

The Mediating Effect of School Ethical Climate on The Relationship Between Interpersonal Support and Teacher Affective Attitude

Liendee Mae Amor M. Parcon
Sto Tomas National High School, Philippines

Abstract: This study determined the mediating effect of school ethical climate on the relationship between interpersonal support and teacher affective attitude of the public secondary school teachers in Sto. Tomas, Davao del Norte. This study will utilize quantitative non-experimental descriptive correlational research with a sample of 300 public school teachers. The method used to collect data is stratified random sampling. Sets of adapted survey questionnaires were used in obtaining data from the respondents who were subjected to content validity and reliability analysis. The data were analyzed using Mean, Pearson-r, Regression Analysis, and Sobel z-test. The result revealed that the level of interpersonal support, teacher affective attitude, and school ethical climate of public school teachers all scored high and a significant relationship existed between these variables. The study determined the mediating effect of school ethical climate on the relationship between interpersonal support and teacher affective attitude in public secondary school teachers of Sto. Tomas, Davao del Norte, and there was no significant mediating effect of school ethical climate on the relationship between interpersonal support and teacher affective attitude.

Keywords: school ethical climate, interpersonal support, and teacher affective attitude, Philippines

I. INTRODUCTION

A teacher affective attitude towards work promotes better work effects, such as job satisfaction and a lower desire to resign. Unfortunately, many teachers today do not appear genuinely interested in their profession. They seem to be drawn to teaching, not because of any investment or liking for the job, but because they cannot find work elsewhere. Similarly, those who have been in the profession for several years have lost their passion for what they do. As a result, they make fewer plans to participate in professional development activities, which are required to improve the quality of their instruction (Santiago, 2019).

The importance of the affective attitude of a teacher promotes progress work effects, such as job satisfaction (Dumay & Galand, 2012). As well as being motivated to do the teaching loads and papers works in school, it comes out that this helps to have an association with the learning outcomes and relationships of the teachers to student and student to teacher (Rubie & Rosenthal, 2016). Significantly, teachers' feelings, beliefs, and actions compromise their attitude, the attitude that helps the students learning process due to the efficacy of the teacher and through that the classroom practices and learning

to teach are one of the essential concepts which a teacher could satisfy the students learning and performances (Renthlei, & Malsawni, 2015).

Meanwhile, an affective attitude improving students' involvement, effort, achievement, and interpersonal assistance increases teacher attitude while teaching (Anwar & Sisay, 2016). Moreover, a teacher who recognizes that information and abilities directly impact their students and surroundings takes responsibility for their knowledge and skills and builds strong relationships, and can effectively convey these to students (Ari, 2008). Furthermore, Students directly absorb and imitate the teacher's behavior and approach, which places a lot of responsibility. Studies recently clearly demonstrate the impact on students of mutual contact in teacher-student interactions, teachers' attitudes toward students, and especially students' perceptions of this (Collie et al., 2011). In addition, Understanding and enhancing educational processes requires consideration of teachers' ideas, behaviors, and attitudes. They create student learning environments and influence student motivation and achievement. They are direct to teachers' coping with problems in their everyday professional lives and their general well-being (Ibrahim & Iqbal, 2015).

Much research has been done investigating the factors of teacher affective attitude practiced and how it affects student-teacher interaction in the learning process. However, the researcher has not found a study linking school ethical climate to how it will influence the relationship between interpersonal support and teacher affective attitude. The study will work on how ethical climate as mediating variable is significant in developing teacher affective attitude with interpersonal support in order to develop fair feelings, beliefs, emotions, and actions conforming to an organizational set of rules and norms. For this reason, the researcher became interested in determining the mediating effect of school ethical climate on the relationship between interpersonal support and teacher affective attitude in the situation of a public secondary school teacher in the Municipality of Sto. Tomas Davao del Norte. Based on the researcher's initial review of related literature, it was found that no study has been conducted on the topic. The proposed research aims to determine the mediating effect of school ethical climate on teacher affective attitude with its relation to interpersonal support. The findings will help

increase teacher efficiency and effectiveness concerning its performance.

Research Objectives

The study's primary purpose is to determine the mediating effect of school ethical climate on the relationship between interpersonal support and teacher affective attitude. Specifically, this aims:

1. To assess the level of interpersonal support in terms of:
 - 1.1 appraisal support
 - 1.2 tangible support,
 - 1.3 self-Esteem support, and
 - 1.4 belonging support.
2. To determine the level of teacher affective attitude:
 - 1.1 attitude toward the teacher-student relationship
 - 1.2 attitude toward the classroom environment, and
 - 1.3 beliefs about your efficacy as a teacher.
3. To determine the level of School ethical climate.
4. To determine the significant relationship between interpersonal support and teacher affective attitude.
5. To determine the significant relationship between interpersonal support and school ethical climate.
6. To determine the significant relationship between school ethical climate and teacher affective attitude.
7. To determine the significance of the mediating effect of the school ethical climate on the relationship between interpersonal support and teacher affective attitude.

Hypothesis

The researcher shall use a 0.05 level of significance to test the following hypotheses:

1. There is no significant relationship between interpersonal support and teacher affective attitude.
2. There is no significant relationship between interpersonal support and school ethical climate.
3. There is no significant relationship between school ethical climate and teacher affective attitude.
4. There is no significant mediating effect of school ethical climate on the relationship between interpersonal support and teacher affective attitude.

II. THEORETICAL AND CONCEPTUAL FRAMEWORK

This research will explain the mediating effect of school ethical climate on the relationship between interpersonal support and teacher's affective attitude among public secondary school teachers. In this way, making a clear understanding of the ethical climate, interpersonal support, teacher's affective attitude, and the whole concept of its relationship will anchor the research on the following credible authorities:

The study, anchored to the Social Cognitive Theory of Albert Bandura (1986), is utilized as a theoretical foundation to

comprehend better individual ideas and motives and serve as the foundation for value judgments and morality, influenced by their moral, personal, and environmental circumstances. It emphasizes the dynamic interaction between people, behavior, and the environment. According to this Social Cognitive Theory, ethical climate and other psychosocial factors such as working conditions will adhere to the current framework in which personal characteristics such as moral thought and affective self-reactions, moral conduct, and environmental factors all function as interacting determinants that influence each other in determining outcomes (Bandura 1986). Another, it was also suggested by Bandura (1990) that the effects of ethical climates on employees' behavioral tendencies are driven by affective identification with the organization and simultaneous cognitive moral (dis)engagement, as cited by (Pagliaro et al.,2018).

Thus, the study of Victor and Cullen's Theory of Ethical Work Climates (1987) stated that an ethical climate is a set of shared perceptions of procedures and policies which shape expectations for ethical behavior within the organization. The ethical climate will develop distinct organizations' subcultures that govern how people interact and regulate one another's behavior. The social identity approach of Tajfel (1978) is explained that people perceive themselves as unique and independent individuals who behave in many situations based on their distinctive characteristics. They are more likely to perceive themselves (and others) in terms of group membership. Thus, the social identity approach specifies how group membership and the affective connection with one's group provide individuals with normative guidelines that assist them in defining who they are, how to behave, and which aspects of their group belongingness are essential (Pagliaro et al.,2018).

Meanwhile, the pronouncement of Sullivan's interpersonal Theory (1953) is also used in this research. The interpersonal Theory is used to understand that people's sense of security, identity, and dynamism drove their behavior to determine their interpersonal interactions or relationships with other people. As a result, interpersonal connections and support are critical for meeting individual needs. Additionally, explain how emotions and moods affect job performance and happiness. The concept emphasizes the link between internal influences on employees, such as personality, emotions, cognition, and reactions to workplace situations (Weiss & Beal 2005).

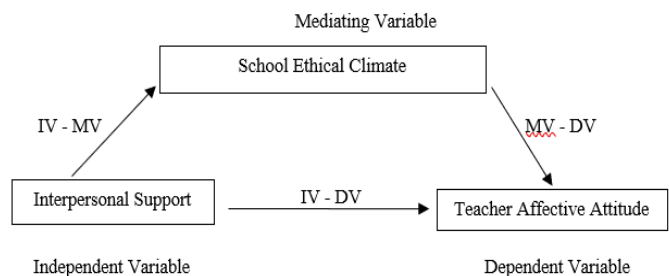


Figure 1. Conceptual paradigm of study 1.

Shown in figure 1 is the schematic diagram of the study. The independent variable of this study is interpersonal support with the following indicators: appraisal support, tangible support, self-esteem support, and belonging support. Appraisal support means information that is useful for self-evaluation. Tangible support offers financial support, items of value, or services. Self-esteem support describes a person's overall sense of self-worth or personal value that tends to be able and enduring. Belonging support gives someone a sense of social belonging, defined as the presence of friends to partake in social activities together. (Cohen & Hoberman, 1983).

The dependent variable of this study is teacher affective attitude with the following indicators: attitude towards the teacher-student relationship, attitude toward the classroom environment, and beliefs about your efficacy as a teacher. Attitude towards teacher-student relationships is more effective in affecting students. Those who build a positive relationship with students are more effective in influencing students' outcomes, including achievement and affective areas such as motivation, self-esteem, and positive adjustment to school. Attitude toward classroom management is the overall climate, culture, ambiance, or atmosphere in which learning occurs. Beliefs about your efficacy as a teacher are the ability to plan and carry out the steps necessary to correctly complete a specific instructional task in a given situation (King, 2017).

The mediating variable of this study is the school ethical climate. It is a component of organizational climate that represents employees' overall perceptions of the content and extent of the general values, norms, attitudes, and behaviors of organizational members as they relate to ethics. The ethical climate comprises organizational matters that concern ethical issues and specify ethically acceptable behavior. In other words, it entails the shared perceptions of what behavior is ethically accepted in the workplace. Employees learn how to behave in an organization through formal and informal socialization. They become aware of the values promoted and rewarded in the organization and those not (Enwereuzor et al., 2020).

Research Design

The study utilized quantitative non-experimental descriptive correlational research since this will describe the quantitative data gathered regarding the mediating effect of school ethical climate on the relationship between interpersonal support and teacher affective attitude.

According to Tan (2014), correlation analysis established the association between two or more variables. It investigates whether an increase or decrease in one variable equals to an increase or decrease in another variable. The results from a correlation analysis enable researchers to assess whether or not the two variables shift together. Two variables changed in the same direction in a positive correlation. In a negative correlation, two variables changed in the opposite direction together. There may also be no association between

two variables when it has a zero correlation (or a value that is not consistently different from zero).

Furthermore, the use of mediation variable was in this study. It is the variable that causes mediation in the dependent (Teachers Affective Attitude), and independent (Interpersonal Support) variables known as a mediator variable (School Ethical Climate). Put another way; it explained the relationship between the dependent and independent variables. The complete mediation process defined the entire intervention caused by the mediator variable. As a result, the initial variable no longer influences the outcome variable (Statistic Solutions, 2020).

Population and Sample

A 300-population sample of public secondary school teacher were drawn from this study in Municipality of Sto. Tomas, Davao del Norte. To identify the number of samples in population. The method used to collect data is stratified random sampling. The figures below indicate the school's population strata and its percentage size to provide a sufficient sample for data collection. According to Blay (2007), proportional allocation is excellent when considering a stratified budget. This Formula was used in at least 300 at a significance level of 0.05. This is significant numbers of specimens obtained when the population is too large to manage. A total of 300 respondents were drawn from nine public secondary schools for the study. Respondents will be divided by school A of 6.56 percent, school B of 14 percent, school C of 3.75 percent, school D of 7 percent, school E of 4.45 percent, school F of 3.51 percent, school G of 9.13 percent, School H of 9 percent and school I of 6 percent.

III. RESULTS AND DISCUSSION

Level of Interpersonal Support of Teachers. Shown in Table 1 are the results of the descriptive statistics on assessing the level of interpersonal support of public secondary school teachers, which has an overall mean of 3.47 with the standard deviation of 1.08, described as high. It means the interpersonal support of public secondary school teachers of Sto. Tomas, Davao del Norte is oftentimes manifested. Taken individually, the indicators of the level of Interpersonal Support of the participants were as follows: Appraisal Support with a mean of 3.53 and Standard deviation of 1.11, Tangible Support with a mean of 3.50 and standard deviation of 1.13, and Belonging Support with a mean of 3.47 and standard deviation of 1.10, are described as high level, and Self – Esteem Support with a mean of 3.38 and standard deviation of 0.97 is describe as moderate level.

Interpersonal support were expressed by four indicators. Three indicators resulted a high-level descriptive equivalent were; appraisal support, tangible support, belonging support. The fourth one with moderate level result was self-esteem support as shown in Table 1. The overall result level of interpersonal support was in high descriptive equivalent.

Table 1. Level of Interpersonal Support

Indicators	Standard Deviation	Mean	Descriptive Equivalent
Appraisal Support	1.11	3.53	High
Tangible Support	1.13	3.50	High
belonging Support	1.10	3.47	High
Self- esteem Support	0.97	3.38	Moderate
Overall Result	1.08	3.47	High

The appraisal support indicator was on high descriptive level result and essential in undertaking observations and assessments to all teachers. Enhancing teacher knowledge, skills, and confidence will improve performance and motivation. Sharing knowledge and opinions with someone who asks for assistance, especially when dealing with problems, can help someone feel better. It would be beneficial if someone could receive advice on reducing the burden on people's problems. The study agreed with the findings of Schleicher (2016) that teachers should strive to gain greater competence and responsibility. The appraisal support from colleagues will help prevent discouragement from the workloads and tasks done in an organization. The high descriptive level suggested that appraisal support was oftentimes manifested.

The next indicator is tangible support, which was on high descriptive level result. The teaching staff's efficiency and effectiveness were perceived and influenced by the availability of adequate human and material resources. The study findings were aligned to the study of Peritore (2016), that the substantial assistance provided, such as aid, physical direction with other challenges or problems, and the availability of resources that directly help the individuals were considered tangible support. Teachers always face tricky situations daily at school, and things will become more complicated if those around them do not express concern and support for one another. It would become easier if someone were surrounded by considerate, helpful, and understanding people. The study of Hilton et al. (2015) agreed that supporting and providing more concrete assistance such as extra preparation, time, or help will make the teacher more at ease in contributing to the implementation process. The tangible support was oftentimes manifested through high descriptive level results.

Another indicator used in this study was belonging support, which generated a high descriptive level result, indicating that being accepted and cared for, creates a beautiful sense of belongingness. The moments of not being accepted and valued by the group was not evident in the respondents from this study because the result manifested a sense of belongingness. There were people, friends, and colleagues who could spend time and enjoy talking about problems and happiness in life. This indicator revealed that collaboration among teachers in school was essential and observed. The study of Kachchhap & Horo (2021) supported the findings, that when teachers work together, they feel a sense of belongingness and are considered invaluable assets in any

successful educational system. The high descriptive level result demonstrated that belonging support was oftentimes manifested.

The last indicator of interpersonal support was self-esteem, which were generated a moderate level result. The moderate level result unfold of teacher self-esteem was not more composed in themselves or their abilities as teachers. In short, teachers were unsure of their capability. When linked to a teacher daily well-being, the appropriate self-esteem may impact the success of their job. In this case, Ferkany's (2008) study supported that self-esteem may not be the most crucial factor influencing academic achievement, but it is essential to job success. The teacher should be an effective communicator, and self-esteem should improve.

Level of Teacher Affective Attitude

Shown in table 2 are the results of the descriptive statistics in measuring the level of teacher affective attitude among public secondary school teachers from Sto. Tomas Davao Del Norte. The overall mean of teacher affective attitude is 4.04 and standard deviation of 0.85, assessed to be high. It means the interpersonal support of public secondary school teachers of Sto. Tomas, Davao del Norte is oftentimes manifested. High level attributed to predominantly High ratings given by the respondents on attitude toward the beliefs about the efficacy as a teacher with a mean of 4.14 and standard deviation of 0.66, attitude toward the classroom environment with a mean of 4.00 and standard deviation of 0.80, and attitude toward the teacher-student relationship with a mean of 3.97 and standard deviation of 0.92 are measures assessed to be high.

Table 2. Level of Teacher Affective Attitude

Indicators	SD	Mean	Descriptive Level
Beliefs about your efficacy as a teacher	0.66	4.14	High
Attitude toward the classroom environment	0.80	4.00	High
Attitude toward the teacher-student relationship	0.92	3.97	High
Overall Result	0.85	4.04	High

The attitude toward the teacher-student relationship was on a high descriptive level result. Positive attitude displayed by teachers toward their students will result in a positive teacher-student relationship in which students will be more responsive and perform better, an important influence on students' feelings and emotions that affect their motivation to succeed. Teachers must be approachable and responsive to students' individual needs. Do not be frustrated with students who need more help; caring and showing empathy will build a positive relationship with them. This study similar to Agyekum (2019) findings stated that a positive teacher-student relationship is essential in the learning environment thus, the teacher attitude can influence students' feelings and emotions or harm them and impair their motivation, achievement, and well-being. Indeed, a positive teacher-student relationship must be close and supportive but not overly dependent. The high descriptive level result showed that the attitude towards the

teacher-student relationship in school was oftentimes manifested.

Another indicator is students' attitudes toward the classroom environment, which generated a high descriptive level result. In creating a supportive classroom climate, different classroom strategies must apply to develop classroom management that will encourage students to self-discipline. Creating classroom behavior rules and positive reinforcement was much better than a punishment approach. The study was parallel to Kocor (2016) resulted that teacher will provide support and assistance to their students while creating a sound and pleasing environment. The government and other education stakeholders should also focus on developing student in schools where successful academic learning can be developed. In the study Students' attitudes towards the classroom environment were oftentimes manifested.

The next indicator is beliefs about a teacher efficacy which turned in a high descriptive level result. A teacher's efficacy was influential on how students organize and define tasks and issues. Pajares (2016) supported this study's findings that considering beliefs was significantly more influential than knowledge in determining how individuals organize and define tasks and issues and are a better predictor of action. The teacher must establish a classroom management system in which students were in groups and got them to follow classroom rules. A teacher should find reinforcement to control disruptive behavior and establish a classroom management system where children must follow classroom rules. Teacher efficacy was an essential element to cause something to happen good to the student progress. A high descriptive level result indicates that beliefs about efficacy as a teacher was oftentimes manifested.

Level of School Ethical Climate. Shown in table 3 is the descriptive statistics result on assessing the Level of school ethical climate among public secondary school teachers in Sto. Tomas, Davao del Norte, which has an overall mean of 4.00 with a standard deviation of 0.85 which is described as high. It means that the school ethical climate has oftentimes manifested in secondary school teachers of Sto. Tomas, Davao del Norte.

Table 3. Level of School Ethical Climate

Mediating Variable	SD	Mean	Descriptive Level
School Ethical Climate	0.85	4.00	High

The school as an organization shapes interactions between participants by developing and correcting behavior. Work environment with organizational components designed to improve teachers' quality and character. As the study's findings, the school ethical climate directly impacts ethical issues and correct behavior. Clear communication and instruction will assist the teacher in understanding their duties and responsibilities and the consequences of their actions. Becker et al. (2014) agreed that teacher perceived the students' emotions, and Wang & Degol (2014) supported that teacher attitude toward inclusion increased with greater internal and external support adequacy. Incorporation of work on learning-related emotions, personality characteristics, shared values,

engagement on activities and individual differences which takes place in an organization can be rectified through establishing an ethical climate.

Correlations between Interpersonal Support, Teacher Affective Attitude and School Ethical Climate of Teachers

Displayed in Table 4 are the results of the relationship between the independent (interpersonal support), dependent (teacher affective attitude), and mediator (School Ethical Climate) variables. Bivariate correlation analysis using Pearson product-moment correlation was employed to determine the relationship between the variables mentioned.

Table 4. Correlation Analysis of the Variables

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Interpersonal Support and Teacher Affective Attitude	0.499**	0.000	Reject
IV and MV	Interpersonal Support and School Ethical Climate	0.389**	0.000	Reject
MV and DV	School Ethical Climate and Teacher Affective Attitude	0.732**	0.000	Reject

The first zero-ordered correlation analysis between interpersonal support and teacher affective attitude revealed a computed r-value of 0.499 with a probability value of less than 0.000, which is significant at the 0.05 level. It indicates that there exists a moderate association between the two variables. Thus, the null hypothesis of no meaningful relationship is therefore rejected.

Similarly, the second bivariate correlation analysis involving interpersonal support and school ethical climate yielded an r-value of 0.389 with a probability value of probability is less than 0.000, which is significant at 0.05 level. It indicates that there exists a weak association between the two variables. Thus, the null hypothesis of no significant relationship is rejected.

The third correlational analysis between School Ethical Climate and Teacher Affective Attitude yielded an r-value of 0.732 with a probability value of probability is equal to 0.000, which is significant at 0.05 level. It indicates that there exists a strong association between the two variables. Thus, the null hypothesis of no significant relationship is rejected.

Interpersonal support focuses on receiving social assistance from others to improve one's interpersonal components, be more confident, effective, and efficient, and provide quality education to learners. The affective attitude focuses on one's emotions and feelings, which influence behavior and actions. Interpersonal support should be developed to reduce a teacher's stresses and difficulties to function as a more effective instrument for teaching and learning. Emotionally and psychologically stable teachers can perform more effectively and efficiently, which can help build a better learning community. Abid, Bajwa, & Batool (2016) found that interpersonal supports denote the knowledge that promoting social connection is an aspect of a particular day and must occur with a social partner. Ahmad et al. (2013) stated that

teachers with a positive attitude are emotionally and psychologically stable.

The term "school ethical climate" refers to the moral principles that govern one's behavior in general. As an organizational climate, the school establishes rules that govern participant behavior. Establishing a school ethical climate helps guide the teacher on how to behave in an organization according to its rules and values. Keeping everyone informed about organizational values and ethics will help the teacher's affective attitude. The affective attitude will focus on one's emotions and feelings, which influence behavior and actions. The result was supported by Enwereuzor et al. (2020) that employees learn how to behave in an organization through the formal and informal socialization process, and they become aware of the organizational values that are promoted and rewarded and those that are not.

On the other hand, the school ethical climate determined the moral principles for participants will behave. An organization's structures process what a character's school life will be. It is an ethically concerned environment. The governing principles of morality that result in behavior. The interpersonal support and school ethical climate have a relationship that is entangled. The teacher's interpersonal support enhanced by the assistance provided will have to meet the principles and standards established by the school in terms of behaviors, values, attitudes, and even norms, all of which impact the level of school standard performance. Any educational organization would benefit from efficient and effective teachers.

Mediation Analysis of the Three Variables

The data were analyzed using the linear regression method as input to the red graph. Mediation analysis developed by Baron and Kenny (2001) is the mediating effect of a third variable in the relationship between two variables.

Take four steps before a third variable can act as a mediator. In table 5, it categorizes steps 1 to 4. In step 1, interpersonal support as an independent variable (IV), teacher affective attitude which in this study's serve as dependent variable (DV). In step 2, school ethical climate as the mediator (M). In step 3, school ethical climate significantly applied in teacher affective attitude towards the public secondary school teachers. In addition, if the regression coefficient is substantially reduced at the final step but remains significant, partial mediation is obtained.

Table 5. Regression Results of the Variables in Four Criteria of the Presence of Mediating Effect

Step	Path	Beta (Unstandardized)	Standard Error	Beta (Standardized)
Step 1	c	0.769	0.077	0.499
Step 2	a	0.624	0.086	0.389
Step 3	b	0.608	0.039	0.634
Step 4	c'	0.389	0.062	0.253

In this case, as showed in step 4 (denoted as c'), the effect of interpersonal support on teacher affective attitude after

mediated by school ethical climate resulted a non-significant at p less than 0.05 level.

Results:

Mediation Analysis		Significant
Sobel z-value	6.57	p = < 0.05
Percentage of the total effect that is mediated	57.044500	
The ratio of the indirect to the direct effect	1.127691517	
<u>Effect Size Measures</u>		
<u>Unstandardized Coefficients</u>		
Total:	.769	
Direct:	.389	
Indirect:	.624	
Indirect to Total Ratio:	.811	

Note: The numerical values of the parentheses are beta weights taken from the second regression, and the other values are zero-order correlations.

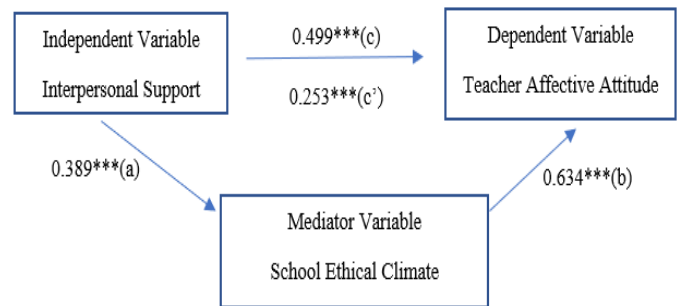


Figure 3. Medgraph Showing the Variables of the Study

Furthermore, the result has shown in Figure 3 of the computation of mediating effects. The Sobel test yielded a z-value of 6.57 with a probability is less than 0.05, significant at 0.05 level. It means that no mediating effect, such that the actual direct result of interpersonal support on teacher affective attitude reduced upon the addition of school ethical climate. The positive value of Sobel z indicates that the addition of a school ethical climate minimizes the effect of interpersonal support on teacher affective attitude. The figure also shows the results of the computation of the effect size in the mediation test conducted between the three variables. The effect Standardized Coefficients.

The 0.769 is the total effect value of Beta for interpersonal support towards size measures how much of the effect of interpersonal support on teacher affective attitude can have attributed to the indirect path to teacher affective attitude. The Direct Effect Value of 0.389 is the beta of interpersonal support, teacher affective attitude, on school ethical climate included in the regression. The indirect effect value of .624 is the amount of the original Beta between the interpersonal support on teacher affective attitude. That now goes through school ethical climate to teacher affective attitude (a * b, where "a" refers to the path between MS ⊆ SABTM and "b" refers to the way between AM ⊆ SABTM).

The ratio index will compute by dividing the indirect effect by the total impact; in this case, 0.624 by 0.769 equals

0.811. It seems that about 81.1 percent of the total effect of interpersonal support on teacher affective goes through the school ethical climate, and about 18.9 percent of the total effect is either direct or mediated by other variables not included in the model.

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The ratio index will compute by dividing the indirect effect by the total impact; in this case, 0.624 by 0.769 equals 0.811. It seems that about 81.1 percent of the total effect of interpersonal support on teacher affective goes through the school ethical climate, and about 18.9 percent of the total effect is either direct or mediated by other variables not included in the model.

The school ethical climate as a mediating variable revealed that no mediation analysis occurs with regard to the relationship between interpersonal support and teacher affective attitude. The school ethical climate significantly correlated with interpersonal support and teacher affective attitude. It refers to the quality and character of school environment related to organizational processes and structures, norms and values, interpersonal relationships and social interactions. School ethical climate sets the tone for all the teaching and learning done in the school environment, and as researchers, it is predictive of students' ability to learn and develop in healthy ways. Research has shown that established school ethical climate has an impact as an essential indicator of success, such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement. The findings were in line with the pronouncement of Mousena & Raptis (2020) that school ethical climate influences teacher affective attitude.

IV. CONCLUSION

The study conducted determined the mediating effect of school ethical climate on the relationship between interpersonal support and teacher affective attitude in public secondary school teachers of Sto. Tomas, Davao del Norte. The study found out that school ethical climate as a mediating variable has no substantial significant mediating effect with regard to the relationship between interpersonal support and teacher affective attitude.

A well-supported teacher with interpersonal components can perform more effectively and efficiently. The level of interpersonal support were assessed along with its indicators. All four indicators yielded high descriptive equivalent. The overall high result translated into the description of non-significant.

Teacher affective attitude depended on how the teacher was developed and stabled from interpersonal support they received. A positive attitude will influence behavior and perform better in teaching. The study determined the level of teacher affective attitude together with its indicators. Supported by the result all three indicators presented a high descriptive level result. The overall high result translated into the description of non-significant.

School ethical climate help shapes the interaction between the independent and dependent variable and corrects ethical issues and behavior. The study conducted gave high level overall result based from the test performed. Relationships between variables were determined. It was observed that all three variables submitted high descriptive level results. School ethical climate as a mediating variable of the study has no major mediating effect concerning to the relationship between interpersonal support and teacher affective attitude in public secondary school teachers of Sto. Tomas, Davao del Norte.

V. RECOMMENDATION

The result of the study showed that school ethical climate as a mediating variable was non-significant to the relationship between interpersonal support and teacher affective attitude. Based from the study findings, the researcher recommends that an emphasis should be placed on school ethical practices, which help shape the ethical behavior of teachers within an organization. Establishing school ethical climate to organizational structure will have to be assessed how essential it is to the learning environment, even if its mediating effect was found non-significant to this study. Separate study concerning to the direct effect of school ethical climate to teacher affective attitude should be undertaken. Considering teachers to improve their quality and character by setting moral principles in the organization where participants must follow.

Organization's ethical climate should be established to support collective approach on ethical issues, and should encouraged employees to develop psychological bonds with their colleagues within the organization rather than with themselves as individuals.

The study suggests to continually provide interpersonal support to the organization to help improve teacher morale, strengthen organizational commitment, and correct organizational behavior. Provision of Interpersonal Support will inspire teachers to show compassion that will enhance the learning environment at school.

Teachers' critical thinking and analytical skills should be developed in the future researchers. It will broaden knowledge and understanding, particularly in specific

organizational member issues, and raise public awareness on how to deal with life challenges school leaders, teachers, and other organization members will experience.

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