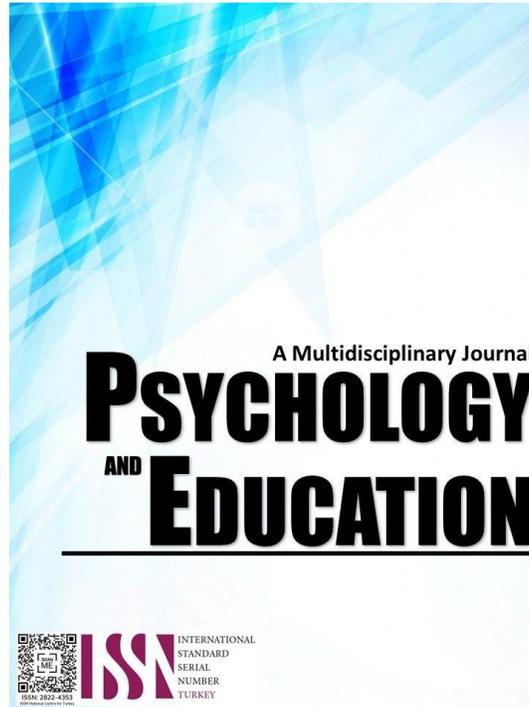


**SCHOOL COMMUNITY CONVENIENCE AND EDUCATIONAL CLIMATE AS  
PREDICTORS OF SCHOOL'S PERFORMANCE: BASES FOR A PROPOSED  
THRIVING TOGETHER: ELEVATE, ENGAGE, EXCEL PROGRAM**



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## School Community Convenience and Educational Climate as Predictors of School's Performance: Bases for a Proposed Thriving Together: Elevate, Engage, Excel Program

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### Abstract

This study aimed to determine the common school community convenience and educational climate as predictors of school performance. The study employed a quantitative descriptive correlational design. In selecting the respondents, Stratified Sampling was used. Thus, the respondents were 135 learners from A. Biscayda Elementary School (ABES). Data revealed that the common school community was neither agreed nor disagreed regarding classroom structure. In contrast, school facilities and equipment was agreed, and safety and security provide was strongly agreed. Within the common educational climate, a dynamic or fluid state was observed in positive and nurturing environments, safety and discipline, and parental engagement. Moreover, the school performance level was excellent in enrollment, retention, and graduation, good in transition and drop-out rates, and satisfactory in participation, completion repetition, cohort visual, and promotional rates. On the other hand, a significant relationship was found between school community convenience and school performance, as well as between educational climate and school performance. Similarly, classroom structure, equipment, and facilities emerged as significant predictors of school performance. Additionally, positive and nurturing environments, safety and discipline, and parental engagement were significant predictors of school performance. Thus, the data suggests that enhancing classroom structure, facilities, safety, and parental engagement can significantly boost school performance outcomes.

**Keywords:** *educational management, Arabic Language, Islamic Values Education, Muslim learners, Philippines*

### Introduction

Addressing the connection between school community convenience and educational atmosphere is a significant global challenge today. Difficulties like economic inequality and access restrictions brought on by remote locations make it imperative that school community convenience be given priority. Promoting inclusion in school requires both the equitable provision of access and the integration of technology. Additionally, acknowledging schools as essential components of larger communities highlights the significance of active participation in customizing educational programs to meet local requirements (Aldridge & McChesney, 2018; Cayubit, 2022).

However, the strategic location and conducive learning environment contribute to effective teaching and engaged student learning, while community involvement and support enhance educational resources. The positive impact on teacher and student morale, coupled with effective resource allocation, further solidifies the significance of these factors. The enduring impact on students, preparing them for higher education and future careers, highlights the role of school community convenience and educational climate as predictors of long-term success. This relationship forms a positive feedback loop, reinforcing the importance of recognizing and prioritizing these elements for sustained high performance in educational institutions (Barrett et al., 2019).

Similarly, school community convenience—including accessible facilities, reliable equipment, and supportive resources—enhances the school's operational efficiency and students' access to educational resources. A positive educational climate, characterized by safety, discipline, and nurturing relationships, contributes to a supportive atmosphere that encourages engagement, motivation, and resilience among students and staff. These factors create an environment conducive to learning, directly linked to improved school performance indicators like retention, graduation rates, and academic achievement (Aldridge & McChesney, 2018).

Additionally, the DepEd Manual on School Facilities is a comprehensive guide focusing on creating an optimal learning environment in the Philippine education system. Prioritizing safety, inclusivity, and sustainability can provide guidelines for resource allocation, community engagement, and flexibility in facility planning. It emphasizes adherence to legal and regulatory requirements, promoting a holistic approach to school facilities management to ensure a conducive atmosphere for quality education in the Philippines (Cruz & Ormilla, 2022).

However, despite extensive research on factors influencing school performance, there still needs to be a gap in understanding the specific roles of school community convenience and educational climate as combined predictors of academic outcomes. Most studies have individually explored either environmental convenience, such as access to facilities, or the educational climate, including safety and discipline, but have yet to sufficiently examine how these elements impact retention, graduation rates, and academic success. This gap suggests a need for research investigating the interactions between these variables to provide a more comprehensive view of how they contribute to school performance.

Thus, the urgency of this study was driven by the immediate need for actionable insights that educational leaders could use to address ongoing challenges, such as retention and graduation rates, within increasingly diverse and resource-strained school environments. With growing accountability pressures and rising expectations for school performance, it was essential to identify factors that could

create supportive, accessible, and motivating environments for students and staff alike.

Considering the aforementioned concerns and observations, this study aimed to describe and establish a correlation between school community convenience, educational climate, and the learners' performance of intermediate pupils in A. Biscayda Elementary School (ABES) during the school year 2022-2023.

### Research Objectives

The main objective of this study was to determine the relationship between common school community convenience, common educational climate, and the level of learners' performance of the intermediate pupils in A. Biscayda Elementary School (ABES) as the basis for an intervention program during the school year 2022-2023. Specifically, the following objectives were formulated:

1. To determine the common school community convenience in terms of:
  - 1.1. classroom structure;
  - 1.2. school facilities and equipment; and
  - 1.3. safety and security.
2. To determine the common educational climate of the respondents in terms of:
  - 2.1. positive and nurturing environment;
  - 2.2. safety and discipline; and
  - 2.3. parent's involvement.
3. To determine the school's performance in A. Biscayda Elementary School in terms of:
  - 3.1. enrollment rate;
  - 3.2. retention rate;
  - 3.3. participation rate;
  - 3.4. transition rate;
  - 3.5. completion rate;
  - 3.6. graduation rate;
  - 3.7. drop-out rate;
  - 3.8. repetition rate;
  - 3.9. the cohort survival rate; and
  - 3.10. promotional rate.
4. To determine the significant relationship between:
  - 4.1. school community convenience and school's performance
  - 4.2. educational climate and school performance
5. To determine which domain of school community convenience predicts a school's performance.
6. To determine which domain of educational climate predicts a school's performance.
7. To determine what intervention program can be proposed based on the study's findings.

### Methodology

#### Research Design

The study utilized a quantitative, non-experimental research method, explicitly employing a descriptive-correlational approach. The study's objective justified the choice of a quantitative, non-experimental research design to establish relationships between variables and provide a static portrayal of the situation. This design is appropriate for exploring the connections between school community convenience, educational climate, and academic performance. Quantitative research systematically measures variables and enables statistical analysis to ascertain relationships and trends (McBurney & White, 2019).

Similarly, quantitative research design is a systematic and structured methodology employed in research to investigate and analyze numerical data. This approach is characterized by its emphasis on objectivity, measurability, and statistical techniques for data analysis. Researchers following a quantitative design meticulously plan their studies, employing standardized instruments such as surveys or experiments to collect numerical data from participants. Large sample sizes are often utilized to enhance the generalizability of findings to broader populations. The research process is structured from the study's design to data collection, statistical analysis, and the interpretation of results. Statistical methods play a central role, allowing researchers to test hypotheses, identify patterns, and draw conclusions based on numerical evidence (Aiken & West, 2020).

Within the chosen quantitative non-experimental framework, a descriptive-correlational approach was employed. This approach aligned with the study's aim to describe the levels of school community convenience, educational climate, and academic performance while examining potential correlations between these factors. Descriptive research methods enable the systematic description and analysis of existing conditions, while correlational research explores relationships between variables without manipulation. Likewise, this approach provides a basis for understanding the degree of association among the variables, offering valuable insights for future educational interventions.

Moreover, the descriptive-correlational design was suitable as it allowed for examining relationships between variables without manipulating them, aligning with the study's goal of understanding the association between school community convenience, educational climate, and academic performance in A. Biscayda Elementary School during the school year 2022-2023. This design is practical when ethical or practical considerations prevent experimental manipulation. Additionally, it permits the identification of patterns and potential directions for further investigation. Given school settings' complexities and ethical constraints, this design effectively analyzes the relationships between the selected variables (McBurney & White, 2019).

On the other hand, multiple regression analysis is a statistical method used to examine the relationship between a dependent variable and multiple independent variables. In simple linear regression, only one independent variable predicts the dependent variable, whereas in multiple regression, there are two or more independent variables. Multiple regression analysis aims to estimate the coefficients ( $\beta$  values) so that the model best fits the observed data. It involves minimizing the sum of squared differences between the predicted values and the actual values. The resulting regression equation can then be used to make predictions or understand the relative importance of different independent variables in explaining the variation in the dependent variable (Keith, 2019).

### Respondents

The study's respondents were one hundred thirty-five (135) intermediate pupils chosen through proportionate stratified random sampling from a total population of two hundred three (203) intermediate pupils. They were enrolled in A. Biscayda Elementary School during the school year 2022-2023. Slovin's Formula determined the total number of samples from the given population.

The researcher established specific inclusion criteria for the study, encompassing male and female participants within the Grades four to six range—comprising the intermediate pupil cohort. Eligible individuals are those who were actively enrolled at A. Biscayda Elementary School during the academic year 2022-2023. This criterion ensures a focused and targeted selection of participants from the specified grade levels and academic terms, contributing to the study's relevance and coherence.

On the other hand, the study's exclusion criteria were as follows: individuals who do not fall within the specified Grades four to six range, those who were not classified as intermediate pupils, and learners who were not enrolled at A. Biscayda Elementary School during the school year 2022-2023. Participants who withdrew or were absent for an extended study period were also excluded. Additionally, pupils with incomplete academic records or missing parental consent forms were not considered eligible for participation. These criteria ensured the reliability and consistency of the data collected throughout the study.

Nevertheless, respondents had the right to withdraw from the study at any stage without providing a reason. Any respondent who chose to withdraw was assured that their decision would not have any negative consequences or impact on their relationship with the school or program. Furthermore, if any respondents displayed discomfort, distress, or emotional unease during the study, appropriate measures were taken to support and ensure their well-being. Confidentiality was also strictly maintained, ensuring that any data collected prior to withdrawal would not be included in the final analysis unless explicit consent was given.

### Procedure

Before gathering the data, the researcher asked permission from the SDS of General Santos City Division, the PSDS of Conel District, and the principal of A. Biscayda Elementary School through a request letter to conduct the study in the said school. When the request was granted, the researcher asked for help from the teacher-advisers of the intermediate classes to assist her in administering the questionnaires to the intermediate pupils (Aguinis et al., 2021).

The researcher personally distributed the questionnaires to the intermediate pupils. Each respondent was given a copy of the questionnaire. The researcher explained to the respondents how to answer the given material. The respondents were given at least 30 minutes to finish answering the questionnaire. After the given time, the researcher personally retrieved the questionnaires (Zhou et al., 2018).

Data collection was conducted in December 2023, focusing on the average grades of 135 respondents from the 2022–2023 school year, obtained from their respective teachers who maintained the report cards. All gathered data were subjected to statistical analysis at a significance level of 0.05, ensuring the findings were statistically robust and reliable for interpreting the relationships under investigation.

### Data Analysis

Qualitative research used surveys with open-ended All data collected were tested at a 0.05 level of significance.

Mean. This tool was used to determine the respondents' common school community convenience in terms of classroom structure, school facilities and equipment, safety and security, and their common educational climate in terms of a positive and nurturing environment, safety and discipline, and parental engagement.

Percentage. It was used to determine the academic performance level of the intermediate pupils in A. Biscayda Elementary School during the school year 2022-2023.

Pearson r. It was used to determine the significant relationship between the school community convenience and the respondents'

performance and the significant relationship between the quality of education and the respondents' performance.

Regression Analysis. It was used to determine which domain of school community convenience and the domain of educational climate predicts the academic performance of intermediate pupils.

### **Ethical Considerations**

Significant ethical issues play an essential role in gathering data. The ethical considerations in this research were concerned with the proper conduct of the study, confidentiality, and anonymity. The RMMC Ethics and Review Committee's requirements for ethical consideration were adhered to in this study, especially when dealing with the respondents and the data, including but not limited to the following:

**Voluntary Participation.** The respondents were allowed to participate without any plan of repercussion, reparations, or loss of benefits. Following the respondent's explanation of the study's objective, the respondent's rights to contribute to the body of knowledge were carefully considered and anticipated. The respondents in this study were not coerced into taking part. If people got uncomfortable while participating in the study, they could stop.

**Privacy and confidentiality.** Respondents' privacy rights were not violated without their informed agreement under the Data Privacy Act of 2012, which safeguards this fundamental human right. Allowing respondents to omit their names from the survey questionnaire was one technique to maintain privacy and confidentiality in this quantitative study. In addition, confidentiality and privacy were preserved by withholding the informants' personal information, such as their age, gender, occupation, and health conditions. As a result, their identity was kept private for security reasons. Their answers to the survey questionnaire were kept confidential and treated as such.

**Informed consent process.** Given the limitations of the inquiry, potential research volunteers were fully informed of the study's goals, methods, and rewards in the most detailed way conceivable. The fact that the respondents' permission was requested demonstrates that their participation was freely given. It provided respondents with the necessary information and discussed the survey's methodology. The informed consent form required respondents to sign to indicate that they freely chose to participate in the study. The respondents' identities were not listed on the survey form, and their responses were kept private. The respondents were aware that they could withdraw from participating in the study at any time.

**Recruitment.** The respondents were informed of why they had become part of the study. To help the respondents understand what the study was all about, the researcher explained the purpose of the study so that they could infer from the researcher and also view the study's essence. Apart from the letter, the researcher gave the rationale of the research and its significance.

**Risks.** Research was conducted to determine if there was an acceptable positive benefit-risk ratio. This study's need to protect the respondents from significant harm is equally essential. The study prioritized the welfare of the respondents. Furthermore, the respondents were not harmed since their identity was held confidential. Their security and safety were of the utmost concern. As the researcher, I needed to ensure that the respondents were physically, emotionally, and socially ready. In answering the survey questionnaire, the researcher provided the respondents did not feel discomfort or awkwardness.

**Benefits.** This study offers numerous benefits, including an enhanced understanding of the interactions between school community convenience, educational climate, and school performance, which can inform data-driven decision-making for educators and policymakers. By identifying key predictors of academic outcomes, the findings can guide the development of targeted programs that foster inclusive and equitable learning experiences, aligning with Sustainable Development Goal #4. Additionally, the research raises awareness among local educational authorities, empowering them to prioritize improvements in these areas to achieve better outcomes. Furthermore, the study provides a foundation for future research, inspiring further investigations into educational effectiveness and community engagement while improving student support systems that cater to diverse needs.

**Plagiarism.** The study had no trace or evidence of misinterpretation of someone else's work. It was subjected to plagiarism detectors like Grammarly software. As a researcher, one needs to have positive character and integrity, which are associated with moral virtues and values. The researcher must have better knowledge about the paradigm of plagiarism to have a credible research paper. This adherence to academic integrity enhances the credibility of the research and fosters trust among the academic community.

**Fabrication.** The study had no indication or cue of purposive misinterpretation of what had been done. There was no making up of data and results or purposefully putting forward conclusions that were not accurate. The researcher employed and integrated theories related to the information and other inferential concepts. This commitment to integrity ensured that the findings accurately reflected the experiences and perspectives of the participants. Furthermore, the incorporation of relevant theories strengthened the research framework and provided a deeper understanding of the underlying factors influencing the results.

**Falsification.** The study did not purposefully misrepresent the work to fit a model or theoretical expectation and had no evidence of overclaiming or exaggeration. Furthermore, this study needed to adhere more to manipulating the data, which involved formulating statements or disregarding important details, maneuvering materials, tools, or methodologies that would mislead others. All data were accurately recorded, analyzed, and reported to maintain the integrity of the research process. The researcher ensured transparency by

adhering to ethical guidelines and verifying data authenticity at every stage. This commitment to ethical research practices safeguarded the study from bias and ensured the trustworthiness of its findings.

**Conflict of Interest (COI).** The study was free of any indications of a conflict of interest, such as the disclosure of a COI, which is a set of circumstances in which a professional's judgment about a primary interest, like the welfare of participants or the validity of the research, is likely to be influenced by a secondary interest, like monetary or academic gains or recognitions. In addition, the respondents were not coerced into participating in the study by the researcher, who had no control or influence over them.

**Deceit.** The study had no trace of misleading the respondents about any possible danger. There must be a humongous protection of the rights of the participants in any study, especially that they have attained higher education, so balanced and appropriate principles shall be adhered to. The researcher ensured full transparency regarding the purpose, procedures, and potential risks involved in the study to avoid any form of deception. Informed consent was obtained from all participants, emphasizing their autonomy and the voluntary nature of their involvement.

**Permission from Organization/Location.** The researcher of this study followed protocols. Upon receiving the signal from the panelists, the adviser, and the committee of the RMMC ERC, the researcher sought approval from the school division Superintendents for the conduct of the study through a formal letter. After this, the researcher wrote a formal letter addressed to the District Supervisor and principal of the school involved in the study, attaching the school's endorsed letter from the Schools Division Superintendent. The learners who were part of the study were oriented before administering the survey questionnaire.

**Authorship.** Ethical authorship ensures that all individuals contributing substantially to the research are appropriately acknowledged as authors. In contrast, those who did not meet the criteria for authorship were not included. The researcher ensured that the study's results appropriately reflected the contributions of all parties involved and were fair and transparent. Research outputs maintained their credibility and made a fair and transparent contribution to the progress of knowledge by abiding by ethical authoring norms.

## Results and Discussion

The presentation, analysis, and interpretation of the study's data were covered in this chapter.

### The Common School Community Convenience

Table 1 presents the common school community convenience data regarding classroom structure, school facilities and equipment, and safety and security. Mean and ranking were utilized to treat the gathered data.

Data revealed that the common school community convenience in terms of Classroom Structure was the arrangement of seats and in the classroom was appropriate to the class size, with a mean score of 4.7 and a standard deviation of 0.46, indicating an overall perception of strong agreement of providing the convenience of the school community. Also, respondents suggested that features such as proper ventilation and well-lit conditions provided convenience occasionally, hinting at intermittent satisfaction with these aspects. Distractions caused by visuals on the walls were noted to occur in a few instances, suggesting sporadic challenges that might have impacted the learning environment negatively. On a positive note, respondents expressed that a quiet area for reading and individual work was perceived as convenient most of the time, and an organized and clean classroom with clear spaces for activities was perceived to have provided convenience at all times.

Overall, with a total mean score of 3.3 and a standard deviation of 0.55, classroom structure provided convenience. It indicated that while the arrangement of seats in the classroom was highly regarded as appropriate for class size, contributing to a strong sense of convenience within the school community, there were areas requiring attention, such as ensuring consistent proper ventilation and lighting. The occasional distractions from visuals on the walls highlight the need for a more mindful approach to classroom decor that supports rather than hinders learning. However, the positive perceptions of quiet areas for reading and the overall organization and cleanliness of the classroom suggest that when focused on creating structured, organized, and well-maintained learning environments, schools can significantly enhance student convenience and improve educational outcomes. It emphasizes the importance of continuous evaluation and enhancement of classroom structures to ensure an optimal learning environment for all students.

Regarding Safety and Security, the common school community convenience was that the emergency exits and evacuation areas within the school buildings were easily accessible, with a mean of 4.8 and a standard deviation of 0.46, reflecting a prevailing perception of strong agreement of accessibility of emergency exits and evacuation areas provide convenience at all times. Respondents consistently expressed high satisfaction with various aspects of safety and security. The communication of safety and emergency procedures to students, teachers, and staff was deemed adequate at all times, reflecting a strong commitment to keeping the school community well-informed. Effective monitoring of entrances and exits to ensure safety received a high rating, indicating a robust security approach. The visibility of security personnel, including security guards and resource officers, was consistently good, providing convenience at all times. The school's proactive approach to safety was evident in the consistently high ratings for earthquake drills and the offering of various emergency drills, such as fire and bomb threat drills. While the clarity and accessibility of safety procedures, such as fire evacuation routes and emergency contacts, in the classroom were generally positive, there was a slightly less consistent experience, suggesting potential areas for improvement. Overall, a total mean score of 4.6 and a standard deviation of 0.46 indicates a strong

agreement that safety and security provide convenience.

Moving on to School Facilities and Equipment, the typical school community convenience was that the school has an open and safe space for physical activities like sports and games, with a mean of 4.8 and a standard deviation of 0.46, indicating a firm agreement of providing convenience to the school community. Also, respondents have consistently expressed high satisfaction with specific facilities within the school. Notably, providing adequate restrooms and a well-stocked library offered convenience at all times. The availability of a playground for active recess breaks was seen as providing convenience most of the time, indicating a generally positive but slightly less consistent experience. The school's canteen, various healthy food options, and a clinic with a nurse were perceived to provide convenience most of the time, contributing positively to the overall school experience according to past assessments.

Moreover, adequate laboratory equipment for daily lessons offered convenience at all times. However, a notable area of concern emerged regarding the access to computer equipment for learning and research within the school, indicating that this particular aspect has room for improvement and was perceived to provide convenience occasionally based on evaluations. Overall, a total mean score of 4.2 and a standard deviation of 0.49 indicates an agreement that school facilities and equipment provide convenience.

Considering the general weighted mean of 4.03 with a standard deviation of 0.50, which revealed that respondents perceived an agreement that the common school community provides convenience. It suggested a generally positive evaluation of classroom structure, school facilities and equipment, and safety and security measures. Moreover, the high mean score indicated a consistent level of satisfaction among the respondents regarding the overall school environment and its ability to support effective teaching and learning.

Table 1. *The Common School Community Convenience*

INDICATOR	Mean n=135	SD	Description
Classroom Structure	3.3	0.55	Neither agree nor disagree
School Facilities and Equipment	4.2	0.49	Agree
Safety and Security	4.6	0.47	Strongly agree
<b>General Weighted Mean</b>	<b>4.03</b>	<b>0.50</b>	<b>Agree</b>

### The Common Educational Climate

Table 2 presents data on the common educational climate, including a positive and nurturing environment, safety and discipline, and parental engagement. Mean and ranking were utilized to treat the gathered data.

The data provided a comprehensive overview of students' perceptions regarding the common educational climate. The findings revealed that the common educational climate regarding Safety and Discipline, in which students overwhelmingly felt safe and reported minimal bullying or fear, yielded a mean score of 3.9 and a standard deviation of 0.51, indicating a dynamic educational climate. Also, respondents felt safe at school, did not experience bullying, and did not feel afraid of anyone within the school. These responses suggest the school successfully provided its students with a safe and supportive environment. Classroom discipline also garnered a positive response, with students agreeing that their peers listened to the teacher. While not directly related to safety, this aspect of discipline within the classroom contributes to a sense of orderliness and control, which could indirectly impact students' feelings of safety and well-being.

Overall, with a total mean score of 3.8 and a standard deviation of 0.51, safety and discipline indicated a dynamic or fluid educational climate; these findings suggest that the school's commitment to maintaining safety and discipline play a crucial role in creating a conducive learning environment, underscoring the importance of sustaining and further improving these aspects to ensure ongoing student engagement and success.

Regarding a Positive and Nurturing Environment, the common educational climate was that their teachers cared about them and often offered positive affirmations, with a mean of 3.9 and a standard deviation of 0.51, reflecting a dynamic or fluid educational climate, nurturing relationship between teachers and students. It suggests that teachers actively fostered a supportive and encouraging atmosphere within the classroom. Moreover, the school principal's involvement was also acknowledged. The majority of respondents thought that everyday welcomes might be improved, suggesting a dynamic or fluid educational climate and a good rapport between the principal and pupils. Positively, the evidence suggests that learners got a sense of satisfaction and recognition for their academic success, which was essential for sustaining motivation and a feeling of achievement. It implies that the school appreciates and honors academic success, which helped to create a welcoming and encouraging learning atmosphere. Overall, with a mean score of 3.7 and a standard deviation of 0.52, a positive and nurturing environment was a dynamic or fluid educational climate.

Regarding Parental Engagement, the common educational climate was that parents ensured that their children attended school on time, with a mean score of 3.8 and a standard deviation of 0.51, indicating that punctuality was the dynamic or fluid educational climate. Many students reported parental involvement in ensuring homework completion, indicating a supportive home environment. However, there were differences in the extent of parental checking of homework and daily inquiries about school activities, suggesting varying levels of parental oversight. Despite this variability, the moderate parental communication with teachers signifies ongoing collaboration between home and school. Overall, with a mean score of 3.6 and a standard deviation of 0.53, parental engagement was dynamic or fluid in the educational climate.

The results suggest a dynamic or fluid educational climate with a weighted mean of 3.7 and a standard deviation 0.52. This climate fosters a sense of safety, engagement, and encouragement among students, teachers, and parents, ultimately contributing to a more effective and collaborative learning environment. The relatively low standard deviation indicated consistency in responses, suggesting that the participants shared a common perception of the school's educational climate. This positive atmosphere supports meaningful interactions and strengthens relationships within the school community. As a result, it created a conducive environment for academic success and holistic student development.

Table 2. *The Common Educational Climate*

Indicators	Mean n=135	SD	Description
Positive and Nurturing Environment	3.7	0.52	Always agree
Safety and Discipline	3.8	0.51	Always agree
Parental Engagement	3.6	0.53	Always agree
<b>General Weighted Mean</b>	<b>3.7</b>	<b>0.52</b>	<b>Always agree</b>

### The School's Performance

Table 3 provides a comprehensive overview of school performance based on various key indicators.

Data revealed that an enrollment rate of 97% signified the highest level of performance, indicating that the school had surpassed expectations in attracting students to enroll. This high enrollment rate suggested that the school successfully appealed to prospective students and their families, possibly due to a positive reputation, effective marketing strategies, and a welcoming learning environment. With a retention rate of 95%, the school demonstrated the highest level of performance in retaining students from one academic year to the next. This high retention rate indicated that most students chose to continue their education at the school, reflecting positively on the overall student experience, academic quality, and support services provided by the institution.

Additionally, the participation rate of 87%, indicating a satisfactory level, showed opportunities for improvement in engaging students in various activities and initiatives. This moderate participation indicated that some students may have yet to fully participate in the school's extracurricular, co-curricular, or community-based activities. The transition rate of 93% reflected a commendable level of performance, indicating the successful progression of students from one grade level to the next. The reasonable transition rate suggested that the school effectively prepared students for higher grade levels' academic challenges and expectations, ensuring a smooth and seamless transition process.

Moreover, with a completion rate of 88%, the school demonstrated satisfactory performance in ensuring that students successfully finished their educational programs. While most students completed their programs within the expected timeframe, there may have been room for improvement in addressing factors that contributed to incomplete programs or delayed graduation, such as academic support, guidance counseling, and access to resources. The graduation rate of 96% indicated an excellent level of performance, reflecting the school's success in guiding students to complete their education within the expected timeframe. This high graduation rate underscored the effectiveness of the school's academic programs, support services, and interventions in ensuring that students met graduation requirements.

Furthermore, with a drop-out rate of 90%, the school demonstrated a good level of performance in retaining students and minimizing premature exits from the educational system. This relatively low drop-out rate suggested that the school had implemented effective strategies to identify and support at-risk students, address barriers to learning, and promote a positive school culture that fostered student engagement and persistence. The repetition rate of 85% fell within the satisfactory range, indicating that while most students progressed through grade levels without repeating, there was room for improvement in reducing the number of students who needed to repeat a grade. This moderate repetition rate suggested that some students may have required additional academic support, personalized interventions, or differentiated instruction to succeed academically and progress at a pace aligned with their peers.

Similarly, the cohort visual rate of 87% fell within the satisfactory range, indicating that the school's performance in tracking student progress over time was adequate but could have been improved. This moderate cohort visual rate suggested that while the school may have had systems for monitoring student outcomes and identifying trends, there may have been opportunities to enhance data collection, analysis, and utilization to inform decision-making, target interventions, and improve educational outcomes for all students. With a promotional rate of 89%, the school fell within the satisfactory range, indicating that most students were being promoted to the next grade level as expected. However, there may have been some students who needed to meet promotion criteria, suggesting areas for targeted support and intervention to address academic challenges, learning gaps, or other factors affecting student progress.

Overall, the school's performance was categorized as good, with an overall score of 90.7%. It signified that while the school had met expectations across most indicators, there were areas where targeted efforts could further enhance performance and ensure the continued success of its students. Continuous evaluation and feedback from the school community will drive these improvements and foster a culture of excellence. By addressing identified gaps and building on existing strengths, the school can achieve sustained growth and even higher performance outcomes.



Table 3. *The School's Performance*

Indicators	Average	Description
Enrollment Rate	97	Excellent
Retention Rate	95	Excellent
Participation Rate	87	Satisfactory
Transition Rate	93	Good
Completion Rate	88	Satisfactory
Graduation Rate	96	Excellent
Drop-out Rate	90	Good
Repetition Rate	85	Satisfactory
Cohort Visual Rate	87	Satisfactory
Promotional Rate	89	Satisfactory
<b>OVERALL</b>	<b>90.7</b>	<b>Good</b>

**Significant Relationship between School Community Convenience and School Performance**

Table 4 presents the significant relationship between school community convenience and school performance. Pearson's Product Moment Coefficient of Correlation was employed to analyze the gathered data.

Data revealed the correlation between School Community Convenience and School Performance; the analysis involved 133 degrees of freedom, yielding a calculated correlation coefficient (Rxy value) of 0.693. Comparing this to the tabular value of 0.187, the decision was to reject the null hypothesis. It indicates a statistically significant relationship between School Community Convenience and School Performance. The strong positive correlation suggests that improvements in community convenience are likely associated with better school performance.

Table 4. *Significant Relationship between School Community Convenience and School Performance*

Variables	Df	Rxy value n=135		Decision	Analysis
		Computed	Tabular		
School Community Convenience Vs. School's Performance	133	0.693	0.187	Reject null hypothesis	There was a significant relationship.

**Significant Relationship between Educational Climate and School Performance**

Table 5 presents the significant relationship between educational climate and school performance. Pearson's Product Moment Coefficient of Correlation was utilized to handle the gathered data.

Data revealed that the analysis with 133 degrees of freedom resulted in a calculated correlation coefficient of 0.219, surpassing the tabular value of 0.187, resulting in the rejected null hypothesis. Hence, Educational Climate and School Performance had a statistically significant relationship. These outcomes suggest that both School Community Convenience and Educational Climate play a notable role in influencing the overall performance of schools, as indicated by the statistical significance of their relationships in the analysis. Additionally, this highlights the importance of fostering a supportive and well-equipped school environment to enhance student achievement and teacher effectiveness. Schools that prioritized these factors were more likely to create positive learning experiences, which could lead to improved academic outcomes and overall institutional success. Strengthening these areas can also promote a sense of belonging and motivation among students, further driving academic and personal success.

Table 5. *Significant Relationship between Educational Climate and School Performance*

Variables	Df	Rxy value n=135		Decision	Analysis
		Computed	Tabular		
Educational Climate Vs. School's Performance	133	0.219	0.187	Reject null hypothesis	There was a significant relationship.

**The Domain of School Community Convenience that Predicts School's Performance**

Table 6 provides a regression analysis examining the relationship between various factors within the School Community Convenience domain and their impact on the School's Performance. The table includes coefficients (B), t-values, and p-values for each predictor variable.



The findings indicated that Classroom Structure, School Equipment, and Facilities were significant predictors of School Performance. For Classroom Structure, a one-unit increase was associated with a predicted 0.121 unit increase in School Performance, with a t-value of 2.13 and a statistically significant p-value of 0.004. Similarly, School Equipment and Facilities show a one-unit increase linked to a predicted 0.110 unit increase in the School's Performance, supported by a higher t-value of 3.306 and a significant p-value of 0.003. Safety and security, while displaying a positive relationship with the School's Performance, did not reach statistical significance, as indicated by a t-value of 1.017 and a p-value of 0.006.

The overall model demonstrates a moderate strength of the linear relationship between the predictor variables and school performance, with an R-value of 0.628. The coefficient of determination (R-square) was 0.409, indicating that the predictor variables can explain approximately 40.9% of the variability in school performance. The F-value of 101.09, with a p-value of 0.000, underscores the overall statistical significance of the regression model. These results suggest that the predictor variables collectively impact school performance, reinforcing the importance of focusing on these factors in educational planning and policy development. The findings imply that while the model explains a significant portion of the variance, other unexamined factors may also influence school performance and warrant further investigation.

Table 6. *The Domain of School Community Convenience that Predicts the School's Performance*

School Community Convenience	School's Performance		
	B	t-value	p-value
Classroom Structure	.121	2.13	.004
School equipment and Facilities	.110	3.306	.003
Safety and Security	.261	1.017	.006
R	.628		
R-square	.409		
F-value	101.09		
P-value	.000		

**The Domain of Educational Climate that Predicts the School's Performance**

Table 7 presents a regression analysis examining the relationship between variables within the educational climate domain and their impact on school performance. The table includes coefficients (B), t-values, and p-values for each predictor variable.

The findings suggest that a Positive and Nurturing Environment, Safety and Discipline, and Parental Engagement were all significant predictors of the School's Performance. A one-unit increase in Positive and Nurturing Environment was associated with a predicted 0.092 unit increase in the School's Performance, with a t-value of 1.45 and a statistically significant p-value of 0.003. Similarly, a one-unit increase in Safety and Discipline was linked to a predicted 0.244 unit increase in School Performance, supported by a t-value of 2.142 and a significant p-value of 0.005. Parental engagement also shows significance, with a coefficient (B) of 0.398, a t-value of 2.234, and a p-value of 0.005.

The overall model demonstrates a moderate strength of the linear relationship between the predictor variables and school performance, as indicated by an R-value of 0.542. The coefficient of determination (R-square) was 0.513, meaning that the predictor variables can explain approximately 51.3% of the variability in school performance. The F-value of 141.21, with a p-value of 0.000, attests to the overall statistical significance of the regression model. Additionally, the significant F-value reinforces the validity of the model, providing confidence in its ability to inform future educational strategies.

Table 7. *The Domain of Educational Climate that Predicts the School's Performance*

Educational Climate	School's Performance		
	B	t-value	p-value
Positive and Nurturing Environment	.092	1.45	.003
Safety and Discipline	.244	2.142	.005
Parental Engagement	.398	2.234	.005
R	.542		
R-square	.513		
F-value	141.21		
P-value	.000		

The Common School Community Convenience. The common school community neither agreed nor disagreed regarding classroom structure, strongly agreed with school facilities and equipment, and strongly agreed on safety and security.

Data revealed that the common school community disagreed regarding classroom structure. It indicates that while students feel their classrooms are properly ventilated, they express occasional distraction due to visuals on the walls. Notably, the arrangement of seats

receives a low mean score, indicating that students feel the seating setup could have been more appropriate for their class size. On the positive side, quiet areas and an organized, clean environment suggest that students generally appreciate conducive learning spaces. This assumption parallels Brown's (2017), which consistently highlights the significance of physical classroom conditions in shaping students' attitudes and learning experiences. Proper ventilation is recognized as a crucial factor contributing to a conducive learning environment, and students' acknowledgment of this aspect resonates with findings from studies emphasizing the importance of air quality for cognitive performance.

Additionally, students indicate an agreement that school facilities and equipment provide convenience. Adequate restrooms, a well-stocked library, and safe spaces for physical activities receive top rankings. However, computer equipment availability scores lower, indicating a perceived inadequacy. Overall, the mean score reflects a positive perception of having access to quality facilities often. This assumption parallels the study of Payne (2018), who stated that adequate restrooms are a crucial aspect of school facilities, and their favorable ranking is consistent with studies emphasizing the importance of maintaining clean and accessible restroom facilities in educational settings. Research has shown that well-maintained and easily accessible restrooms contribute to students' comfort and can positively impact their overall school experience.

Likewise, students strongly agreed that safety and security within the school provide convenience. Emergency procedures, communications, effective monitoring of entrances and exits, and visibility of security personnel contribute to a high overall mean, signifying a prevailing perception of safety measures. Additionally, easily accessible emergency exits, evacuation routes, and regular emergency drills contribute to a robust safety environment. This assumption parallels the study of Bana and Ramadhani (2019), who consistently supported the idea that effective communication of emergency procedures, monitoring of entrances and exits, visibility of security personnel, easily accessible emergency exits, and regular emergency drills are critical components contributing to a high sense of safety and security within school environments. The combination of these factors can lead to a prevailing perception of safety among students, as reflected in the high overall mean mentioned in the statement.

**The Common Educational Climate.** The typical educational climate was always agreed in a positive and nurturing environment, always agreed in safety and discipline, and always agreed upon parental engagement.

Students overwhelmingly expressed a dynamic or fluid educational climate in Positive and Nurturing environments. They reported a strong sense of care from their teachers, with the majority agreeing that their teachers express concern and positivity. Additionally, there was a notable acknowledgment of the school principal's care for all students. Although there may be slight variations in the consistency of the principal's greetings, the overall impression was of a positive and nurturing educational atmosphere. The inclusion of publicly rewarding or recognizing students for academic success further contributes to the favorable perception within this category.

This assumption aligns with the study of Barrett et al. (2019), which underscores the well-established understanding that positive teacher-student relationships, principal involvement, and public recognition are integral components of a supportive and conducive school environment. These elements collectively create an atmosphere where students feel cared for, motivated, and engaged in learning, ultimately influencing their overall academic success and well-being.

In Safety and Discipline, students overwhelmingly expressed a dynamic or fluid educational climate. They consistently reported feeling safe, with a majority agreeing that the school was secure. Notably, students asserted that they have not experienced bullying and are unafraid of anyone within the school. Acknowledging that students in their class listen to the teacher further contributes to a positive perception of discipline. Overall, it reflects a prevailing sentiment of safety, security, and positive discipline within the school, with responses consistently indicating dynamic or fluid across the category.

This assumption aligns with the study of Altbach (2018), highlighting the crucial role of a safe and disciplined school environment in promoting positive student experiences and academic success. The reported strong sense of safety, the absence of bullying, and the positive perception of discipline indicate that the school has created an environment conducive to learning and well-being. The consistency across the category further underscores the integral role of safety, security, and positive discipline in shaping the overall positive climate within the school. These aspects contribute to an environment where students feel secure, engaged, and supported in their academic and personal development.

In Parental Engagement, students consistently expressed a dynamic or fluid educational climate. Most students indicated that their parents supported their homework completion, regularly checked their homework, asked about their school experiences, ensured punctuality, and occasionally communicated with their teachers. Overall, the survey reflected a strong perception of consistent and positive parental engagement, with responses consistently indicating a high level of agreement across all indicators.

The Parental Engagement category findings align with the study of Rattenborg et al. (2019), emphasizing the positive influence of active parental involvement on student's academic success and well-being. The reported sentiments of students consistently agreeing with parental support for homework, regular homework checks, inquiries about school experiences, emphasis on punctuality, and occasional communication with teachers underscore the importance of a supportive home environment. Existing research supports that such parental engagement positively impacts academic performance, study habits, motivation, and student well-being. The high level of agreement across all indicators reflects the significance of ongoing and positive parent-school partnerships in creating an environment conducive to student success.

The School's Performance. The overall assessment of the school's performance across key indicators revealed that the school was performing well and meeting expectations on the evaluated key performance indicators (KPIs) with generally satisfactory performance in areas such as enrollment, retention, participation, transition, completion, drop-out, repetition, cohort visual progression, and promotional rates. Notably, the school excelled in graduation rates, achieving an excellent rating. This comprehensive evaluation indicates a positive academic environment with successful student progression and completion, reflecting the school's effectiveness in supporting student success.

This assumption parallels the study of Buckman et al. (2021), emphasizing the significance of high graduation rates as a key indicator of a successful school. It consistently indicates that schools with robust graduation rates provide a supportive and effective learning environment. The overall positive assessment reflects the school's commitment to supporting student success and effective progression through their academic journey. It is in harmony with the recognized factors contributing to student success, including effective teaching practices, supportive leadership, positive school culture, and community involvement. This comprehensive evaluation underscores the school's holistic approach to education, contributing to positive student outcomes and creating an environment where students can thrive academically and personally.

**Significant Relationship between School Community Convenience and School Performance.** Based on 135 participants, the analysis revealed a strong positive correlation between School Community Convenience and School Performance. The computed correlation exceeds the tabular critical value, leading to the rejection of the null hypothesis. In summary, a statistically significant relationship indicates that as School Community Convenience improves, the School's Performance has a corresponding positive impact. This finding underscores the importance of a convenient and supportive school community in fostering better overall academic outcomes.

This assumption parallels the study of Al-Kurdi et al. (2020), which consistently emphasizes the positive correlation between a supportive school community and academic success. A convenient and supportive environment can contribute to reduced stress, increased student engagement, and a sense of belonging—all linked to improved academic performance. Additionally, a convenient school community encompasses various factors such as accessible facilities, transportation, and a positive social environment. When these elements are in place, students are more likely to experience a conducive learning environment, contributing to enhanced academic outcomes.

**Significant Relationship between Educational Climate and School's Performance.** Based on responses from 135 participants, the analysis revealed a positive correlation between Educational Climate and School Performance. The computed correlation surpasses the tabular critical value, leading to the rejection of the null hypothesis. In summary, a statistically significant relationship indicates that as the perceived Educational Climate improves, the School's Performance has a corresponding positive impact. It underscores the importance of fostering a positive and nurturing educational environment to achieve better academic outcomes.

This assumption parallels the study of Rudasill et al. (2018), which consistently highlights that a positive educational climate positively influences student achievement. Positive teacher-student relationships, a supportive school culture, and effective classroom management contribute to an environment conducive to learning and academic success. Also, positive teacher-student relationships, a key component of the educational climate, contribute to a positive learning atmosphere. It suggests that when students feel cared for, supported, and respected by their teachers, it enhances their overall learning experience and academic success.

**The Domain of School Community Convenience that Predicts School's Performance.** The findings revealed that Classroom Structure, School Equipment and Facilities, and Safety and Security significantly predict the School's Performance. Each predictor demonstrates a positive association, indicating that improving School Community Convenience corresponds to better performance. The model collectively explains 40.9% of the variability in the School's Performance. The F-value was statistically significant, reinforcing the overall robustness of the regression model. Overall, the results highlight the importance of Classroom Structure, School Equipment and Facilities, and Safety and Security in influencing school performance, providing valuable insights for educators and administrators.

This assumption parallels the study of Berkowitz et al. (2017), which highlights that a well-organized and conducive classroom structure positively influences student engagement, behavior, and academic performance. A clear structure and routine environment create a focused and effective learning atmosphere. Additionally, adequate and well-maintained school equipment and facilities are necessary for creating an optimal learning environment. Schools with sufficient resources, modern technology, and well-equipped facilities provide students with the tools and conditions necessary for academic success.

**The Domain of Educational Climate that Predicts the School's Performance.** Data revealed the results of a regression analysis examining predictors of School Performance within the Educational Climate domain. Positive and Nurturing Environment, Safety and Discipline, and Parental Engagement were evaluated as independent variables. The findings indicate that each of these factors significantly predicts school performance. A positive and nurturing environment, strong safety and discipline, and active parental engagement positively contribute to school performance. The model explains over half of the variability in School Performance, demonstrating its effectiveness. These findings highlight how crucial it is to create a positive learning environment to improve student performance.

This assumption parallels the study of Darling-Hammond and Cook-Harvey (2018), who consistently emphasize the positive impact of a nurturing and positive school environment on various student outcomes. A positive atmosphere, characterized by supportive

teacher-student relationships, encouragement, and a sense of belonging, is linked to improved academic performance, student engagement, and overall well-being. Also, a favorable climate contributes to academic success and students' social and emotional development. A school environment that prioritizes positive interactions, safety, and collaboration sets the stage for comprehensive student growth.

## Conclusions

The conclusions were drawn based on the gathered data.

The common conveniences within the school community, in terms of classroom structure, included arranging seats appropriate to the class size and ensuring strong agreement. Furthermore, concerning school facilities and equipment, a notable convenience was the presence of a library stocked with a plethora of books, allowing students to read and conduct research, ensuring neither agreement nor disagreement. Additionally, regarding safety and security, a common convenience within the school community was the easy accessibility of emergency exits and evacuation routes, ensuring strong agreement.

The common educational climate, characterized by a positive and nurturing environment, was evident in the teachers' care for the learners, fostering a dynamic or fluid educational climate. Similarly, regarding safety and discipline, the common educational climate involved the absence of bullying within the school, contributing to a dynamic or fluid educational climate. Furthermore, concerning parental engagement, the common educational climate was exemplified by parents ensuring their children attended school on time, fostering a dynamic or fluid educational climate.

Moreover, the school performance level was excellent in enrollment, retention, and graduation, good in transition and drop-out rates, and satisfactory in participation, completion repetition, cohort visual, and promotional rates. The school demonstrated exemplary performance and met expectations on the evaluated key performance indicators (KPIs).

On the other hand, a significant relationship was found between school community convenience and school performance, as well as between educational climate and school performance. Both classroom structure and school equipment and facilities emerged as significant predictors of school performance. Additionally, positive and nurturing environments, safety and discipline, and parental engagement were significant predictors of school performance.

The findings of the study led to the following recommendations.

To the Department of Education, the formulation and implementation of policies prioritizing cultivating positive and nurturing educational climates within schools. Additionally, the department may consider supporting initiatives that enhance school community convenience, focusing on improvements in classroom structures, facilities, safety, and security. Investing in programs facilitating and encouraging active parental engagement in students' academic lives may contribute significantly to a conducive learning environment.

For School Heads and Administrators, it may be beneficial to reinforce positive and nurturing school environments through targeted professional development programs for teachers and staff. Allocating resources to improve school community convenience may be a key consideration, specifically addressing classroom structures, facilities, and safety measures. Promoting teacher collaboration and regular communication with parents may further enhance the school environment.

Additionally, to enhance classroom convenience and foster a more conducive learning environment, it is recommended that the school prioritize the creation of sufficient storage solutions, such as shelves or lockers, and evaluate the seating arrangements to ensure they accommodate the class size effectively. Implementing these changes will minimize distractions, improve organization, and promote student engagement and comfort, enhancing overall academic performance. Moreover, it is recommended that the school implement initiatives to encourage parents to take a more active role in their children's homework routines. It could include workshops to educate parents on effective homework support strategies, regular communication between teachers and parents regarding student progress, and creating a home-school partnership emphasizing parental involvement's importance in academic success.

Teachers may consider continuing to foster positive and nurturing relationships with students, demonstrating care and concern for their well-being. Collaborative efforts among educators to create an environment that prioritizes safety, discipline, and effective learning may be essential. Teachers may actively engage parents, providing regular updates on student progress and encouraging their involvement in the educational process.

In order to stay updated on their child's academic progress, parents should encourage their kids to get involved in school activities and keep lines of communication open with teachers. Maintaining a supportive and caring learning environment at home may require reiterating the school's ideals. Additionally, parents can support and participate in projects that increase the convenience of the school community, like safety precautions and building upgrades.

Finally, future researchers may explore the impact of specific interventions on enhancing school community convenience and educational climate. Conducting longitudinal studies to assess the sustained effects of positive educational environments on student outcomes may be a valuable avenue of research. Researchers may investigate innovative approaches to strengthen the relationship between parental engagement, community convenience, and overall school performance.

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