table 1 shows the perception of the school heads and teachers about the culture of public secondary schools in Isabela in the new normal in terms of three aspects, namely professional collaboration, affiliative collegiality, and self-determination/efficacy. Both respondents often observed professional collaboration, as indicated by the overall mean of 4.49 from the mean ratings of 4.38-4.57. These reveal that the school head and teachers always observed that teachers and staff discussed instructional strategies and curriculum issues and developed the school schedule together. Conversely, school heads always believed that the student behavior code resulted from collaboration and consensus, that teachers and staff were always involved in the decision-making process about materials and resources, and that the planning and organizational time allotted to teachers and staff was used to plan as collective units. These were contrary to the perception of the teacher respondents. Professional collaboration was often observed, as reflected in the mean rating of 4.65-4.76 for school heads and 4.34-4.46 for teachers.

Table 1. Perception of the School Heads and Teachers about the Culture of Secondary Schools in Isabela in the New Normal (Note: A=Always, O=Often)

DIMENSIONS		School Heads		Teachers		Grand Mean	Desc.
		Mean	Desc.	Mean	Desc.		
Professional Collaboration							
1.	Teachers and staff discuss instructional strategies and curriculum issues	4.67	A	4.55	A	4.57	A
2.	Teachers and staff work together to develop the school schedule	4.76	A	4.50	A	4.53	A
3.	Teachers and staff are involved in the decision-making process about materials and resources.	4.73	A	4.43	O	4.47	O
4.	The student behavior code results from collaboration and consensus among staff.	4.65	A	4.34	O	4.38	O
5.	The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.	4.76	A	4.46	O	4.50	A
Affiliative Collegiality							
1.	Teachers and staff tell stories of celebrations that support the school's values.	4.73	A	4.46	O	4.50	A
2.	Teachers and staff visit/talk/meet outside of the school to enjoy each other's company	4.41	O	4.07	O	4.12	O
3.	Our school reflects a true "sense" of community.	4.80	A	4.51	A	4.55	A
4.	Our school schedule reflects frequent communication opportunities for teachers and staff	4.67	A	4.48	O	4.51	A
5.	Our school supports and appreciates the sharing of new ideas by staff members.	4.76	A	4.52	A	4.55	A
6.	There is a habit of celebrating holidays and special events and recognizing of goal attainment of every school member.	4.55	A	4.25	O	4.29	O
Self-determination/Efficacy							
1.	When there is a problem in our school, the faculty and staff prevent it rather than react and repair it.	4.27	O	4.12	O	4.14	O
2.	School members are interdependent and value each other.	4.69	A	4.43	O	4.47	O
3.	Members of our school community look for alternatives to problems/issues rather than doing the same thing that we have always done.	4.65	A	4.45	O	4.48	O
4.	Members of our school community seek to define the problem/issue rather than blame others.	4.69	A	4.46	O	4.49	O
5.	Rather than waiting for supervisors to tell them what to do, the school staff can make instructional decisions.	4.73	A	4.38	O	4.43	O
6.	People work here because they enjoy and choose to be here.	4.78	A	4.54	A	4.57	A

In terms of affiliative collegiality, stories of celebrations that support the school's values, true "sense" of community, the school schedule reflecting frequent communication opportunities for teachers and staff, and schools' support and appreciation of the sharing of new ideas by staff and members of were always observed based from the mean ratings of 4.50 – 4.55. Often, every school member had a habit of celebration, and teachers and staff enjoyed each other's company by interacting, as given using 4.29 and 4.12.

For self-determination/efficacy culture, the grand mean of 4.57 denotes that school heads and teacher respondents always believed that people enjoy working and choose to be in their schools. In opposition, both groups perceived that some self-determination/efficacy cultures were frequently observed, as revealed by the grand mean ranging from 4.14-4.49. Although the observations of the two groups of respondents were "often" on some aspects of cultures, it can be noted that the school head gave a higher mean rating compared to teacher respondents.

The result contradicts the findings of Quilang (2016), where these three aspects were only frequently observed. It can be deduced that the school heads and teachers have strengthened their culture in the new normal, improving school operations to produce higher achievement and more excellent skills and understanding as teachers and administrators work together (Lindahl, 2011).

Perceived Climate of Public Secondary Schools in Isabela in the New Normal

Table 2 shows the perception of the school heads and teachers about the climate of secondary schools in Isabela in the new normal in terms of safety and environment. The mean value of 4.47 indicated that the school heads often observe the safety practice involving the availability of human and physical resources to cope with safety challenges. However, the mean values ranging from 4.51 to 4.80 for both respondents indicated that the school always required visitors to sign in before going inside the school premises, the school was safe from inside the building to the grounds, and the school had emergency kits and emergency phones.

Similarly, other safety practices were consistently observed in the public secondary schools in Isabela. The grand means ranging from 4.51 to 4.69 indicated that both respondents always observed safety practices in the public secondary schools in Isabela during the pandemic. The result indicates that despite COVID-19, the schools have remained safe for all the community members. Cornell & Mayer (2010) found that safe school environments were essential for learning. As supported by the National Center on Safe Supportive Learning Environment, school safety is linked to improved student and school outcomes, particularly in school emotional and physical safety. At the same time, students who are victims of physical or emotional harassment or involved in the sale or use of illegal substances on school grounds are at risk for poor attendance, course failure, and school dropout. These are implications that learning acquisition continues in the new normal using different learning modalities.

Table 2 also shows the mean ranged from 4.63 to 4.90 for the perception of school heads and 4.55 to 4.77 for teachers on environment climate. These values revealed that the school is welcoming and clean, there is no sign of threat inside and outside, and the facilities are in good condition. Moreover, it is always observed that students felt part of the school community and worked toward collective goals. Students and parents spoke about the school in proud terms. The consistent enforcement of the code of conduct of teachers and students, openness to all stakeholders for a dialogue on any teaching-learning matters, adequate resources of learning materials, and the welcoming and comforting feeling of talking to teachers and designated peer counselors were also observed. With an overall mean of 4.68, both respondents concurred that the climate of the schools in terms of the environment has always been observed in the new normal, which indicated that despite the threat of COVID-19, the school's physical and psychosocial environment had been observed and maintained.

Table 2. Perceptions of the School Heads and Teachers about the Climate of Secondary Schools in Isabela in the New Normal in Terms of Safety and Environment (Note: A=Always, O=Often)

DIMENSIONS		School Heads		Teachers		Grand Mean	Desc.
		Mean	Desc.	Mean	Desc.		
Safety							
1.	The school requires visitors to sign in before entering the premises.	4.80	A	4.67	A	4.69	A
2.	The school is safe both inside the buildings and on the grounds.	4.76	A	4.63	A	4.65	A
3.	The school has emergency kits and phones with helpline numbers visible in every corner of the school.	4.65	A	4.59	A	4.60	A
4.	There is the availability of resources, both human (counselors) and physical, to cope with safety challenges.	4.47	O	4.51	A	4.51	A
5.	The school promotes programs to develop a sense of community/social integration among students	4.76	A	4.63	A	4.65	A
6.	The school has a program that involves parents' help maintaining school discipline.	4.67	A	4.57	A	4.59	A
7.	There is good coordination between the school and local emergency services, such as firefighters and police and nearby hospitals, in planning for emergencies.	4.63	A	4.63	A	4.63	A
8.	The school involves students in resolving their behavioral and disciplinary problems, such as conflict resolution or peer mediation.	4.53	A	4.54	A	4.53	A
9.	Training is provided to staff on school safety policies and procedures.	4.67	A	4.58	A	4.59	A
10.	The school has a written plan that describes procedures to be performed during unexpected crises such as pandemics.	4.67	A	4.54	A	4.55	A
Environment							
1.	The school's surrounding is welcoming to outsiders.	4.80	A	4.59	A	4.62	A
2.	There is no sign of threat inside and outside the school premise.	4.84	A	4.60	A	4.63	A
3.	The school environment is clean, and the facilities are in good condition.	4.76	A	4.61	A	4.63	A
4.	Students feel as though they are part of the school community.	4.86	A	4.73	A	4.75	A
5.	Students feel as though they are working toward collective goals.	4.82	A	4.68	A	4.70	A
6.	Students and parents speak about the school proudly and positively.	4.82	A	4.67	A	4.69	A
7.	The school consistently enforces the code of conduct of teachers and students.	4.90	A	4.72	A	4.74	A
8.	The school is open to all stakeholders for a dialogue on any teaching-learning-related matters, including physical facilities development.	4.90	A	4.76	A	4.77	A
9.	Teachers have adequate resources of learning materials that can be used to strengthen instructional roles.	4.63	A	4.53	A	4.55	A
10.	Students and parents feel welcome and comfortable talking to teachers and designated peer counselors.	4.88	A	4.73	A	4.75	A

Perceptions of the School Heads and Teachers about the Climate of Secondary Schools in Isabela in the New Normal in terms of Assessment and Learning, Interpersonal Relationship, and Leadership and Decisions

Table 3 shows the perception of school heads and teachers about the climate of public secondary schools in Isabela in the new normal regarding assessment and learning, interpersonal relationships, and leadership and decisions. The result shows a higher mean rating from the school heads compared to teacher respondents, as indicated by the sub-means of 4.79 and 4.69, respectively. However, both groups had a common observation that the dimensions of assessment and learning climate of schools were always observed even in this new normal. The same findings have been observed as indicated by the sub-mean of 4.82 for school head respondents and 4.70 for teacher-respondents that the interpersonal relationship climate of secondary schools in Isabela was always observed. Further, it was supported by the overall mean of 4.71, which resulted from the grand mean of 4.58 to 4.83. Specifically, this result reveals further that the school was always welcoming to all parents' and students' concerns, sends out regular communication to stakeholders, including invitations to attend critical events, and service-learning efforts are regular, promoting student learning and positive community relations. In addition, it can be surmised that parents and other stakeholders always work for the best interest of schools, such as Brigada Eskwela and others. It has also been observed that teachers commonly collaborate on matters of teaching, approach problems as a team/collective, and are typically constructive when speaking of each other and administrators. There is also a climate that teachers and students always respect each other's differences in gender, race, and culture. Teachers also have the time and interest to commune

with one another and feel isolated. Furthermore, teachers always feel a collective dissatisfaction with the status quo and find ways to take action to improve.

Table 3. Perceptions of the School Heads and Teachers about the Climate of Secondary Schools in Isabela in the New Normal in terms of Assessment and Learning, Interpersonal Relationship, and Leadership and Decisions

DIMENSIONS	School Heads Mean	Desc.	Teachers Mean	Desc.	Grand Mean	Desc.
Assessment and Learning						
1. Teachers are responsive to varying learning styles.	4.82	A	4.69	A	4.70	A
2. The grading is focused on both the result and the process.	4.78	A	4.71	A	4.72	A
3. Instruction is dynamic, involving, learner-centered, and challenging.	4.80	A	4.75	A	4.76	A
4. Learning targets for assessments are clear and attainable for learners.	4.84	A	4.70	A	4.72	A
5. Instructions or Assessments promote students' sense of responsibility for learning.	4.76	A	4.69	A	4.70	A
6. Students learn to work collaboratively and as team members on their tasks.	4.80	A	4.62	A	4.64	A
7. Students are given systematic opportunities to reflect on their learning progress.	4.76	A	4.67	A	4.68	A
8. Students are viewed as the primary users of assessment information, and assessment is used to inform the learning process rather than to punish or shame students.	4.84	A	4.72	A	4.73	A
9. With the various strategies and interventions, students consistently feel they are learning the subjects thoroughly.	4.76	A	4.67	A	4.68	A
10. Teachers promote the idea that intelligence and ability are a function of each student's effort and application and are not fixed. The primary emphasis is placed on the process over the product.	4.78	A	4.72	A	4.73	A
Interpersonal Relationship						
1. The school welcomes all parents' and students' concerns.	4.94	A	4.81	A	4.83	A
2. The school communicates regularly with stakeholders, including invitations to attend critical events.	4.88	A	4.71	A	4.73	A
3. Service-learning efforts are regular, promoting student learning and positive community relations.	4.88	A	4.72	A	4.74	A
4. Parents and stakeholders work for the school's best interests such as Brigada Eskwela.	4.94	A	4.76	A	4.78	A
5. Teachers commonly collaborate on matters of teaching.	4.88	A	4.71	A	4.73	A
6. Teachers approach problems as a team/collective.	4.84	A	4.65	A	4.67	A
7. Teachers are typically constructive when speaking of each other and administrators.	4.73	A	4.68	A	4.69	A
8. Teachers and students respect each other's differences in gender, race, and culture.	4.86	A	4.75	A	4.76	A
9. Teachers have the time and interest to commune with one another and feel isolated.	4.76	A	4.59	A	4.61	A
10. Teachers feel a collective dissatisfaction with the status quo and find ways to take action to improve.	4.65	A	4.57	A	4.58	A
Leadership and Decisions						
1. The school has a shared vision and mission among all staff members.	4.96	A	4.76	A	4.79	A
2. Faculty and staff are encouraged to develop a sense of shared values.	4.92	A	4.75	A	4.77	A
3. The school's decision is always grounded on its core values and mission.	4.96	A	4.73	A	4.76	A
4. Leadership shown in school is in tune with the needs of students and the community.	4.96	A	4.75	A	4.78	A
5. School administrators involve teachers and stakeholders in decision-making and problem-solving.	4.86	A	4.67	A	4.70	A
6. Teachers understand and use a transparent system for prioritizing needs and have a highly functioning team for shared decision-making.	4.86	A	4.67	A	4.70	A
7. Faculty and staff have high trust and respect for leadership.	4.88	A	4.69	A	4.72	A
8. Teachers and school administrators demonstrate high accountability and find ways to actualize the decision.	4.94	A	4.70	A	4.73	A
9. Teachers believe leadership is systematic and integral to the school's strategy for progress and excellence.	4.92	A	4.74	A	4.76	A
10. Leadership is in tune with the school community members' experience and expectations of the quality of the school climate.	4.88	A	4.73	A	4.75	A

Regarding the perception of the school head respondents regarding leadership and decisions, the table shows that they had a higher mean rating than teacher respondents, as manifested by the means ranging from 4.86 to 4.96 and 4.67 to 4.76, respectively. However, both groups of respondents rated all the dimensions of leadership and decision climate as "always", given by the sub-mean of 4.91 and 4.72, with an overall grand mean of 4.75. Hence, the school has always observed the different aspects and indicators of leadership and decision climate.

The result is parallel with the study of De Los Santos (2019), where the level of school climate is high regarding working conditions and leadership, homeschool relationship, instructional focus, physical environment, and safety among the public secondary schools in Iloilo City and Passi City. It can be inferred further that the school had maintained a positive school climate despite the threat and effect of the pandemic in the educational sector. Given the widespread adaptation that teachers needed in a short period, the internal, inter-personal and external factors that affected teacher resilience and variables such as institutional support, peer support, and student support are modeled as coping mechanisms during the pandemic and have been considered contributory to the maintenance of positive climate despite the effect of COVID-19 (Raghunathan et al., 2022).

Difference in the Perception of the School Heads and Teachers about the Culture of Secondary Schools in Isabela in the New Normal

Table 4 revealed significant differences in the perception of the two groups of respondents as indicated by the Z scores from 2.30 to 3.17, with significance levels of less than 0.05 along professional collaboration. However, school administrators always believed compared to teachers on the existence and practice of professional collaboration during the pandemic.

*Table 4. Difference in the Perception of the School Heads and Teachers about the Culture of Secondary Schools in Isabela in the New Normal (*Significant, ^{ns}Not Significant)*

DIMENSIONS	Z	Sig.
Professional Collaboration		
1. Teachers and staff discuss instructional strategies and curriculum issues	1.29 ^{ns}	0.20
2. Teachers and staff work together to develop the school schedule	2.30 *	0.02
3. Teachers and staff are involved in the decision-making process about materials and resources.	2.86 *	0.00
4. The student behavior code results from collaboration and consensus among staff.	3.17 *	0.00
5. The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.	3.01 *	0.00
Affiliative Collegiality		
1. Teachers and staff tell stories of celebrations that support the school's values.	2.65 *	0.01
2. Teachers and staff visit/talk/meet outside of the school to enjoy each other's company	2.41 *	0.02
3. Our school reflects a true "sense" of community.	2.77 *	0.01
4. Our school schedule reflects frequent communication opportunities for teachers and staff	2.15 *	0.03
5. Our school supports and appreciates the sharing of new ideas by staff members.	2.24 *	0.03
6. There is a habit of celebrating holidays and special events and recognizing of goal attainment of every school member.	2.65 *	0.01
Self-determination/Efficacy		
1. When there is a problem in our school, the faculty and staff prevent it rather than react and repair it.	1.58 ^{ns}	0.11
2. School members are interdependent and value each other.	2.57 *	0.01
3. Members of our school community look for alternatives to problems/issues rather than doing the same thing that we have always done.	1.85 ^{ns}	0.06
4. Members of our school community seek to define the problem/issue rather than blame others.	2.17 *	0.03
5. Rather than waiting for supervisors to tell them what to do, the school staff can make instructional decisions.	3.33 *	0.00
6. People work here because they enjoy and choose to be here.	2.23 *	0.03

The finding parallels the study of Markow and Pieteres (2009), where teacher collaboration varies widely between schools, which implies that it varies among school heads and teachers. An indication that there is no constant description and perception of the collaboration status of school workers. More so, Cabrera (2011) stated that school principals are the primary shapers of school culture because they connect daily with other teachers, their students, and parents. The diverse perspectives on instructional practices gained from students and parents provide teachers with rich, ongoing feedback. No school can improve unless it has a culture supporting improvement, collaboration, and a shared vision for its goal. Further, a school's culture will positively affect an evaluation system focusing on collaboration among teachers' and principals' reflective practices and students' learning.

Regarding affiliative collegiality, the Z-scores of 2.15 to 2.77 and significant values ranging from 0.01 to 0.03, which is less than 0.05, indicate a significant difference in the perception of the two groups of respondents. As reflected, there is a higher mean rating from school head respondents, which ranges from 4.41 to 4.80, than the teacher respondents, with mean ratings ranging from 4.07 to 4.52. The same result has been found regarding self-determination /efficacy. The Z scores of 2.17 to 3.33, with significance levels ranging from 0.00 to 0.03, show significant differences in the respondents' perceptions. However, no significant difference has been observed regarding the culture that when there is a problem in their school, the faculty and staff prevent it rather than react and repair it. School community members look for alternatives to problems/issues rather than doing the same thing they have always done, as indicated by the Z score of 1.58 and 1.85 with significance values of 0.11 and 0.06.

The results have led to the rejection of the null hypothesis. Further, it showed that despite a significant difference in the respondent's perception, both groups had rated that the school culture had always been observed as the new normal. This is connected with the study of Magnaye (2010), where it was found that public secondary school principals performed very satisfactorily in their roles, contributing to the development and maintenance of positive school culture. It is further implied that a principal who can bring the faculty and staff together can bring the school to success as perceived by teachers and students.

Difference in the Perception of the School Heads and Teachers about the Climate of Secondary Schools in Isabela in the New Normal.

Table 5 reveals the difference in the perception of the school heads and teachers about the climate of secondary schools in Isabela in the new normal regarding safety, environment, assessment, and learning. As seen in the table, the Z values of 0.09 to 1.55 with significance levels greater than 0.05 in terms of safety climate led to the acceptance of the null hypothesis, which states that there is no significant difference in the perception of school heads and teachers on the climate of secondary schools in Isabela in the new normal in terms of safety. Hence, the school head and teacher-respondents had the same perception of the school climate regarding safety.

Regarding the difference in the perception of the two groups of respondents regarding the environment climate, the table further shows that the Z values range from 1.97 to 2.60 with significance values less than 0.05. The school head respondents gave a significantly higher mean rating of 4.84, 4.90, 4.90, and 4.88 or "always," indicating that they were more convinced that there is no sign of threat inside and outside of the school premise, that the school consistently enforces the code of conduct of teachers and students, that the school is open to all stakeholders for a dialogue on any teaching-related matters including physical facilities development and that students and parents feel welcome and comfortable in talking to teachers and designated peer counselors.

On the other hand, the Z values from 0.92 to 1.87 with significance levels greater than 0.05. Hence, the school head and teacher-respondents do not differ in perception that the school is welcoming to outsiders, clean, and facilities are in good condition. The same perception has also been given that students feel like they are part of the school community and working toward collective goals. Moreover, both respondents have agreed that students and parents speak about the school in proud, favorable terms and that teachers have adequate resources of learning materials that can be used to strengthen instructional roles.

On the aspect of assessment and learning, one item has been observed that shows a significant difference in the respondents' perception. The Z score of 2.08 and significance value of 0.04 indicates that the group of respondents differs in the perception that students learn to work collaboratively and as team members on their tasks. It is further revealed that the school head-

respondents had a mean rating of 4.80 which is significantly higher than the teacher-respondents with a mean of 4.62, hence, the rejection of the null hypothesis. Meanwhile, the Z values ranging from 0.57 to 1.73 and significant values greater than 0.05 show no significant difference in the respondents' perception; therefore, it can be claimed that both groups equally believed in the other aspects of the assessment and the learning climate of schools.

*Table 5. Difference in the Perceptions of the School Heads and Teachers about the Climate of Secondary Schools in Isabela in the New Normal in terms of Safety, Environment and Assessment and Learning (*Significant, ^{ns}Not Significant)*

DIMENSIONS		Z	Sig.
Safety			
1.	The school requires visitors to sign in before going inside the school premise.	1.41 ^{ns}	0.16
2.	The school is safe both inside the buildings and on the grounds.	1.55 ^{ns}	0.12
3.	The school has emergency kits and phones with helpline numbers visible in every corner of the school.	0.97 ^{ns}	0.33
4.	There is the availability of resources, both human (counselors) and physical, to cope with safety challenges.	0.62 ^{ns}	0.54
5.	The school promotes programs to develop a sense of community/social integration among students	1.18 ^{ns}	0.24
6.	The school has a program that involves parents' help in maintaining school discipline.	0.96 ^{ns}	0.34
7.	There is good coordination between the school and local emergency services, such as firefighters and police and nearby hospitals, in planning for emergencies.	0.09 ^{ns}	0.93
8.	The school involves students in resolving behavioral and disciplinary problems such as conflict resolution or peer mediation.	0.09 ^{ns}	0.93
9.	Training is provided to staff on school safety policies and procedures.	1.09 ^{ns}	0.27
10.	The school has a written plan that describes procedures to be performed during unexpected crises such as pandemics.	1.33 ^{ns}	0.18
Environment			
1.	The school's surrounding is welcoming to outsiders.	1.87 ^{ns}	0.06
2.	There is no sign of threat inside and outside the school premise.	2.60 *	0.01
3.	The school environment is clean, and the facilities are in good condition.	1.50 ^{ns}	0.13
4.	Students feel as though they are part of the school community.	1.65 ^{ns}	0.10
5.	Students feel as though they are working toward collective goals.	1.61 ^{ns}	0.11
6.	Students and parents speak about the school in proud, favorable terms.	1.63 ^{ns}	0.10
7.	The school consistently enforces the code of conduct of teachers and students.	2.37 *	0.02
8.	The school is open to all stakeholders for a dialogue on any teaching-learning-related matters, including physical facilities development.	1.97 *	0.05
9.	Teachers have adequate resources of learning materials that can be used to strengthen instructional roles.	0.92 ^{ns}	0.36
10.	Students and parents feel welcome and comfortable talking to teachers and designated peer counselors.	2.12 *	0.03
Assessment and Learning			
1.	Teachers are responsive to varying learning styles.	1.65 ^{ns}	0.10
2.	The grading is focused on both the result and the process.	0.73 ^{ns}	0.46
3.	Instruction is dynamic, involving, learner-centered, and challenging.	0.57 ^{ns}	0.57
4.	Learning targets for assessments are clear and attainable for learners.	1.73 ^{ns}	0.08
5.	Instructions or Assessments promote students' sense of responsibility for learning.	0.78 ^{ns}	0.44
6.	Students learn to work collaboratively and as team members on their tasks.	2.08 *	0.04
7.	Students are given systematic opportunities to reflect on their learning progress.	1.03 ^{ns}	0.30
8.	Students are viewed as the primary users of assessment information, and assessment is used to inform the learning process rather than to punish or shame students.	1.55 ^{ns}	0.12
9.	With the various strategies and interventions, students consistently feel they are learning the subjects thoroughly.	1.00 ^{ns}	0.32
10.	Teachers promote the idea that intelligence and ability are a function of each student's effort and application and are not fixed. The primary emphasis is placed on the process over the product.	0.63 ^{ns}	0.53

Difference in the Perceptions of the School Heads and Teachers about the Climate of Secondary Schools in Isabela in the New Normal in terms of Interpersonal Relationships and Leadership and Decisions

Table 6 shows the difference in the perception of the school heads and teachers about the climate of secondary schools in Isabela in the new normal in terms of interpersonal relationships and leadership, and decisions. The Z values ranging from 2.02 to 2.64 with significance values of less than 0.05 indicate that the two groups of respondents' perceptions have significant differences. This means rejection of the null hypothesis. The school head respondents have shown significantly higher ratings than the teacher respondents, who rated from 4.84 to 4.94. Hence, they further observed that the school welcomes all parents' and students' concerns and communicates regularly with

stakeholders, including invitations to attend critical events. Similarly, service-learning efforts are regular, promoting student learning and positive community- relations; parents and other stakeholders work for the best interest of schools, such as Brigada Eskwela and others, teachers commonly collaborate on teaching matters, and teachers approach problems as a team/collective.

On the other hand, the Z values of 0.37 to 1.72 with significance values of greater than 0.05 led to the conclusion that the two groups of respondents have comparable perceptions that teachers are typically constructive when speaking of each other and administrators, teachers and students respect each other's difference on gender, race, culture, etc., teachers have the time and interest to commune with one another, and feel very little isolation, and that teachers feel a collective sense of dissatisfaction with status quo, and find ways to take action to improve. In terms of the difference in the perception of the respondents on the school climate in terms of leadership and decisions, the table shows that there is a significant difference in the perception of the respondents as revealed by the Z values ranging from 1.93 to 3.18 and with significance values of less than 0.05. The data shows that the school heads had better observe the aspect of leadership and decisions climate of schools.

*Table 6. Difference in the Perceptions of the School Heads and Teachers about the Climate of Secondary Schools in Isabela in the New Normal in terms of Interpersonal Relationships and Leadership and Decisions (*Significant, ^{ns}Not Significant)*

DIMENSIONS	Z	Sig.
Interpersonal Relationship		
1. The school is welcoming to all parent's and students' concerns.	2.09 *	0.04
2. The school communicates regularly with stakeholders, including invitations to attend critical events.	2.17 *	0.03
3. Service-learning efforts regularly promote student learning and positive community relations.	2.02 *	0.04
4. Parents and stakeholders work for the school's best interests, such as Brigada Eskwela.	2.64 *	0.01
5. Teachers commonly collaborate on matters of teaching.	2.14 *	0.03
6. Teachers approach problems as a team/collective.	2.15 *	0.03
7. Teachers are typically constructive when speaking of each other and administrators.	0.37 ^{ns}	0.71
8. Teachers and students respect each other's differences in gender, race, and culture.	1.51 ^{ns}	0.13
9. Teachers have the time and interest to commune with one another and feel little isolation.	1.72 ^{ns}	0.09
10. Teachers feel a collective dissatisfaction with the status quo and find ways to take action to improve.	0.64 ^{ns}	0.52
Leadership and Decisions		
1. The school has a shared vision and mission among all staff members.	2.87 *	0.00
2. Faculty and staff are encouraged to develop a sense of shared values.	2.24 *	0.03
3. The school's decisions are always grounded on its core values and mission.	3.09 *	0.00
4. Leadership shown in school is in tune with the needs of students and the community.	2.91 *	0.00
5. School administrators involve teachers and stakeholders in decision-making and problem-solving.	1.99 *	0.05
6. Teachers understand and use a transparent system for prioritizing needs and have a highly functioning team for shared decision-making.	2.17 *	0.03
7. Faculty and staff have high trust and respect for leadership.	2.23 *	0.03
8. Teachers and school administrators demonstrate high accountability and find ways to actualize the decision.	3.18 *	0.00
9. Teachers believe leadership is systematic and integral to the school's strategy for progress and excellence.	2.50 *	0.01
10. Leadership is in tune with the school community members' experience and expectations of the quality of the school climate.	1.93 *	0.04

Relationship between the Perceived Culture of Secondary Schools in Isabela in the New Normal and the School Profile

Table 7 shows the relationship between the perceived culture of secondary schools in Isabela in the new normal and the school profile, namely school size and SBM level. As gleaned from the table along the professional collaboration culture, the correlation value of -0.10 with a significance level of 0.03 indicated a significant but indirect relationship. This means that as the number of teachers

decreases, there is a greater chance that teachers and staff are involved in the decision-making process about the materials and resources.

On the other hand, the correlation values from -0.04 to 0.00 with a significance level greater than 0.05 implied that the school profile had no bearing or effect on their perception of the culture of the secondary schools in Isabela, particularly on the discussion of instructional strategies and curriculum issues, working together to develop the school schedule, the student behavior code as a result of collaboration and consensus among staff, the planning and organizational time allotted to teachers and staff being used to plan as collective units/teams rather than as separate individuals.

The School-Based Management level of the schools had also shown no significant relationship with the professional collaboration culture of secondary schools in Isabela, as indicated by the correlation values -0.07 to 0.06 with significance levels greater than 0.05. The result implied that there is no possibility that the school's SBM level of practice had affected the professional collaboration culture of the schools.

*Table 7. Relationship between the Perceived Culture of Secondary Schools in Isabela in the New Normal and the School Profile (*Significant, ^{ns}Not Significant)*

DIMENSIONS	SCHOOL SIZE		SCHOOL SBM LEVEL	
	Corr	Sig.	Corr	Sig.
Professional Collaboration				
1. Teachers and staff discuss instructional strategies and curriculum issues	0.00 ^{ns}	0.93	0.06 ^{ns}	0.23
2. Teachers and staff work together to develop the school schedule	-0.04 ^{ns}	0.41	0.00 ^{ns}	0.95
3. Teachers and staff are involved in the decision-making process about materials and resources.	-0.10 *	0.03	-0.07 ^{ns}	0.11
4. The student behavior code results from collaboration and consensus among staff.	0.00 ^{ns}	0.93	0.06 ^{ns}	0.19
5. The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.	-0.01 ^{ns}	0.76	-0.03 ^{ns}	0.53
Affiliative Collegiality				
1. Teachers and staff tell stories of celebrations that support the school's values.	0.04 ^{ns}	0.37	-0.03 ^{ns}	0.48
2. Teachers and staff visit/talk/meet outside of the school to enjoy each other's company	0.07 ^{ns}	0.11	0.06 ^{ns}	0.16
3. Our school reflects a true "sense" of community.	-0.09 ^{ns}	0.06	-0.01 ^{ns}	0.82
4. Our school schedule reflects frequent communication opportunities for teachers and staff	0.01 ^{ns}	0.88	0.01 ^{ns}	0.84
5. Our school supports and appreciates the sharing of new ideas by staff members.	-0.07 ^{ns}	0.15	-0.01 ^{ns}	0.83
6. There is a habit of celebrating holidays, special events and recognition of goal attainment of every school member.	0.03 ^{ns}	0.46	0.01 ^{ns}	0.98
Self-determination/Efficacy				
1. When there is a problem in our school, the faculty and staff prevent it rather than react and repair it.	-0.03 ^{ns}	0.47	0.08 ^{ns}	0.07
2. School members are interdependent and value each other.	-0.06 ^{ns}	0.20	0.03 ^{ns}	0.52
3. Members of our school community look for alternatives to problems/issues rather than doing the same thing that we have always done.	0.00 ^{ns}	0.93	0.02 ^{ns}	0.65
4. Members of our school community seek to define the problem/issue rather than blame others.	-0.03 ^{ns}	0.51	0.01 ^{ns}	0.87
5. Rather than waiting for supervisors to tell them what to do, the school staff can make instructional decisions.	-0.05 ^{ns}	0.29	0.02 ^{ns}	0.63
6. People work here because they enjoy and choose to be here.	0.01 ^{ns}	0.86	0.06 ^{ns}	0.21

In terms of affiliative collegiality, the correlation values from -0.09 to 0.07 for the school size and correlation values of -0.03 to 0.06 for the school SBM level with significance levels greater than 0.05 indicated that there is no tendency that the perceived culture of secondary schools in Isabela would be affected by the school size and level of practice of their School-Based Management. The same result was found when looking at the relationship between the school SBM level and self-determination/efficacy culture, indicated by the correlation values of 0.01 to 0.08 (Sig. >0.05).

The result implies that the school climate has been established in the secondary schools in Isabela; thus, it was not affected by any external factor such as the school size and SBM level. However, the finding is opposite to the study of Salfi and Saeed (2007), which showed a significant correlation

between school size, school culture, and school size and students' achievement. Small schools revealed positive culture and performed better than medium and large ones. This implies that the policymakers may improve school culture by bringing schools to a reasonable size, which may improve the student's achievement.

Relationship between the Perceived Climate of Secondary Schools in Isabela in the New Normal and the School Profile.

As gleaned in the table, the correlation values of -0.08 to 0.08 with significance levels greater than 0.05 indicated no significant relationship between the safety climate dimensions and school size. This means there is no possibility that the school size could affect the safety climate of schools. Additionally, the correlation value of 0.10 with a significance level of 0.03 indicates a significant and direct correlation that there is a likelihood that school size could affect their perception of providing training to staff on school safety policies and procedures.

Table 8. Relationship between the Perceived Climate of Secondary Schools in Isabela in the New Normal in terms of Safety and Environment and the School Profile (*Significant, ^{ns}Not Significant)

DIMENSIONS	SCHOOL SIZE		SCHOOL SBM LEVEL	
	Corr	Sig.	Corr	Sig.
Safety				
1. The school requires visitors to sign in before entering the premises.	-0.05 ^{ns}	0.27	0.01 ^{ns}	0.92
2. The school is safe both inside the buildings and on the grounds.	-0.08 ^{ns}	0.11	0.04 ^{ns}	0.44
3. Schools have emergency kits and phones with helpline numbers visible in every corner of the school.	0.02 ^{ns}	0.60	0.04 ^{ns}	0.37
4. There is the availability of resources, both human (counselors) and physical, to cope with safety challenges.	0.07 ^{ns}	0.14	0.03 ^{ns}	0.50
5. The school promotes programs to develop a sense of community/social integration among students	-0.02 ^{ns}	0.63	-0.01 ^{ns}	0.87
6. The school has a program that involves parents' help in maintaining school discipline.	-0.01 ^{ns}	0.88	0.02 ^{ns}	0.69
7. There is good coordination between the school and local emergency services, such as firefighters and police, and nearby hospitals, in emergency planning.	0.06 ^{ns}	0.18	0.02 ^{ns}	0.62
8. The school involves students in resolving behavioral and disciplinary problems such as conflict resolution or peer mediation.	0.08 ^{ns}	0.08	0.01 ^{ns}	0.78
9. Training is provided to staff on school safety policies and procedures.	0.10 *	0.03	0.04 ^{ns}	0.39
10. The school has a written plan that describes procedures to be performed during unexpected crises such as pandemics.	0.04 ^{ns}	0.44	0.02 ^{ns}	0.65
Environment				
1. The surrounding school is welcoming to outsiders.	0.03 ^{ns}	0.55	0.07 ^{ns}	0.15
2. There is no threat inside and outside the school premises.	-0.08 ^{ns}	0.08	-0.01 ^{ns}	0.83
3. The school environment is clean, and the facilities are in good condition.	0.00 ^{ns}	0.99	0.05 ^{ns}	0.34
4. Students feel as though they are part of the school community.	-0.11 *	0.02	-0.02 ^{ns}	0.74
5. Students feel as though they are working toward collective goals.	-0.03 ^{ns}	0.59	-0.02 ^{ns}	0.74
6. Students and parents speak about the school proudly and favorably.	0.01 ^{ns}	0.85	0.02 ^{ns}	0.63
7. The school consistently enforces the code of conduct of teachers and students.	-0.07 ^{ns}	0.17	0.01 ^{ns}	0.91
8. The school is open to all stakeholders for a dialogue on any teaching-learning-related matters, including physical facilities development.	-0.05 ^{ns}	0.32	0.01 ^{ns}	0.91
9. Teachers have adequate resources of learning materials that can be used to strengthen instructional roles.	0.02 ^{ns}	0.72	0.02 ^{ns}	0.65
10. Students and parents feel welcome and comfortable talking to teachers and designated peer counselors.	-0.05 ^{ns}	0.26	0.01 ^{ns}	0.76

On the other hand, the correlation values from -0.01 to 0.04 with significance levels greater than 0.05 revealed no significant relationship between the perceived climate of secondary schools in Isabela in the new normal in terms of safety and the school SBM level. In terms of the environmental climate, the correlation value of -0.11 with a significance level of 0.02 manifested a significant but indirect relationship showing that as the school size becomes more considerable, there is a tendency that the students would feel less as part of the school community. Other indicators of the environmental climate of the schools have shown no relationship to their size. The exact relationship had been shown regarding the correlation of the perceived environment climate and the school's SBM level as indicated by the correlation values of -0.02 to 0.07 with significance levels greater than 0.05

Table 9 shows the relationship between the perceived climate of secondary schools in Isabela in the new normal regarding assessment and learning and interpersonal relationship and the school profile. It can be deduced from the table that the correlation value of -0.11 with a significance level of 0.03 shows a significant but indirect relationship revealing that as the school size gets more significant, there is a tendency that the grading is less focused on both the result and process. On the other hand, the correlation values ranging from -0.11 to 0.02 with significance levels greater than 0.05 implied that the school size does not bear on the perception of the other dimensions of assessment and learning climate. The same finding had been revealed regarding schools' assessment and learning climate and the SBM level profile. This implied that there is no possibility that the perceived climate could be affected by each school's SBM level of practice.

*Table 9. Relationship between the Perceived Climate of Secondary Schools in Isabela in the New Normal in terms of Assessment and Learning and Interpersonal Relationship and the School Profile (*Significant, ^{ns}Not Significant)*

DIMENSIONS	SCHOOL SIZE		SCHOOL SBM LEVEL	
	Corr	Sig.	Corr	Sig.
Assessment and Learning				
1. Teachers are responsive to varying learning styles.	-0.09 ^{ns}	0.07	-0.01 ^{ns}	0.89
2. The grading is focused on both the result and the process.	-0.11 *	0.03	0.00 ^{ns}	1.00
3. Instruction is dynamic, involving, learner-centered, and challenging.	0.00 ^{ns}	0.94	0.05 ^{ns}	0.34
4. Learning targets for assessments are clear and attainable for learners.	-0.03 ^{ns}	0.59	0.01 ^{ns}	0.89
5. Instructions or Assessments promote students' sense of responsibility for learning.	-0.05 ^{ns}	0.28	0.03 ^{ns}	0.55
6. Students learn to work collaboratively and as team members on their tasks.	-0.04 ^{ns}	0.37	0.01 ^{ns}	0.94
7. Students are given systematic opportunities to reflect on their learning progress.	0.02 ^{ns}	0.64	0.07 ^{ns}	0.17
8. Students are viewed as the primary users of assessment information, and assessment is used to inform the learning process rather than to punish or shame students.	-0.05 ^{ns}	0.27	0.03 ^{ns}	0.59
9. With the various strategies and interventions, students consistently feel they are learning the subjects thoroughly.	-0.06 ^{ns}	0.23	0.03 ^{ns}	0.56
10. Teachers promote the idea that intelligence and ability are a function of each student's effort and application and are not fixed. The primary emphasis is placed on the process over the product.	-0.09 ^{ns}	0.08	-0.01 ^{ns}	0.76
Interpersonal Relationship				
1. The school is welcoming to all parent's and students' concerns.	-0.13 *	0.01	0.02 ^{ns}	0.69
2. The School communicates regularly with stakeholders, including invitations to attend critical events.	-0.13 *	0.01	-0.02 ^{ns}	0.74
3. Service-learning efforts regularly promote student learning and positive community relations.	-0.06 ^{ns}	0.23	-0.03 ^{ns}	0.54
4. Parents and stakeholders work for the school's best interests, such as Brigada Eskwela.	-0.15 *	0.00	-0.01 ^{ns}	0.91
5. Teachers commonly collaborate on matters of teaching.	-0.08 ^{ns}	0.10	-0.08 ^{ns}	0.09
6. Teachers approach problems as a team/collective.	-0.08 ^{ns}	0.08	-0.13 ^{ns}	0.01
7. Teachers are typically constructive when speaking of each other and administrators.	-0.06 ^{ns}	0.22	0.01 ^{ns}	0.95
8. Teachers and students respect each other's differences in gender, race, and culture	-0.11 *	0.02	-0.01 ^{ns}	0.85
9. Teachers have the time and interest to commune with one another and feel little isolation.	-0.07 ^{ns}	0.14	-0.07 ^{ns}	0.15
10. Teachers feel a collective dissatisfaction with the status quo and find ways to take action to improve.	-0.04 ^{ns}	0.39	-0.08 ^{ns}	0.10

To effect classroom changes, teachers need support from the school and the district to assist them in developing more effective pedagogical approaches (Leithwood & Menzies, 1998). One key aspect of SBM that promote improved teaching and learning includes: focusing on high-level standards and accountability, emphasizing evaluation and assessment for learning, and ongoing capacity building. In addition, some studies have reported improved teacher motivation as a by-product of their involvement in SBM and decision-making processes. These were off-tangent to the current study, where no significant relationship had been established between schools' assessment and learning climate and their SBM level of practice.

On the other hand, the correlation values of -0.11 to -0.15 with less than 0.05 significance levels show a significant but indirect relationship between the perceived climate and the school size profile where it showed that as the school size is getting bigger, the school is becoming less welcoming to all parents and students concern, the less that the school send out regular communication to stakeholders, including invitations to attend critical events, less participation that parents and other stakeholders work for the best interest of schools such as for Brigada Eskwela and others, and that teachers and students might be less respectful of each other's difference on gender, race, and culture.

Lastly, Table 10 shows the relationship between the perceived climate of secondary schools in Isabela in the new normal regarding leadership and decisions and the school profile. As indicated in the table, the correlation values from -0.02 to -0.07 with significance levels greater than 0.05 indicate no significant relationship between the school size and the perceived climate of secondary schools. Conversely, the correlation values of -0.11 and -0.05, with significance levels of 0.03 and 0.04, indicated a significant but indirect relationship. This means that there is a possibility that as the school size is getting bigger, the school's way of having a shared vision and mission among all staff members would be often observed and that leadership shown in school is in less tune with the needs of students and the community. However, the correlation values from -0.01 to 0.06 with significance levels greater than 0.05 show no significant relationship has been established between the SBM level and leadership and the decisions climate of schools.

This result indicates that the school SBM level does not have a bearing on the observation and perception of the respondents in determining the extent of the practice of the dimensions of leadership and decision climate. To conclude, the school SBM level profile did not signify any relationship with the culture and climate of secondary schools in Isabela in the new normal. The finding contradicts the study of Tapayan et al. (2016), where the result shows a significant relationship between the level of practices of school-based management and the secondary school implementing units on the K to 12 Program implementation. This shows that before the pandemic came, an established practice among SBM-accredited schools had already been made. They generally focused on four areas: school leadership, school improvement processes, school-based resources, and school performance accountability.

*Table 10. Relationship between the Perceived Climate of Secondary Schools in Isabela in the New Normal in terms of Leadership and Decisions and the School Profile (*Significant, ^{ns}Not Significant)*

DIMENSIONS	SCHOOL SIZE		SCHOOL SBM LEVEL	
	Corr	Sig.	Corr	Sig.
1. The school has a shared vision and mission among all staff members.	-0.11 *	0.03	0.01 ^{ns}	0.95
2. Faculty and staff are encouraged to develop a sense of shared values.	-0.07 ^{ns}	0.12	0.01 ^{ns}	0.98
3. The school's decisions are always grounded on its core values and mission.	-0.05 ^{ns}	0.27	0.03 ^{ns}	0.52
4. Leadership shown in school is in tune with the needs of students and the community.	-0.10 *	0.04	-0.01 ^{ns}	0.90
5. School administrators involve teachers and stakeholders in decision-making and problem-solving.	-0.02 ^{ns}	0.75	0.05 ^{ns}	0.26
6. Teachers understand and use a transparent system for prioritizing needs and have a highly functioning team for shared decision-making.	-0.07 ^{ns}	0.15	0.03 ^{ns}	0.60
7. Faculty and staff have high trust and respect for leadership.	-0.02 ^{ns}	0.67	0.05 ^{ns}	0.33
8. Teachers and school administrators demonstrate high accountability and find ways to actualize the decision.	-0.03 ^{ns}	0.48	0.05 ^{ns}	0.27
9. Teachers believe leadership is systematic and integral to the school's strategy for progress and excellence.	-0.05 ^{ns}	0.27	-0.01 ^{ns}	0.78
10. Leadership is in tune with the school community members' experience and expectations of the quality of the school climate.	-0.03	0.60	0.06 ^{ns}	0.25

CONCLUSION

The respondents had always observed the three aspects of school culture. However, school administrators have shown higher mean ratings than teachers indicating their strong affirmation of the existence and observance of a positive culture among schools differ in their perception of the safety dimension of the school climate because both groups showed a comparable rating of always observed, indicating that the overall safety climate of the school on aspects of school norms, sense of physical safety, and sense of social-emotional security was a common practice. While in terms of environment, assessment and learning, interpersonal relationship, and leadership decisions climate, school head-respondents have shown a higher mean rating than teachers, leading to a significant difference in their perception. However, it is still concluded that the school's physical surroundings and connectedness and engagement were always observed, support for social and civic learning took place, respect for diversity and social support were present, and leadership and decisions are still evident among schools. Regarding the relationship of the school profile to the school culture and climate in the new normal, the school's SBM level did not show any relationship with any of the dimensions of the school culture and climate. This suggested that the respondents' perceptions were independent of the SBM level of

practice. However, identifiable dimensions of school culture and climate have a significant and both direct and indirect correlation.

RECOMMENDATION

Since the findings of this study revealed that the perceptions of school heads and teachers did not fully affirm the observation and practice of the school culture and climate of public secondary schools in Isabela in the new normal, the following are recommended. School heads may consider including teachers in material and resource decisions, and equip them to work interdependently with each other, examine the time allotted to teachers and staff for planning and organization for sound group decision-making, consider making it a culture to celebrate events that would improve rapport with one another, provide training focusing on valuing each other and being interdependent to develop oneself and camaraderie among, and allow teachers to make instructional decisions. Alternatively, teachers may collaborate with the stakeholders to strengthen their relationships with community members to gain support in resolving any; and conduct a program outside of school hours to enjoy each other's company in addition to formal training.

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