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The Relationship Between Teachers' Decision-Making Styles and School Climate in Selected Public Schools

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ABSTRACT

This study determined the relationship between teachers' decision-making styles and school climate in selected public schools in the Cebu Province Division during the school year 2026–2027 as a basis for an intervention plan. A quantitative descriptive-correlational research design was employed, involving 46 teachers selected through universal sampling. Data were gathered using a researcher-made demographic questionnaire and adapted instruments measuring five decision-making styles (rational, intuitive, dependency, instant, and avoidance) and four dimensions of school climate: safety, teaching and learning, interpersonal relationships, and institutional environment. Data were analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson's product-moment correlation. Findings showed that teachers demonstrated an overall High level of decision-making, with rational and intuitive styles rated Very High. School climate was assessed as Very High, with interpersonal relationships obtaining the highest rating. Rational decision-making had a moderate, statistically significant positive relationship with school climate, as did intuitive decision-making. Dependency, instant, and avoidance styles showed no significant relationships. Based on the findings, PROJECT DECIDE: Developing Evidence-Based and Collaborative Decision-Making for an Improved School Climate was proposed to strengthen evidence-based, reflective, and collaborative decision-making while sustaining the positive school climate.

KEYWORDS

Administration and Supervision, Decision-Making Styles, School Climate, Descriptive-Correlational

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1. Introduction

A positive school climate supports quality education by shaping teachers' experiences, learners' development, and school effectiveness. Teachers' daily decisions about instruction, classroom management, student engagement, and professional interactions affect learning and relationships throughout schools. UNESCO (2020) identifies inclusive, safe, and supportive environments as essential to SDG 4's goal of equitable quality education and lifelong learning. Teachers use different decision-making styles to address professional and classroom concerns. Some rely on logical analysis, while others trust their intuition, seek colleagues' guidance, make decisions immediately, or avoid difficult situations. These approaches may shape how teachers respond to challenges, interact with colleagues, and take part in school activities. Understanding teachers' decision-making styles may therefore help explain how a positive, supportive school climate develops.

In the Philippines, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, emphasizes learner-centered and supportive educational environments. Despite ongoing reforms, public schools continue to face challenges related to classroom discipline, limited resources, and professional collaboration. These conditions require teachers to make decisions that can affect their relationships and the overall school environment. However, the relationship between teachers' decision-making styles and school climate warrants further investigation, particularly in local educational settings.

Accordingly, this study examines the relationship between teachers' decision-making styles and school climate in selected public schools in the Cebu Province Division during the school year 2026–2027. The findings are intended to provide empirical evidence for developing an intervention plan to strengthen teachers' decision-making practices and promote a positive, collaborative, and supportive school climate.

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2. Literature Review

Teachers' decision-making styles are central to professional practice because educators regularly make choices about instruction, classroom management, learner engagement, and collaboration. Simon's (1947) Decision-Making Theory explains that people choose among alternatives based on available information, experience, and situational conditions. Studies have linked decision-making practices to teachers' work performance, productivity, and school effectiveness (Capacite, 2022; Sarwar et al., 2022; Torlak et al., 2022; Denosta et al., 2024). Hansen (2022) also emphasized the importance of evaluating instructional alternatives in response to classroom situations. In addition, Bandura's (1986) Social Cognitive Theory describes how personal beliefs, behaviors, and environmental conditions interact. Supporting this perspective, Fang and Qi (2023) and Or and Berkovich (2023) highlighted the influence of teacher self-efficacy and empowering environments on instructional and participatory decision-making.

School climate refers to the overall quality of relationships, interactions, and organizational conditions within an educational institution. Halpin and Croft (1963) argued that organizational climate emerges from members' behaviors and interactions. Empirical studies have found that a supportive school climate strengthens teachers' professional behavior, teaching efficacy, work engagement, and job satisfaction (Sun et al., 2024; Cainday et al., 2023; Kurt & Duyar, 2023). Supportive organizational environments also foster teaching innovation and instructional creativity (X. Zhang et al., 2024), while trust, shared beliefs, and collaborative leadership shape teachers' perceptions of school climate and their involvement in school activities (J. Zhang et al., 2025). These findings highlight the importance of positive interpersonal relationships, administrative support, and professional collaboration in creating an environment that supports effective teaching and learning.

In the Philippine context, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, emphasizes the development of a learner-centered and responsive educational system. Complementing this policy, Department of Education Order No. 42, s. 2017, or the Philippine Professional Standards for Teachers (PPST), promotes reflective teaching, professional responsibility, and effective learning environments. Similarly, Department of Education Order No. 24, s. 2020, which adopts the Philippine Professional Standards for School Heads (PPSSH), underscores the importance of supportive leadership, professional collaboration, and effective school management. Together, these policies and the reviewed literature highlight how teachers' decision-making and organizational conditions shape school climate. However, further investigation is needed into the relationship between teachers' decision-making styles and school climate in local educational settings, particularly in selected public schools in the Cebu Province Division. This study addresses that gap and aims to develop an intervention plan based on its findings.

3. Purpose of the Study

This study examined the relationship between teachers' decision-making styles and school climate in selected public schools in the Cebu Province Division during the school year 2026–2027 to inform the development of an intervention plan. Specifically, it assessed teachers' decision-making styles in terms of rational, intuitive, dependent, instant, and avoidant styles, as well as the school climate in terms of safety, teaching and learning, interpersonal relationships, and institutional environment. Furthermore, the study investigated whether a significant relationship existed between teachers' decision-making styles and the overall school climate and developed an appropriate intervention plan based on the findings.

4. Methodology

This study employed a quantitative descriptive-correlational research design to examine the relationship between teachers' decision-making styles and school climate in five selected public elementary schools in the Cebu Province Division during the school year 2026–2027. Guided by the Input-Process-Output (IPO) model, the study involved 46 teacher-respondents selected through universal sampling. Data were collected using a three-part questionnaire: a researcher-developed instrument for demographic information; an adapted Decision-Making Style Questionnaire by Scott and Bruce (1995) measuring rational, intuitive, dependent, instant, and avoidance styles; and an adapted school climate questionnaire based on Taguines (2016). The latter assessed school climate across 12 dimensions, including rules and norms, physical security, support for learning, social support, school connectedness, professional relationships, physical surroundings, and leadership. Prior to data collection, permission was obtained from the school heads concerned, district supervisor, and Schools Division Superintendent. Respondents were informed about the purpose of the study, the voluntary nature of participation, confidentiality, and informed consent. Data were analyzed using frequency counts and percentages to describe respondents' demographic profiles, while means and standard deviations were used to determine teachers' decision-making styles and school climate. Pearson's product-moment correlation coefficient was employed to determine the strength and significance of the relationship between the two major variables. A four-point rating scale was used to interpret the responses corresponding to the respective response categories.

5. Results and Discussion

This section analyzes respondents' data, including demographics (age, gender, education, teaching experience, and school management or leadership training), teachers' decision-making styles (rational, intuitive, dependent, instant, and avoidant), and school climate (safety, teaching and learning, relationships, and institutional environment). It also examines the relationship between decision-making styles and overall school climate.

5.1 Level of the Teachers' Decision-Making Styles in Terms of Rational Decision-Making

Rational decision-making is a style in which teachers make decisions through careful, logical, and systematic evaluation of available information and alternatives. It involves identifying the problem, gathering relevant information, considering possible courses of action, evaluating their potential consequences, and selecting the most appropriate solution based on reason and evidence. Table 1 presents the results.

Table 1

Level of the Teachers' Decision-Making Styles

in Terms of Rational Decision-Making

n=46

A.	Rational Decision-Making Style	WM	Verbal Description
1	I can double-check all my sources of information to make sure I have the right facts before deciding.	3.52	Very High
2	All decisions can be made with a completely logical and systematic approach.	3.37	Very High
3	My emergency decisions require careful thinking.	3.50	Very High
4	When deciding, I can identify and check all the different options on my own.	3.39	Very High
5	In critical and ambiguous situations, I make decisions completely based on logic (rationally).	3.30	Very High
	Aggregate Weighted Mean:	3.42	Very High

Legend: 3.26-4.00 Very High, 2.51 - 3.25 High, 1.76 - 2.50 Moderate; 1.00-1.75 Low

As shown in Table 1, teachers demonstrated a very high level of rational decision-making, with an aggregate weighted mean of 3.42. The individual indicators had weighted means ranging from 3.30 to 3.52, and all were rated very high. The highest-rated indicator was verifying information sources to ensure factual accuracy before making decisions (WM = 3.52), followed by carefully considering emergency decisions (WM = 3.50). Identifying and evaluating available alternatives had a weighted mean of 3.39, while using a logical and systematic approach to decision-making received a weighted mean of 3.37. The lowest-rated indicator was relying entirely on logic when making decisions in critical and ambiguous situations (WM = 3.30), though it also remained in the very high category.

These findings suggest that teachers generally make decisions rationally by verifying information, evaluating it carefully, and systematically considering alternatives. Their responses highlight the importance they place on obtaining accurate information and weighing possible courses of action before deciding. The results also suggest that teachers exercise deliberate judgment, particularly in urgent or challenging situations. Overall, rational decision-making appears to be a prominent practice among respondents, who tend to rely on evidence, logical reasoning, and critical evaluation when addressing professional and school-related concerns.

Louie et al. (2023), who examined decision-making styles among Filipino and Southeast Asian teachers, found that teachers generally made decisions cautiously by defining goals, considering alternatives, researching relevant information, objectively processing knowledge, and carefully weighing alternatives before deciding. The study also reported that teaching experience significantly influenced teachers' decision-making. In addition, Cerado and Tabigo-on (2025) found that school heads' decision-making style was related to teachers' organizational commitment in integrated schools, while Jayuma and Baguio (2025) examined decision-making practices and teachers' individual commitment in public elementary schools.

5.2 Level of the Teachers' Decision-Making Styles in Terms of Intuitive Decision-Making

Intuitive decision-making involves teachers relying on instincts, feelings, personal judgment, and past experiences, especially when quick decisions are needed or information is incomplete. It involves making choices based on what feels right rather than systematic analysis. Table 2 presents the results.

Table 2

Level of the Teachers' Decision-Making Styles

in Terms of Intuitive Decision-Making

n=46

B.	Intuitive Decision-Making Style	WM	Verbal Description
1	I pay attention to my personal insight (inner intuition) when making decisions.	3.43	Very High
2	When deciding, it is more important for me to feel that the decision is right than to have a logical reason for it.	3.35	Very High

B.	Intuitive Decision-Making Style	WM	Verbal Description
3	I trust my inner feelings and reactions when making decisions.	3.37	Very High
4	I rely on my inner perception when making decisions.	3.30	Very High
5	I make decisions that I feel are right.	3.24	High
	Aggregate Weighted Mean:	3.34	Very High

Legend: 3.26-4.00 Very High, 2.51 - 3.25 High, 1.76 - 2.50 Moderate; 1.00-1.75 Low

As presented in Table 2, the findings revealed a very high level of intuitive decision-making among teachers, with an aggregate weighted mean of 3.34. Among the five indicators, paying attention to personal insight or inner intuition when making decisions obtained the highest weighted mean (WM = 3.43), followed by trusting inner feelings and reactions (WM = 3.37) and considering whether a decision feels right rather than relying solely on logical reasoning (WM = 3.35). Meanwhile, relying on inner perceptions received a weighted mean of 3.30, while making decisions based on personal feelings of correctness obtained the lowest weighted mean (WM = 3.24), interpreted as high. These results suggest that teachers generally consider personal insight, feelings, and internal perceptions when making decisions, although the extent to which they rely on these intuitive judgments varies across situations.

Overall, the findings indicate that intuitive decision-making is a prominent approach among the respondents. This suggests that teachers draw on not only deliberate analysis but also personal judgment and internal perceptions when responding to professional and school-related situations. This approach may be particularly relevant when teachers face circumstances requiring immediate judgment or when complete information is unavailable. Nevertheless, intuition may be most useful when considered alongside relevant information and professional experience to support sound and appropriate decisions.

Sipman et al. (2024) emphasized that intuition plays an important role in teachers' responses to complex classroom situations. Their study showed that teachers rely on intuition, particularly in situations requiring immediate action, problem-solving, decision-making, and creativity. The importance of balancing intuition with systematic evidence is further demonstrated by Altun and Karasu (2025). Their study found that before data-driven decision-making training, teachers' decisions regarding at-risk students were largely based on intuition and limited observation. After the training, teachers became more systematic in collecting, documenting, and interpreting information, resulting in more detailed, evidence-based decisions. The need to strengthen evidence-informed decision-making is also demonstrated by Evenstein Sigalov et al. (2026), who proposed an updated framework for teachers' data-driven decision-making in higher education. Their work emphasizes that teachers' trust in data and their ability to use information meaningfully are important elements in data-driven decision-making.

5.3 Level of the Teachers' Decision-Making Styles in Terms of Dependent Decision-Making

The dependent decision-making style involves teachers relying on advice and support from colleagues, school heads, or trusted individuals when uncertain or facing complex decisions. Table 3 presents the results.

Table 3

Level of the Teachers' Decision-Making Styles

in Terms of Dependent Decision-Making

n=46

C.	Dependency Decision-Making Style	WM	Verbal Description
1	I feel I cannot make decisions without others' support.	2.70	High
2	I need help from others when making decisions.	2.76	High
3	When faced with important decisions, I like to have someone to guide me in the right direction.	3.30	High
4	In making important decisions, I act based on what others say.	2.70	High
5	I can make decisions without asking others' opinions.	2.93	High
	Aggregate Weighted Mean:	2.88	High

Legend: 3.26-4.00 Very High, 2.51 - 3.25 High, 1.76 - 2.50 Moderate; 1.00-1.75 Low

As presented in Table 3, the findings revealed a high level of dependent decision-making among teachers, with an aggregate weighted mean of 2.88. Among the five indicators, seeking guidance from others when faced with important decisions obtained the highest weighted mean (WM = 3.30), followed by the ability to make decisions without seeking others' opinions (WM = 2.93). Meanwhile, the need for assistance from others when making decisions received a weighted mean of 2.76, while feeling unable to make decisions without others' support and relying on others' opinions when making important decisions both obtained a weighted mean of 2.70. These results indicate that teachers generally recognize the value of consultation and external guidance, particularly for important decisions. The findings suggest that teachers do not always approach decision-making as an entirely independent process but consider the knowledge, experience, and perspectives of colleagues and school administrators when necessary. Seeking guidance may provide additional insights, clarify available alternatives, and strengthen confidence in selecting appropriate courses of action. Nevertheless, the ability to make decisions independently, as reflected in the second-highest

indicator, suggests that teachers also exercise personal judgment when circumstances require it. Overall, the results highlight the role of consultation and professional collaboration in teachers' decision-making, particularly when addressing complex educational and school-related concerns.

Musengamana et al. (2024) found that teachers' involvement in school decision-making is important because participation provides them with opportunities to contribute their knowledge, experiences, and perspectives to decisions that affect school operations. Their study highlights that school decision-making is not necessarily confined to school administrators but can involve teachers as active participants. Moreover, Weyers et al. (2024) found that teacher decision-making is associated with teachers' ability to perceive and interpret classroom situations, pedagogical knowledge, and school-based learning experiences. Their study emphasizes that professional decision-making is influenced by the characteristics of the situation and the knowledge available to the decision-maker.

5.4 Level of the Teachers' Decision-Making Styles in Terms of Instant Decision-Making

The instant decision-making style involves teachers making quick decisions with minimal deliberation, responding promptly based on available information, especially when immediate action is needed. Table 4 presents the results.

Table 4

Level of the Teachers' Decision-Making Styles

in Terms of Instant Decision-Making

n=46

D.	Instant Decision-Making Style	WM	Verbal Description
1	When deciding, I make my decision quickly.	2.70	High
2	I make decisions without prior background when I encounter problems.	2.54	High
3	I make decisions without prior background.	2.43	Moderate
4	I make spontaneous decisions.	2.65	High
5	When deciding, I do what I think is right in the moment.	2.91	High
	Aggregate Weighted Mean:	2.65	High

Legend: 3.26-4.00 Very High, 2.51 - 3.25 High, 1.76 - 2.50 Moderate; 1.00-1.75 Low

As presented in Table 4, the findings revealed a high level of instant decision-making among teachers, with an aggregate weighted mean of 2.65. Among the five indicators, making decisions based on what they considered appropriate at the time obtained the highest weighted mean (WM = 2.91), followed by making decisions quickly (WM = 2.70) and making spontaneous decisions (WM = 2.65). Meanwhile, making decisions without prior background information upon encountering problems received a weighted mean of 2.54. The lowest-rated indicator was making decisions without prior background information (WM = 2.43), interpreted as moderate. These results suggest that teachers generally tend to make prompt, spontaneous decisions, particularly when responding to immediate concerns, although they do not consistently make decisions without prior information or preparation.

The findings further indicate that teachers rely on situational judgment when circumstances require timely responses. This approach may be relevant in addressing immediate classroom concerns, managing unexpected situations, and responding to learners' needs. However, the relatively lower rating for making decisions without prior background information suggests that teachers do not necessarily equate prompt decision-making with acting without preparation. Overall, instant decision-making appears to be a situational approach among the respondents, reflecting their capacity to respond promptly while still recognizing the importance of relevant information and prior knowledge.

The findings align with Hawlitschek and Henschel (2025), who explored teachers' knowledge and self-efficacy regarding data-based decisions and discovered that targeted professional development can enhance both their understanding and confidence in using data. This suggests that teachers' capacity to make prompt, effective decisions may improve when they have a strong knowledge foundation and are confident in analyzing available information. Research on teachers' data-based decision-making further supports the importance of balancing timeliness with evidence. Lai et al. (2025) found that structured discussions about data helped teachers identify students' strengths and weaknesses and determine teaching practices that needed improvement. The researchers also found that learning from colleagues and external researchers was perceived as particularly supportive.

5.5 Level of the Teachers' Decision-Making Styles in Terms of Avoidant Decision-Making

The avoidance decision-making style involves teachers delaying or avoiding decisions, especially in difficult or uncertain situations. They might defer choices, wait for more information, or let situations resolve themselves instead of acting immediately. Table 5 presents the results.

Table 5

Level of the Teachers' Decision-Making Styles

in Terms of Avoidant Decision-Making

n=46

E.	Avoidance Decision-Making Style	WM	Verbal Description
1	I make important decisions at the last minute.	2.48	Moderate
2	I avoid making important decisions.	2.28	Moderate
3	I postpone making decisions as long as possible.	2.15	Moderate
4	I avoid making decisions because thinking about them makes me anxious.	2.26	Moderate
5	I refrain from making important decisions unless there is a compulsion in this field.	2.52	High
	Aggregate Weighted Mean:	2.34	Moderate

Legend: 3.26-4.00 Very High, 2.51 - 3.25 High, 1.76 - 2.50 Moderate; 1.00-1.75 Low

As presented in Table 5, the findings revealed a moderate level of avoidant decision-making among teachers, with an aggregate weighted mean of 2.34. Among the five indicators, refraining from making important decisions unless compelled to do so obtained the highest weighted mean (WM = 2.52), interpreted as High. This was followed by making important decisions at the last minute (WM = 2.48), avoiding decisions (WM = 2.28), and avoiding decisions because of the anxiety associated with thinking about them (WM = 2.26), all interpreted as Moderate. Postponing decisions for as long as possible received the lowest weighted mean (WM = 2.15), also interpreted as Moderate.

These findings suggest that avoidant decision-making was not a predominant tendency among the respondents. Although some teachers showed a tendency to delay important decisions until circumstances compelled them to act, the generally moderate ratings indicate that decision avoidance was not consistently practiced. In particular, the moderate ratings for postponing decisions and avoiding decisions due to anxiety suggest that these behaviors were present but not strongly manifested. Overall, the results indicate that teachers generally demonstrated a willingness to make decisions when necessary, despite occasional hesitation or delay.

The findings are consistent with the work of Bavolar et al. (2024), whose investigation across 14 studies involving 2,574 participants examined five decision-making styles: rational, intuitive, dependent, avoidant, and spontaneous. Their findings associated avoidant decision-making with difficulties in goal striving, negative emotions, and action crises, while rational and intuitive styles were positively associated with goal commitment, perceived goal attainability, and goal progress. In this context, the moderate level of avoidant decision-making observed in the present study suggests that avoidance was not the teachers' predominant approach when faced with decisions. Similarly, Santos and Monteiro (2024) found that teachers' decisions regarding grade retention were characterized more by rational than intuitive decision-making. This finding highlights the role of deliberation in educational decisions with significant implications for learners. Thus, what may appear to be hesitation or delay may also reflect teachers' efforts to consider the consequences of their decisions before taking action.

Further support is provided by Dupa and Quinal (2024), who examined the decision-making skills of public-school administrators in the Tarragona District, Davao Oriental. Their findings revealed moderate levels across several decision-making styles, including rational, intuitive, dependent, avoidant, and spontaneous styles. This Philippine-based evidence suggests that different decision-making styles may coexist within educational organizations rather than operate as mutually exclusive approaches. Consistent with this, the present findings indicate that teachers may draw on various decision-making styles depending on the circumstances, with avoidant decision-making representing only one of several approaches they employ.

5.6 Summary of the Level of the Teachers' Decision-Making Styles

Table 6 presents a summary of the levels of the teachers' decision-making styles in terms of the rational, intuitive, dependent, instant, and avoidant styles.

Table 6

Summary of the Levels of the Teachers' Decision-Making Styles

n=46

S/N	Decision-Making Styles	WM	Verbal Description
1	Rational	3.42	Very High
2	Intuitive	3.34	Very High
3	Dependency	2.88	High
4	Instant	2.65	High
5	Avoidance	2.34	Moderate

S/N	Decision-Making Styles	WM	Verbal Description
	Aggregate Weighted Mean:	2.93	High

Legend: 3.26-4.00 Very High, 2.51 - 3.25 High, 1.76 - 2.50 Moderate; 1.00-1.75 Low

As presented in Table 6, the findings summarize the respondents' decision-making styles across five dimensions: rational, intuitive, dependent, instant, and avoidant. The rational decision-making style obtained the highest weighted mean (WM = 3.42), interpreted as Very High, followed by the intuitive style (WM = 3.34), also interpreted as Very High. The dependent style recorded a weighted mean of 2.88, while the instant style obtained 2.65, both interpreted as High. Meanwhile, the avoidant style received the lowest weighted mean (WM = 2.34), interpreted as Moderate. Overall, the aggregate weighted mean of 2.93 indicates that the respondents demonstrated a High level of decision-making styles.

The ranking indicates that teachers predominantly employed rational and intuitive approaches when making decisions. The high rating for rational decision-making suggests that they commonly relied on systematic analysis, information verification, logical reasoning, and the evaluation of alternatives. Similarly, the very high rating for intuitive decision-making indicates that personal insight, inner perceptions, and professional judgment also informed their decisions. The close weighted means of these two dimensions suggest that teachers drew on both analytical reasoning and intuition when responding to educational and school-related situations. Rather than relying exclusively on one approach, they appeared to balance evidence-based analysis with insights gained from their experiences.

The coexistence of very high rational and intuitive decision-making further suggests that teachers demonstrate a flexible, multidimensional decision-making profile. Their approach may vary depending on the nature and demands of a particular situation, allowing them to use systematic analysis when careful evaluation is necessary and professional intuition when circumstances call for informed judgment. This interpretation is supported by Norton (2024), whose study of novice elementary teachers found that both spontaneous and conscious decision-making were evident in instructional practice. This reinforces the view that teachers' decisions may combine deliberate reasoning and intuitive responses rather than adhering to a single decision-making style.

The result is also consistent with Yakıt and Uçar (2023), who investigated rational and intuitive decision-making skills among teachers and preservice teachers. Their study used a quantitative correlational design with teachers from public and private schools and examined decision-making alongside reasoning and social problem-solving skills. The present finding similarly shows that both rational and intuitive processes are important components of teachers' decision-making behavior. Aykut and Çinkir (2025),on the other hand, examined school principals' self-regulation skills and decision-making styles from the perspectives of teachers and administrators. The study found that administrators with strong self-regulation skills predominantly adopted rational and intuitive decision-making styles, which were associated with effective management and improved educational outcomes.

5.7 Level of the School Climate in Terms of Safety

Safety is the extent to which the school provides a secure, hazard-free environment that protects students' and staff's physical and emotional well-being. It involves feeling protected from harm, threats, violence, bullying, and other negative conditions. Table 7 presents the results.

Table 7

Level of the School Climate in Terms of Safety

n=46

A.	Safety	WM	Verbal Description
1	There are existing rules and policies against physical pr verbal harm in this school.	3.70	Very High
2	Rules and regulations regarding physical or verbal abuse are clearly explained and well known to everyone.	3.72	Very High
3	Teachers and other adult school personnel are consistent and apply the same rules and policies, no matter who the violator is.	3.65	Very High
4	Students and teachers are aware of the procedure to resolve problems or conflicts.	3.70	Very High
5	I have not seen any student being pushed, slapped, or punched by another student.	2.93	High
6	I feel safe roaming around the school campus.	3.72	Very High
7	No students cause physical harm to teachers or other school personnel.	3.22	High
8	No one is being insulted, teased, or verbally harassed in this school.	3.04	High
9	You don't need to worry about being verbally harassed when in this school.	2.98	High

A.	Safety	WM	Verbal Description
10	There are no groups of students or teachers who exclude others, making them feel bad for not being a part of the group.	3.28	Very High
11	I feel comfortable when I am in the school.	3.70	Very High
	Aggregate Weighted Mean:	3.42	Very High

Legend: 3.26-4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Moderate; 1.00-1.75 Low

As presented in Table 7, the findings revealed a very high level of perceived school safety, with an aggregate weighted mean of 3.42. The highest ratings (WM = 3.72) were recorded for the clear communication of rules against physical or verbal abuse and respondents' sense of safety while roaming around the campus. Other indicators, including the existence of safety policies, awareness of conflict-resolution procedures, and teachers' comfort in school, each obtained a weighted mean of 3.70. These results suggest that respondents generally recognized the school's established safety measures and felt secure within the school environment.

However, indicators concerning the actual occurrence of physical and verbal aggression received comparatively lower ratings, ranging from 2.93 to 3.22, although still within the High category. This suggests that while respondents viewed school safety policies and procedures positively, concerns about harmful behaviors remained. Overall, the findings indicate that a positive perception of school safety is supported by clear policies and a sense of security, but continuous efforts to prevent bullying, harassment, and physical aggression remain necessary to sustain a safe and supportive school climate.

The finding is supported by Carver et al. (2025), who examined teacher perceptions of school climate using dimensions that included school safety and security, love and belonging, and esteem and equity. Their study emphasized safety as a fundamental component of school climate and found differences in overall climate perceptions across school contexts. The findings are also consistent with Astor et al. (2024), who investigated how school policies, strategies, and relational factors contribute to teacher victimization and perceptions of school safety among 6,643 pre-K–12 teachers. Their findings showed that positive behavioral strategies and positive discipline were associated with teachers' perceptions of victimization and safety, while teachers' perceptions of other teachers' maltreatment of students contributed particularly to their sense of safety. The result is further supported by Allaba and Villarias (2025), who examined school climate among Grade 7 students in four secondary schools in Malaybalay City Division. Their findings showed that safety and security, academic support, and teacher-student relationships were rated highly, with teacher-student relationships receiving a very high rating.

5.8 Level of the School Climate in Terms of Teaching and Learning

Teaching and learning encompass how schools deliver, acquire, and assess knowledge and skills, including teachers' instruction and support for learners' academic and personal growth. Table 8 presents the results.

Table 8

Level of the School Climate in Terms of Teaching and Learning

n=46

B.	Teaching and Learning	WM	Verbal Description
1	Teachers encourage and motivate students to learn and provide helpful feedback about their performance.	3.76	Very High
2	Students are given challenging and varied learning activities that respond to individual differences.	3.65	Very High
3	Teachers maintain an open channel where students are free to ask questions and are permitted to voice out their own ideas.	3.74	Very High
4	Teachers care for every learner, and every student is given equal attention.	3.70	Very High
5	Students are provided with tasks that develop them into responsible individuals by making wise and ethical decisions.	3.72	Very High
6	Students are given learning experiences that will develop them to become effective listeners and to have sympathy for others.	3.74	Very High
7	Students are engaged in self-reflection on their actions and assess how these affect others in school.	3.63	Very High
8	Students are taught to learn to control their emotions in different situations.	3.65	Very High
9	Everyone is respected in this school.	3.72	Very High
10	No one is being judged based on gender, economic status, and religion.	3.61	Very High

B.	Teaching and Learning	WM	Verbal Description
11	There is no discrimination based on the person's ethnic affiliation, performance, and physical appearance.	3.63	Very High
12	There is no favoritism in this school.	3.67	Very High
	Aggregate Weighted Mean:	3.68	Very High

Legend: 3.26-4.00 Very High, 2.51 - 3.25 High, 1.76 - 2.50 Moderate; 1.00-1.75 Low

As shown in Table 8, the findings revealed a very high level of perceived support for teaching and learning, with an aggregate weighted mean of 3.68. All twelve indicators were rated Very High, ranging from 3.61 to 3.76. The highest rating was given to teachers' efforts to motivate learners and provide helpful feedback (WM = 3.76), followed by maintaining open communication with students and providing learning experiences that promote listening and empathy (WM = 3.74 each). The lowest rating concerned equal treatment regardless of gender, economic status, and religion (WM = 3.61), which remained Very High.

These findings indicate that the school's teaching and learning environment is characterized by teacher support, learner engagement, constructive feedback, and inclusive practices. The results suggest that teachers actively encourage learners' academic and personal development, fostering a supportive environment conducive to learning.

The result is also supported by Shao et al. (2025), who examined teacher support and secondary school students' learning engagement. Their findings showed that perceived teacher support was positively associated with students' learning engagement, with learning motivation playing an important mediating role. Liang et al. (2025) also found that the classroom social climate, involving teacher emotional support, academic support, and mutual respect, is closely connected to student engagement. Thus, the Very High teaching and learning climate observed in the present study may provide a favorable context for student participation and engagement, although the present table alone does not establish a causal relationship with student outcomes.

5.9 Level of the School Climate in Terms of Interpersonal Relationships

Interpersonal relationships refer to the quality of interactions, cooperation, and communication among teachers, students, administrators, and other stakeholders within the school. They include how members relate to, support, respect, and collaborate with one another to foster a positive environment. Table 9 presents the results.

Table 9

Level of the School Climate in Terms of Interpersonal Relationships

n=46

C.	Interpersonal Relationships	WM	Verbal Description
1	The school sets high standards for academic performance.	4.28	Very High
2	Teachers have high expectations for success and believe that every student can achieve.	3.63	Very High
3	Teachers and other school personnel are supportive, friendly, and approachable.	3.63	Very High
4	Teachers and other school personnel display a high level of concern and willingness to listen and to help students who are experiencing problems.	3.70	Very High
5	Students are friendly and accommodating to new students.	3.65	Very High
6	There are peer groups that assist students who are academically challenged.	3.57	Very High
7	There are different organizations with which a student can join based on his interest.	3.28	Very High
8	Students have friends in school that they can trust and talk to if they have problems.	3.57	Very High
9	I enjoy being in school, and I am proud to be part of my school.	3.80	Very High
10	The principal and all teachers in this school are available and welcoming to parents' queries and accept their suggestions.	3.80	Very High
11	The school informs parents and other external stakeholders about school programs and activities.	3.80	Very High
12	Parents and other external stakeholders volunteer and participate in different school activities.	3.70	Very High
13	Teachers help and support each other.	3.83	Very High
14	Teachers accept and understand the faults of other faculty members.	3.80	Very High
15	Teachers exhibit friendliness to each other.	3.76	Very High
16	Teachers trust and respect one another.	3.74	Very High
	Aggregate Weighted Mean:	3.72	Very High

Legend: 3.26-4.00 Very High, 2.51 - 3.25 High, 1.76 - 2.50 Moderate; 1.00-1.75 Low

As presented in Table 9, the findings revealed a very high level of perceived interpersonal relationships, with an aggregate weighted mean of 3.72. All 16 indicators were rated Very High, ranging from 3.28 to 4.28. The highest rating was recorded for the school's

high standards for academic performance (WM = 4.28), followed by teachers' support for one another (WM = 3.83). Other highly rated indicators highlighted school belonging, openness to parents' concerns and suggestions, stakeholder engagement, and mutual understanding among teachers (WM = 3.80 each). The lowest rating concerned the availability of student organizations based on learners' interests (WM = 3.28), which remained Very High. These findings suggest that interpersonal relationships are characterized by collegial support, mutual respect, open communication, and stakeholder involvement. The positive interactions among teachers, learners, parents, and the wider school community contribute to a collaborative environment that strengthens belonging and supports teaching and learning.

This finding is consistent with Wator et al. (2025), whose scoping review of teachers' sense of belonging emphasized the importance of inclusive and supportive environments in fostering teachers' belonging within schools. Their review highlights that belonging is influenced by relationships and experiences within the school community. This is further supported by Gementiza-Cubio and Madjos (2025), who investigated school culture, teaching style, and student-teacher relationships among 304 teacher education students. Their study found high levels of school culture, teaching style, and student-teacher relationships and established a significant relationship between school culture and student-teacher relationships. The importance of interpersonal relationships is further demonstrated by Luo and Derakhshan (2024), who examined classroom climate and teacher-student relationships in relation to perceived learning outcomes. Their findings reinforce the role of classroom atmosphere and teacher-student relationships in students' learning experiences.

5.10 Level of the School Climate in Terms of the Institutional Environment

The institutional environment refers to the structural, organizational, and policy-related aspects of a school that influence how teaching, learning, and administrative activities are conducted. It encompasses the systems, policies, organizational practices, and conditions that shape the school's functioning and support the effective delivery of its educational goals. Table 10 presents the results.

Table 10

Level of the School Climate in Terms of the Institutional Environment

n=46

D.	Institutional Environment	WM	Verbal Description
1	The school is kept clean.	3.52	Very High
2	The school grounds are orderly and visually appealing.	3.37	Very High
3	Classrooms are nicely decorated and are conducive to learning.	3.33	Very High
4	Many learning resources, such as a functional library, audio-visual equipment, computers, and other electronic devices, are available for students to use.	3.04	High
5	The principal supports the different undertakings of teachers and students.	3.74	Very High
6	The principal is friendly and is approachable.	3.89	Very High
7	The principal creates and communicates a clear vision for the school among teachers and students.	3.87	Very High
8	The principal maintains clear performance standards and lets teachers and students know what is expected of them.	3.85	Very High
	Aggregate Weighted Mean:	3.58	Very High

Legend: 3.26-4.00 Very High, 2.51 - 3.25 High, 1.76 - 2.50 Moderate; 1.00-1.75 Low

As presented in Table 10, the institutional environment obtained an aggregate weighted mean of 3.58, verbally interpreted as Very High. Seven of the eight indicators were rated Very High, while one was rated High. The highest-rated indicator was the principal's approachability and friendliness (WM = 3.89), followed by the communication of a clear school vision (WM = 3.87) and the establishment of definite performance standards and expectations (WM = 3.85). The principal's support for teachers' and students' initiatives also received a Very High rating (WM = 3.74). Regarding the physical environment, school cleanliness obtained a weighted mean of 3.52, followed by the orderliness and appearance of school grounds (WM = 3.37) and classroom decoration and conduciveness to learning (WM = 3.33). The availability of learning resources, including functional libraries, audiovisual equipment, computers, and other electronic devices, received the lowest rating (WM = 3.04), interpreted as High.

These findings suggest the school's institutional environment is generally favorable, particularly in leadership, communication, and administrative support. The consistently high ratings for leadership-related indicators highlight the perceived importance of an approachable principal who provides clear direction, establishes expectations, and supports school stakeholders. However, the comparatively lower ratings for physical facilities and learning resources indicate areas requiring further development. Although the overall assessment reflects a positive institutional environment, strengthening the availability of instructional resources and improving physical facilities may further enhance the school's capacity to provide a conducive learning environment.

Some studies strongly support the importance of these leadership characteristics in shaping school climate. Jiang and Liu (2024) examined factors influencing school climate using TALIS principal survey data and found that school structure, principal characteristics, and principal leadership were significant predictors of school climate. Their findings emphasize that school climate is influenced not only by physical conditions but also by principals' leadership practices. The Philippine study by Du et al. (2024) is also relevant because it examined leadership quality, organizational climate, and learning environment together. Its findings emphasized the interaction among effective leadership, supportive organizational conditions, and conducive learning environments.

5.11 Summary of the Level of the School Climate

Table 11 presents a summary of the school climate across safety, teaching and learning, interpersonal relationships, and the institutional environment.

Table 11

Summary of the Level of the School Climate

n=46

S/N	School Climate	WM	Verbal Description
1	Safety	3.42	Very High
2	Teaching and Learning	3.68	Very High
3	Interpersonal Relationships	3.72	Very High
4	Institutional Environment	3.58	Very High
	Aggregate Weighted Mean:	3.60	Very High

Legend: 3.26-4.00 Very High, 2.51 - 3.25 High, 1.76 - 2.50 Moderate; 1.00-1.75 Low

As presented in Table 11, the overall school climate obtained an aggregate weighted mean of 3.60, verbally interpreted as Very High, indicating a generally positive perception among the respondents. Among the four dimensions, interpersonal relationships ranked highest (WM = 3.72), followed by teaching and learning (WM = 3.68), institutional environment (WM = 3.58), and safety (WM = 3.42). Although safety received the lowest weighted mean, it remained within the Very High category, indicating favorable assessments across all dimensions of school climate.

The findings highlight interpersonal relationships as the strongest dimension of the school climate, emphasizing the importance of positive interactions among teachers, students, parents, and other stakeholders. Mutual trust, respect, collegiality, teacher support, effective parent-school communication, and stakeholder participation contribute to fostering a collaborative and supportive school environment. Overall, the results suggest that strong interpersonal relationships are central to maintaining a positive school climate, promoting a sense of belonging, strengthening cooperation, and creating favorable conditions for teaching and learning.

Norman et al. (2025) examined school climate, intersectional identity, and teacher support. Their study emphasized the importance of supportive relationships with adults in school and examined connectedness, cultural acceptance, and adult social support as important school-climate variables. Lindström (2026) also examined teachers' working conditions and perceptions of a safe and orderly school climate and their relationships with teacher job satisfaction and student achievement. The study underscores the importance of school climate as part of the broader educational environment that affects both teachers and students.

5.11 Test of the Significance of the Relationship

This study hypothesized that there is no significant relationship between teachers' decision-making styles and the school climate. Table 12 presents the results.

Table 12

Test of the Significant Relationship Between the Level of Teachers' Decision-Making Styles and the Level of the School Climate

n=46

Teachers' Decision-Making Styles	r value	Strength of Correlation	p value	Decision	Interpretation
Rational	0.473	Moderate Positive	0.001	Reject Ho	Significant
Intuitive	0.364	Moderate	0.013	Reject Ho	Significant
Dependency	-0.042	Negligible	0.783	Fail to Reject Ho	Not Significant
Instant	0.115	Negligible	0.446	Fail to Reject Ho	Not Significant
Avoidance	-0.130	Negligible	0.390	Fail to Reject Ho	Not Significant

*significant at $p<0.05$

As presented in Table 12, Pearson's correlation analysis revealed significant relationships between selected decision-making styles among teachers and school climate among the 46 respondents. Rational decision-making demonstrated a moderate positive and statistically significant relationship with school climate ($r = 0.473$, $p = 0.001$). Similarly, intuitive decision-making exhibited a

moderate positive and statistically significant relationship (r = 0.364, p = 0.013). In contrast, dependency (r = –0.042, p = 0.783), instant (r = 0.115, p = 0.446), and avoidance decision-making styles showed weak, statistically non-significant relationships with school climate (r = –0.130, p = 0.390). At the 0.05 level of significance, the null hypotheses for rational and intuitive decision-making styles were rejected, while those for dependency, instant, and avoidance decision-making styles were not rejected.

The findings indicate that rational and intuitive decision-making are significantly associated with a more positive school climate. Among the decision-making styles, rational decision-making exhibited the strongest relationship, suggesting that systematic evaluation of information, consideration of alternatives, and logical judgment are particularly associated with favorable perceptions of the school environment. The significant relationship observed for intuitive decision-making likewise suggests that professional judgment and informed intuition may contribute to a positive school climate. However, the non-significant results for dependency, instant, and avoidance decision-making indicate that these styles were not statistically associated with school climate. Overall, the findings highlight the relevance of rational and intuitive decision-making in understanding variations in perceived school climate.

Mandaguio (2025) examined decision-making processes in school management in relation to community involvement and school climate among 262 elementary teachers in Davao Oriental and found that school climate was extensively manifested, particularly in safety and positive relationships, while decision-making processes were also examined as an organizational phenomenon.

6. Conclusion and Recommendations

The study concludes that teachers generally demonstrate high levels of rational and intuitive decision-making, alongside a very favorable perception of the school climate across safety, teaching and learning, interpersonal relationships, and institutional environment. Rational and intuitive decision-making styles were significantly and positively associated with school climate, highlighting the importance of analytical judgment, informed intuition, and professional discernment in school-related decisions. In view of these findings, it is recommended that school administrators and education authorities strengthen professional development initiatives through Learning Action Cell sessions, workshops, mentoring, and school-based training focused on evidence-based decision-making, problem analysis, ethical judgment, conflict resolution, and reflective practices. Teachers should be encouraged to balance professional intuition with systematic analysis and reliable information. Furthermore, school administrators should sustain and enhance positive interpersonal relationships, collaborative practices, shared decision-making, open communication, and stakeholder engagement to maintain a supportive school environment. Appropriate consultation, reflection, and timely decision-making should also be promoted in addressing school concerns. Finally, the proposed intervention plan is recommended for adoption and implementation to strengthen teachers' decision-making competencies and further enhance the school climate.

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