LEVEL OF COMMUNITY PARTICIPATION, SCHOOL CLIMATE AND TEACHERS' JOB SATISFACTION

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ABSTRACT

THE INFLUENCE OF COMMUNITY PARTICIPATION AND SCHOOL CLIMATE ON TEACHERS' JOB SATISFACTION by CINDY E. WASLO Master of Arts in Teaching, Major in Social Studies, Valencia Colleges (Bukidnon) Incorporated, City of Valencia, Bukidnon. June 2025.

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This study aimed to determine the influence of community participation and school climate on teachers' job satisfaction. Specifically, this study seeks to answer the following questions: What is the level of community participation in terms of community involvement in school governance and community support for school programs and activities? What is the level of school climate in terms of teacher-pupil relationships and teacher-administration support? What is the level of job satisfaction of teachers? Is there a significant relationship between community participation, school climate and teachers' job satisfaction? It uses a survey questionnaire adapted from Gofen (2021). Used a Likert five-point scale. To determine the level of community participation, school climate and teachers' job satisfaction weighted mean and Standard Deviation was used. To determine the significant relationship between independent variables and dependent variables, Pearson r Product Moment Correlation Coefficient was used.

Based on the data gathered, teachers demonstrated a very high level of community participation, with school governance. Teachers are very highly aware on their school climate in terms of teacher-pupil relationship and teacher-administrative support and their level of teachers' job satisfaction. In finding the significant relationship, the null hypothesis which states that there is no significant relationship between community participation, school climate and teachers' job satisfaction was not rejected.

Keyword: Teachers Awareness towards Curriculum Alignment, Pedagogical Approaches and Teachers' Job Satisfaction

1. INTRODUCTION

Teacher well-being is vital to an effective education, and job satisfaction plays vital part.

Globally, teacher shortages and high turnover rates are persistent challenges impacting educational quality (UNESCO, 2023). A significant contributing factor is low teacher job satisfaction, often resulting from inadequate support systems, both inside the school environment and from the larger community. These problems are compounded by the absence of meaningful community involvement and positive school climate, which forms a vicious cycle of low morale, high stress, and eventually, the ineffective system of education (Ingersoll, 2023).

There is a great disparity in the Philippines on whether community control and school climate influence teacher job satisfaction in the Department of Education (DepEd). Effective cooperation between teachers and parents and the local communities remains a problem in many schools (Bermudez and Punzalan, 2018). Also, the school climate, especially the relations between teachers and support of school administration to students, is usually unsatisfactory. According to many, teachers feel unsupported and burdened by administrative work and it negatively affects their work on the establishment of positive teacher-student relations and their meaningful involvement into the life of their communities (Baluyos et al., 2019).

The involvement of the community is important in terms of increasing job satisfaction among teachers. Studies have shown that the active involvement of the community in the school activities creates a level of support to the teachers thus increasing their morale and dedication towards their work (Sahito and Vaisanen, 2020). As an example, educators who feel that there is a good community support exhibit greater job satisfaction levels because they are appreciated and appreciate their work (Banerjee et al., 2017). Moreover, the joint working of parents, local organizations, and schools result in a sense of shared responsibility, which contributes to the increased teacher well-being and preservation (Hoque et al., 2023).

In one of the example of Haldane et al. (2020) examined the topic of community involvement in school management through the lens of personal trust as the socio-ecological framework. They find that the involvement of the members of the community in participating in the school governance leads to the establishment a sense of ownership and responsibility, which is beneficial to the learning outcomes of the students. The research underlines the necessity to develop the relational trust between the stakeholders, namely, the teachers, parents and the community members to provide effective collaboration. This trust will promote communication and collaboration that will yield more successful school programs and initiatives.

When teachers feel that their school places them in safe, and inclusive environments, they are more likely felt the higher job satisfaction, which positively predicts their adherence to teaching and burnout (Baluyos and Rivera, 2019). On the other hand, a poor school climate with low levels of communication and support can result in dissatisfaction and high rates of turnover among the teachers (Fabella et al., 2022)

The paper presents the research on the influence of community participation on the school environment and the impact of that on teacher job satisfaction levels. This research is necessary to know how to make the situation better in the Philippines and enhance education among teachers. Knowing how community participation helps to make a school better and teachers happier will allow us to devise more effective policies and programs to retain good teachers and have students learn more.

2. FRAMEWORK OF THE STUDY

This paper has the foundation of Social Ecological Theory (SET) of Urie Bronfenbrenner. According to this theory, the process of human development is determined by the various forms of environmental systems that interact with a person.

The Social Ecological Theory of Bronfenbrenner directly backs the research by placing the factors of job satisfaction of teachers in perspective. The impact of community participation on the larger social context (exosystem and macrosystem) is an influence on the resources and cultural standards of the school in terms of teacher support. This in its turn affects the school climate (mesosystem and microsystem), encompassing teacher-student relationships, administrative support, and school environment in all.

Community engagement contributes to positive school climate that directly influences teachers sense of belonging, effectiveness and finally, job fulfilment (microsystem). Hence, the theory provides a framework of explaining the interdisciplinary interactions between community involvement, school environment, and teacher well-being.

Research shows that there is a close relation between job satisfaction and community participation, which is justified by the Social Ecological Theory. Community engagement fosters a sense of belonging and workplace is a considerable assistance in terms of morale and satisfaction (Jones et al., 2022). Favourable experiences of the community boost job satisfaction, and the association between social context and employee health is related.

Community participation is an important role that promotes health outcomes and help solve health disparity, particularly the underserved groups. Caperon et al. (2022) designed a socio-ecological model to investigate factors affecting the community involvement in health initiatives. Their research established systemic barriers and enablers to participation with a key focus on social support, trust and the socio-cultural environment.

The results indicate that the conditions of effective community engagement demand the holistic

perception of these factors, which can guide the development of health interventions that are very general and focused to the needs of the community. By integrating a socio-ecological perspective, the research underscores the necessity of multi-level solutions that address the diverse influences on community participation in health initiatives.

The schematic diagram (Figure 1) illustrates the proposed relationship of critical variables and illustrates graphically the conceptual framework which will be used in this study. The model proposed that the effects of community involvement and the school climate on teacher job satisfaction.

The independent variables are well indicated in the diagram as the degree of teachers involvement in community (community improvement in school governance and community support school programs and activities) and their school climate (teacher-pupil relationship and teacher-

administration support) teacher job accomplishment is the dependent variable.

The nature and strength of these relationships will be examined, how a deep understanding of community participation and level of school climate will add to, or remove to, overall job satisfaction of teachers. The schematic diagram is used as an outline of the analysis and it makes the findings interpretation seem like a roadmap on how the study will be analysed and show the representation of the theoretical foundation of the learning.

Community participation promotes positive school climate through shared decision making and resources, enhancing teacher support and collaboration. Positive school climate then have a strong job satisfaction by reducing stress and increasing efficacy. Empirical evidence shows that the stakeholder involvement, parents, community correlates with better climate and job satisfaction of teachers
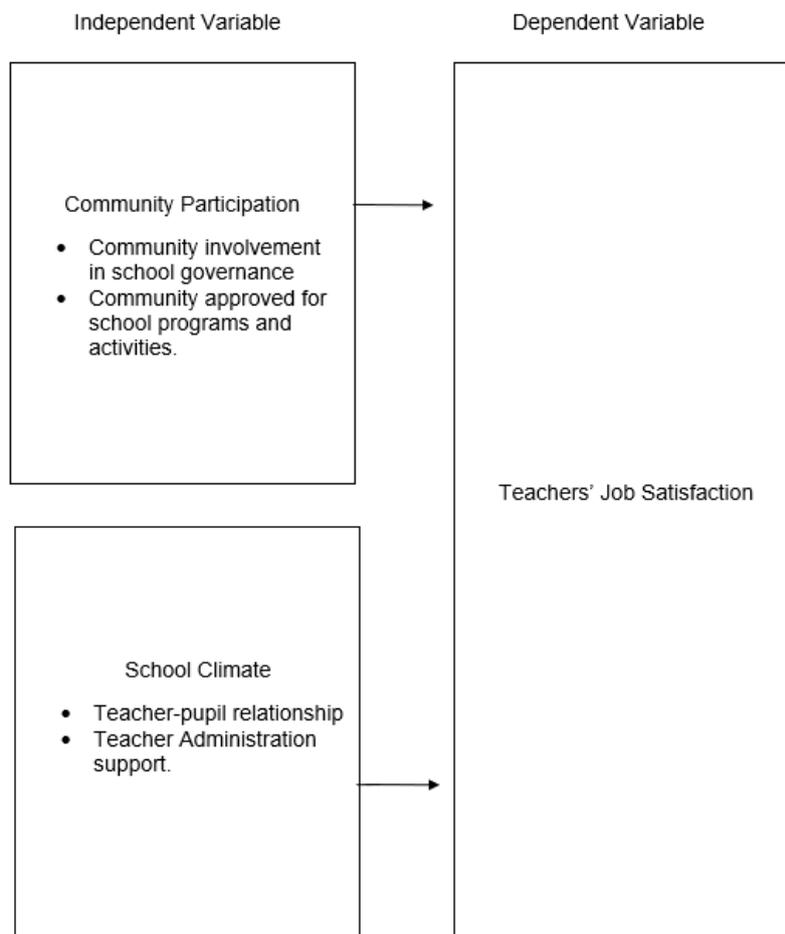

Figure 1. The schematic diagram of the study

3. STATEMENT OF THE PROBLEM

The purpose of this study aimed to determine the influence of community participation and school climate on teachers' job satisfaction.

In particular, this study seeks to answer the following questions:

1. What is the level of community participation in terms of community participation in school governance and community assist for school programs and activities?

2. To what extent is the school climate characterized by the teacher-pupil relationships and teacher-administration support?

3. What level is the job satisfaction of teachers?

4. Are teacher's job satisfaction and school climate and community involvement significantly correlated?

4. HYPOTHESIS

Since problems 1,2 and 3 are hypothesis free, problem 4 will test the null hypothesis at the 0.05 level of significance.

1. There is no significant relationship between community participation, school climate and teachers' job satisfaction?

5. SCOPE AND DELIMITATION OF THE STUDY

The scope of this study will be restricted to assessing the degree of community involvement, school climate and teachers' job satisfaction in Quezon 4 District, Division of Bukidnon. The 120 public elementary school teachers in Quezon 4 District, Division of Bukidnon, are the respondents.

The independent variables are limited to between community participation, school climate among teachers in Quezon 4 District, Division of Bukidnon.

The between community participation deals on community involvement in school governance and community support for school programs and activities.

Further, the dependent variables are limited to teachers' job satisfaction

6. SIGNIFICANCE OF THE STUDY

This study examines the connection between teacher's job satisfaction, workload, and stress management within Quezon 4 District, Division of Bukidnon. Gaining an understanding of this study is essential in improving everyone's educational experience among pupils, teachers, and administrators, curriculum makers, policy makers and parents alike. The research will determine key factors stress management, workload and teachers' job satisfaction.

To the Pupils. It will benefit the pupils by showing how a positive school environment shaped by community involvement and teacher well-being, improves their learning experience. Happier teachers create better learning environments.

To the Teachers. Understanding the links between community, school climate, and teacher satisfaction helps administrators create techniques to improve teacher retention and school effectiveness. This research helps teachers understand what contributes to job satisfaction, empowering them to advocate for improvements and established more positive work environment. This leads to better morale and retention. Targeted improvements lead to a better school.

To the School Administrators .It will support school administrators to improve teacher retention and effectiveness. Administrators can establish policies and initiatives to foster a positive and healthy work environment by knowing the elements that affect teacher's job satisfaction. This includes providing adequate resources, implementing effective stress management initiatives, and optimizing workload distribution, eventually resulting in a more efficient and productive school.

To the Parents.The study emphasizes how difficult parental involvement in fostering a very supportive school environment, ultimately benefiting their children's education and well-being. Active involvement leads to better schools.

To the Future Researchers. The findings of study would also motivate other researchers to pursue studies on will also benefit from the findings of this study as it emphasizes the meaning of effective stress management and workload in enhancing learners learning outcomes. Parents can be more effective supporter in their child's

educational journey and push for necessary changes in the educational system if they have better understanding of the reasons that can make teacher's effectiveness and job satisfaction.

7.DEFINITION OF TERMS

The following are identified theoretically and operationally in order to provide a clearer and better understanding of the concepts and terms used in the study:

Community Involvement in School Governance. Community involvement in school governance refers to the extent to which community members participate in school decision-making, such as serving on school boards.

Community Participation. Community participation refers to the frequency and types of community involvement in school activities and events, like volunteering or fundraising.

Support from the community for school events and program. Community support for school programs and activities refers to the level of financial and non-financial resources provided by the community to support school initiatives.

School Climate. School climate refers to the teachers' and students' shared perceptions of the school environment, including safety, respect, and collaboration.

Teacher-Pupil Relationship. Teacher-pupil relationship refers to the quality of exchange among teachers and students, characterized by common respect and positive communication.

Teacher Administration Support. Teacher administration support refers to the teachers' perceptions of the support they receive from school administrators, including resources and professional development. Thus, teacher administrative assistance states to the comprehensive support provided by school leaders, such as principal and department heads, to empower teachers in their professional roles. It encompasses emotional encouragement, practical resources, feedback, and protection from excessive non-teaching burdens to enhance teacher effectiveness and keeping their job.

Teachers Job Satisfaction. Teacher job satisfaction refers to the teachers' overall contentment and fulfilment with their teaching jobs, considering workload, compensation, and work environment.

It is also refers to the extent to which teachers fell fulfilled, content and positively engaged with their work, encompassing emotional responses to job aspects like autonomy, relationships, resources and professional growth.

10. SUMMARY

This research was conducted to establish the role played by the community participation and school climate in job satisfaction among teachers. In particular, the questions that this study will attempt to answer include: What is community participation as far as community involvement in the school governing and community support of school programs and activities? How is the school climate in regard to teacher-pupil relations and support of the teachers by the administration? How well do teachers say they are satisfied with their job? Does community participation have a strong relationship with school climate and job satisfaction of teachers? The research took the descriptive-correlational approach of research. The one-hundred twenty (120) Teachers in Quezon 4 District, Division of Bukidnon n in the school year 20245to 2026 were the respondents of the study. The survey questionnaire was employed to collect the requested information by generating a specific information on the effects of community participation and school on the teacher job satisfaction with a Cronbach alpha of 0.705.

The data was treated using the following statistical tools; Descriptive statistics was employed in describing variables especially the community participation, school climate and the job satisfaction of teachers. Besides, Pearson product-moment correlation or Pearson r was employed to determine the relationship between the independent and dependent variables.

11. FINDINGS

The analysis showed the following findings:

In the study, it is found that the level of community participation in the school is high especially in the school governance and support of school programs and activities. Statistics reveal that schools are actively involved in interaction with the neighborhoods in decision-making, which develop the feeling of collaboration and mutual responsibility. The community is very favorable in sponsoring school programs and activities, fundraising, donation of resources, and

volunteering. The level of community involvement in school governance is also very high with community support to school programs and activities also being very high level.

The analysis has shown a very good school climate, which is characterized by strong teacher-pupil relations and high teacher-administration backup. The teacher-pupil relationship is rated very high, which implies that the classroom atmosphere was in harmony and cooperation, and students are interested in learning and supported. Equally, the perception of teacher-administration support is also found to be very high which indicates the effort of the administrators in extending resources, professional development, and effective leadership. While overall positive, the data suggests opportunities to enhance pupil engagement and respect, and to further refine interpersonal aspects of administrative leadership to foster an even more cohesive and supportive work environment.

The study tells a very high level of job satisfaction among teachers indicating a generally positive work experience. Key factors contributing to this satisfaction include feeling valued by the school administration, overall job satisfaction, appreciation for work, work-life balance, and professional development opportunities. While teachers express satisfaction with colleague support and would recommend their job, there are areas of concern, such as making a positive difference in students' lives, having adequate resources, and satisfaction with salary and benefits, which may impact overall well-being.

The study found no meaningful relationship between community involvement or the general school environment and how satisfied teachers feel with their jobs. This means these factors did not appear to influence teachers' overall sense of satisfaction in a clear or dependable way.

12. CONCLUSIONS

Based on the results and discussions presented, the following conclusions are drawn:

The high community involvement supports the existence of a participatory culture that involves diverse stakeholders with the aim of promoting the success of the school. Through this active-leadership, there is a sense of shared responsibility, which enhances the bond between the school and the community at large hence the

educational experience of both student and teacher becomes settled. The integrated feedback incorporated in the operations of the school and the voice of the community that is valued by the community shows the importance of the community input in developing the school policies and practices.

The overall positive school climate fosters a good teaching and learning environment, which enhances greater student engagement, better student academic performance and better social-emotional growth. The high levels of relationships among instructors and students, which are supported by effective administrative support establish a feeling of value and motivation among the teachers. Such a team environment fosters openness in communication, trust-building and the sense of dedicated commitment to the school in its mission; hence enhancing the learning experience of every stakeholder in the school environment.

The fact that the teachers have a high job satisfaction implies that there is a positive work environment that promotes recognition, professional development, and purpose. Such a good feeling has the potential to result in high teacher retention, better instruction, and school environment that is more conducive to both students and their colleagues. The areas of concern that should be addressed to maintain this positive tendency and avoid possible burnout or turnover include resources and compensation.

The findings indicate that the Community involvement and the school climate may not have any direct hard influence on job satisfaction of the teachers. The other variables that were not quantified in the research could be having a larger influence on the teacher perception of their work.

13. RECOMMENDATIONS

According to the conclusion made on the basis of conducting the study, the following recommendations are given. In order to promote community participation, the school administration can put efforts in ensuring the community involvement in the curriculum related issues.The school board, in collaboration with curriculum specialists, may establish clear channels for community input in curriculum development and evaluation.

To further strengthen the school climate, the school principal, in collaboration with department heads, may focus on enhancing interpersonal aspects of leadership to provide a friendlier and cooperative workplace. There should also be the efforts to make sure that the teacher is always valued, respected and conflicts are resolved with fairness and efficiency.

To address the areas of concern, the school board, in collaboration with the school principal, may prioritize increasing teacher salaries and benefits to reflect their value and dedication. The administration can also make sure that teachers are sufficiently equipped to make a positive change in the lives of the students. The school leaders along with education officials can consider other potential issues to address the issue .

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