

### Abstract

The objectives of this study are twofold : (1) to find out the relationship between social organization, social context, social climate of school and school achievement; (2) to determine the effect of the three independent variables on school achievement.

The data was gathered from 486 students and 174 teachers of 31 secondary schools in Educational Region No. I. The school was used as a unit of analysis. Bivariate as well as stepwise multiple regression analyses were used to analyze the data. The findings of the study can be summarized as follows :

(1) According to the bivariate regression analyses, the variables of the service of the school (based on teacher ratings), student perceived future evaluation-expectations, reported sense of caring about academic achievement, teacher present evaluation-expectation of the students in their school, teacher future evaluation-expectation of the students in their school, teacher perception of parent student push for education achievement, teacher reported push of individual students, teacher reported feelings of job satisfaction were moderately related to school achievement. However, the results showed no relationship between the administrative activities of the administrator, the service of the school (base on student ratings), the nature of extra-curricular activities (based on student and teacher ratings) the economic status of students, age of the teachers, teachers education level, teachers experience, student perceived present evaluation-expectations, student perception of school academic norms, teacher perception of student academic improvability and school achievement.

(2) The results of the stepwise multiple regression analysis illustrated that teacher perception of parent student push for education achievement was the most important variable in explaining school achievement (adjusted  $R^2 = 0.357$ ). The explained variation was increased 6 percent when teacher reported feelings of job satisfaction was added. Additionally, student perceived future evaluation-expectations could explain school achievement 8 percent.

So it could be conclude that social climate of school was the strongest independent variable to explain school achievement.