The School Climate and Students Level of Motivation to Learn in One of the Selected Schools in Guangdong Province

Guo Jiali

Emilio Aguinaldo College, Manila, Philippines

ABSTRACT: This descriptive-correlational study aimed to examine the satisfaction of school climate and motivation towards online learning at a university in Huizhou, China. The study used random sampling with a 5% margin of error and included 174 students out of the total 318 students. The researcher used two instruments: a researcher-made instrument on safety, teaching and learning, institutional environment, and interpersonal relations, and a modified research instrument by Cabansag et al. (2020) on students' motivation towards online learning. The study found a weak negative correlation between student satisfaction with school climate and motivation towards online learning (R-value = -0.08, correlation coefficient = 0.06). This suggests that as the other variable increases, the other variable decreases. The relationship between satisfaction with school climate and motivation towards online learning is not the same when correlated, indicating a different assessment process.

KEYWORD: school climate, motivation to learn, online learning

1. INTRODUCTION

Teaching and learning was the core function for the school. It represents one of the most important dimensions of school climate. A positive school climate promotes cooperative learning, the solidarity of school, the respect for teacher, and the reciprocal communication. Thus, it creates a sense of positivity, inclusivity, and support that enhances the overall educational experience.

School climate refers to the atmosphere students and school members experience in a school, affecting performance and progress. It encompasses safety, teaching practices, institutional environment, and interpersonal relations. A positive school climate promotes safety, academic achievement, and student well-being. Effective instructional strategies and teaching practices are crucial in preventing harassment and fostering a positive school climate. (Valdés-Cuervo, 2018; Kutsyurubu et al., 2015)

A resilient school climate is characterized by effective leadership that promotes cooperation among teachers, resulting in high student outcomes, all underpinned by a shared dedication to student learning. Therefore, teaching is not just about imparting knowledge but also about building relationships with various stakeholders, particularly administrators and colleagues. (Kraft, M., et al, 2020).

The study by Ugwulashi (2016) underscores the critical role of school safety in facilitating academic performance and creating a conducive atmosphere for learning. Furthermore, Domalewska et al.'s research (2021) explores the relationship between the school environment, individual characteristics, and family influences on students' perceptions of a safe learning environment. It highlights the significance of understanding cultural backgrounds in shaping students' feelings of safety at school.

The organizational climate of a school, as studied by Dalanon et al. (2018), also plays a pivotal role in teachers' performance and school management. The findings underscore the importance of teamwork and the influence of designated positions on the sense of unity within the school. Moreover, the study identifies the strengths and weaknesses in teachers' competencies, providing valuable insights into rural education in the Philippines.

School climate drawn a lot of attention among the educator now a days in China. Despite the finance issue, academic ranking, location and history of one school, school climate become the most significant soft power of any educational institution. To date, school climate is a part of consideration for any family who would send their children to school, then they would prefer to have a comprehensive assessment of school climate includes major spheres of school such as safety, relationships, teaching and learning, and institutional environment. These four major elements would be the foundation for any educational institution which would shape its school climate into the positive and sustained one. China is a developing country and has its own long- time educational tradition; this kind of unique social culture would affect the small school climate profoundly (Liu, J., et al. 2017).

School climate significantly impacts students' academic achievement and teacher motivation, but the impact of student and teacher perceptions is unclear, especially in China. Teachers need to develop innovative strategies to adapt to online environments.

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The closure of campuses has enhanced virtual delivery, but challenges remain. Advancements in technology in education have improved sophistication and effectiveness, but challenges remain for students and teachers.

Understanding the interplay between the school climate and students' motivation in various educational contexts is crucial for improving educational practices and outcomes. This research aims to contribute to this understanding by assessing the school climate and students' level of motivation in a selected school in Guangdong Province, shedding light on the factors that impact students' educational experiences and success.

Research Questions

This study aims to explore level of satisfaction of school climate and the motivation on online learning as basis in crafting a school improvement plan. Specifically, the study seeks to answers to the following questions:

1. What is the student respondent's level of satisfaction of the school climate in terms of: 2.1 Safety; 2.2 Teaching and Learning; 2.3 Institutional Environment; 2.4 Interpersonal relations?
2. What is the level of motivation of students towards online learning in terms of: 4.1 learning process; 4.2 role of teachers; 4.3 participation and attention; 4.4 technical and infrastructure?
3. Is there a significant relationship on the students' assessment on the level of satisfaction of school climate and their level of motivation towards online learning?

II. RESEARCH METHODOLOGY

This descriptive-correlational study aimed to examine the satisfaction of school climate and motivation towards online learning at a university in Huizhou, China. The study used random sampling with a 5% margin of error and included 174 students out of the total 318 students. The researcher used two instruments: a researcher-made instrument on safety, teaching and learning, institutional environment, and interpersonal relations, and a modified research instrument by Cabansag, et al (2020) on students' motivation towards online learning.

The research instruments underwent content validation by experts in the field of research and education, and the questionnaire was pilot tested to measure reliability using Cronbach's Alpha. Data was collected, analyzed, and interpreted using SPSS software. Mean and standard deviation were used for the descriptive design. On the other hand, Pearson correlation coefficient was used to determine the significant relationship between school climate and motivation to learn.

Confidentiality was maintained during data gathering, with teacher names hidden and papers shredded after analysis. The study adhered to International Data Privacy Law guidelines, ensuring confidentiality and respect for teachers' names.

III. RESULTS AND DISCUSSION

1. Assessment of Student Respondents on the Level of Satisfaction of the School Climate

For school safety, students are highly satisfied with safety in their school, with a mean score of 3.63. They strongly agree that both teachers and students are familiar with safety guidelines and policies, indicating a shared commitment to safety. Teachers play a vital role by receiving regular training and having awareness of emergency procedures. The availability of these resources and collaborations with local emergency services contribute to a very high level of safety satisfaction, which is crucial for creating a conducive learning environment.

In terms of teaching and learning, students express a very high level of satisfaction with the teaching and learning environment, with a mean score of 3.51. Clear explanations of course content and grading at the beginning of the semester contribute to this satisfaction. However, there is still a high level of satisfaction when it comes to offering different learning activities based on students' needs and interests. This suggests that while clear communication is valued, there is room for further improvement in tailoring activities to individual preferences.

On the aspect of institutional environment, students are highly satisfied with the emphasis on active and efficient teamwork within the school, with a mean score of 3.31, fostering a sense of belonging and collaboration. However, there's room for improvement in the presence of support staff dedicated to monitoring and maintaining school facilities, which contributes to a high level of satisfaction with the institutional environment.

Finally, for interpersonal relations, students express very high satisfaction with interpersonal relations in the school, with a mean score of 3.26. They highly value the recognition and encouragement of active and outstanding teachers, which contributes to a positive and supportive atmosphere. While satisfaction is slightly lower regarding regular meetings and consultations between the school and parents, it still indicates a high level of satisfaction, emphasizing the importance of communication and collaboration between parents and the school.

2. Level of Motivation of Students towards Online Learning

In assessing student motivation towards online learning in terms of the learning process, the results reveal a very high level of motivation. The highest mean score, at 3.70, indicates that students strongly agree with the concept of freedom of discussion and learning during online discussions, emphasizing the importance of creating an environment where students can express their

thoughts and engage actively in their learning. Additionally, feedback and corrections provided immediately also received a high mean score of 3.41, further highlighting students' motivation in online learning. The overall mean score of 3.56 demonstrates that students exhibit a very high level of motivation, which is crucial for their engagement and success in the online learning environment.

Turning to the role of teachers in online learning, the assessment shows mixed results. The highest mean score of 3.71 indicates that students highly value interactive activities facilitated by teachers, which significantly enhances their motivation and engagement. However, the lowest mean score of 1.00 suggests that students have a very low level of motivation when online learning is conducted collaboratively by two teachers with two different roles. Despite this contrast, the overall mean score of 2.62 still signifies a relatively high level of motivation, emphasizing the crucial role teachers play in fostering student motivation and engagement in online learning.

Assessing student motivation in terms of participation and attention during online learning reveals encouraging results. The highest mean score of 3.66 underscores the importance of well-planned and supported participation in lessons, indicating very high motivation among students. On the other hand, the use of different signs to reinforce communication in the learning environment, with a mean score of 3.01, indicates high motivation. The overall mean score of 3.48 demonstrates that students maintain a high level of motivation in terms of participation and attention, which are essential for active engagement and meaningful learning experiences.

Finally, the assessment of student motivation related to technical infrastructure in online learning showcases positive results. The highest mean score of 3.62 signifies students' very high motivation when they can easily participate in classroom activities through the internet. Meanwhile, the freedom of access to lessons from everywhere, with a mean score of 2.67, still indicates a high level of motivation. The overall mean score of 3.43 highlights that students maintain a high level of motivation, underscoring the importance of effective technical infrastructure in supporting their engagement and success in online learning.

3. **Correlation between the Assessment of Student-Respondents on the Level of Satisfaction of the School Climate and Level of Motivation of Students towards Online Learning**

Looking into the assessment of the student respondents on the level of satisfaction of the school climate and assessment of the student respondents on the level of motivation of students towards online learning, a computed R-value of -0.08 and a significance value of 0.06 were identified. The R-value indicates a very weak negative correlation between the assessment of the student respondents on the level of satisfaction of the school climate and assessment of the student respondents on the level of motivation of students towards online learning. The correlation co-efficient also indicates that the relationship between the assessment of the student respondents on the level of satisfaction of the school climate and assessment of the student respondents on the level of motivation of students towards online learning is not the same for the two when they are correlated. As such, the assessment of the student respondents on the level of satisfaction of the school climate and assessment of the student respondents on the level of motivation of students towards online learning are not the same.

IV. CONCLUSION

The assessment of student respondents on the level of satisfaction of the school climate has revealed high satisfaction in terms of school safety, teaching and learning, institutional environment, and interpersonal relations. This high level of satisfaction is indicative of a positive and conducive learning environment within the school.

On the other hand, in the assessment of the level of motivation of students towards online learning, the results indicate a very high level of motivation across different dimensions. Students show strong agreement and motivation in terms of the learning process, teacher roles, participation, and technical infrastructure in online learning. This high level of motivation underscores the importance of creating engaging and supportive online learning environments.

However, when analyzing the correlation between the assessment of the school climate and the level of motivation towards online learning, a weak negative correlation was found. This suggests that as satisfaction with the school climate increases, motivation towards online learning may decrease slightly, or vice versa. It is important to note that there is a weak correlation. It only means that the two variables are somewhat independent of each other. Therefore, it cannot be said that the variables tested in the study is proven to be insignificant factors in the academic environment. In fact, as separate entities, they can be crucial factors in the overall educational experience and student success. High satisfaction with the school climate can contribute to a positive and supportive learning environment. Similarly, high motivation towards online learning is essential effective learning and academic success. Thus, the research suggest further exploration and analysis to better understand the relationship of the variables being tested.

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