

The organizational climate: Its effect on the job performance of administrators and teachers in Congressional District 2 of Isabela

Merlie G. Aggabao

Northeastern College

Santiago City, Isabela, Philippines

Email: merlie.aggabao@gmail.com

ABSTRACT

Organizational climate is a crucial factor influencing the effectiveness and productivity of schools. However, limited studies have examined its impact on the job performance of administrators and teachers in the public elementary schools of Congressional District 2, Isabela. This study examined the impact of organizational climate on the job performance of 65 school administrators and 65 teachers during the 2023–2024 school year, employing a descriptive research design. Data were collected through questionnaires, interviews, and documentary analysis. Results showed that behavioral dimensions such as leadership, communication, and interpersonal relationships were “very often” manifested, while environmental dimensions like physical conditions and technology were “often” observed. Political sensitivity was only moderately evident. Overall, the organizational climate was rated as “very effective” in enhancing job performance, although significant differences in perception were found between administrators and teachers ($p < .05$). The study concludes that a positive organizational climate fosters collaboration, motivation, and professional growth. It recommends strengthening leadership, participatory decision-making, and resource support to sustain effective teaching and management.

Keywords: organizational climate, job performance, school administrators, teachers, educational leadership, public elementary schools

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INTRODUCTION

The National School Climate Council (National School Climate Council, 2007) defines school climate as the norms, values, and expectations that support people feeling socially,

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emotionally, and physically safe. School climate is a product of the interpersonal relationships among students, families, teachers, support staff, and administrators.

An organization consists of people who function to achieve a set of goals and objectives, and it has a culture. An organization's culture pertains to personality, atmosphere, or "feel." It defines appropriate behavior and bonds, it motivates individuals, and governs the way a company processes information, internal relations, and values. (Gibson et al., 2010). More so, Smircich, as cited by Gorton & Alston (2009), defines culture as a social or normative bond that holds the organization together.

As an organization, the school's culture is its essence, according to Willower, as cited by Short & Greer (2007), composed of the traditions, beliefs, policies, and norms of the school. Organizational culture has important characteristics not limited to observed behavioral regularities, norms, dominant values, philosophy, and rules, but also to the organizational climate, where it is the overall "feeling", whether it is the physical layout or the way members in the organization interact with each other or conduct themselves with clientele (Luthans, 2008).

In schools, climate is the quality and character of school life, which may be based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching and learning, leadership practices, and organizational structure (National School Climate Center, 2012). So, climate relates to human interactions (Gorton & Alston, 2009).

Studies in other countries indicate that a positive school climate is an important target for school reform and improving behavioral, academic, and mental health outcomes for students (Thapa et al., 2013). Schools with positive climates tend to have less aggressive and violent behavior among students (Gregory et al., 2010) and fewer student suspensions (Lee et al, 2011) and student disciplinary problems (Thapa, 2013). Research also showed an association between school climate and lower levels of alcohol and drug use (LaRusso & Selman, 2008).

Furthermore, organizational climate is the total environmental quality within an organization, such as schools (Lunenburg & Ornstein, 2004). In addition, climate was conceived as a general concept to express the enduring quality of organizational life. It refers to the teacher's perception of the general work environment of the school, which is relatively the enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools (Hoy & Miskel, 2005).

Moreover, school climate is the quality and character of school life, which is based on people's experience of school life (Cohen et al., 2009). Emmons, as cited by Gorton & Alston (2009), explained that school climate is the quality of interactions between school staff and students, among the students, among the staff members and themselves, and between the school staff and stakeholders like the parents and the community.

There are numbers of concepts that explicates school climate. According to Loukas (2007), school climate is the feelings that are elicited by a school's environment, which is a multidimensional construct that includes physical, academic, and social dimensions. The physical dimension of the school climate includes the appearance of the school infrastructures, school size, and ratio of students and teachers, order and organization of the classrooms, availability of resources, and safety and comfort, while the academic dimension refers to the quality of instruction and teacher expectations for student achievement. Also, social dimension refers to the quality of interpersonal relationships not only between teachers and students but also

between teachers and staff, including the school administrator. Positive school climate is fostered through a shared vision of respect and engagement across the educational system. Emphasis is also placed on the collective sense of safety and care for the school's physical environment (Gruenert, 2008).

As to the social aspect of the school climate, the school climate can be open or closed using the Organizational Climate Descriptive Questionnaire (OCDQ) as a measuring instrument (Hoy & Tarter, 2007). Open climates manifest by cooperation and respect between teachers and the principal (Hoy & Miskel, 2005), while closed climate has a high degree of apathy on the part of most members of the organization (Lunenberg & Ornstein, 2004).

Indeed, managing a school's climate is not dependent on the authority that a school leader has based on his position, but can only be affected by increasing his influence over behaviors, beliefs, relationships, and other complex dynamics present in the school that are often unpredictable. Organizational climate and job satisfaction are distinct but related constructs, and both appear to influence employees' understanding of the work environment and their level of job satisfaction. It is often ignored as an important factor in accounting for organizational performance (Friedlander & Margulies, 2009).

It is in this context that this study, titled "The Organizational Climate: Its Effect on Job Performance of Administrators and Teachers in Congressional District 2 of Isabela", which focused on the relationship between organizational climate and school administrators' and teachers' performance, was conceived to verify the researcher's contention.

The theory of social exchange (SET) explains how two or more parties exchange resources, how successions of exchanges take place, and how exchanges affect the relationship between the parties concerned (Cropanzano & Mitchell, 2005). The fundamental premise of this theory is human interaction (Blau, 1964). Empirical evidence on SET (Cropanzano & Mitchell, 2005) (cf. Cropanzano and Mitchell highlight that relationships grow gradually into trust, loyalty, and requisite commitments if those concerns (e.g., superiors and subordinates) live by limited "rules" of exchange. As constructs under investigation in this study are positive initiating action and need a positive response, it is imperative to use SET in accounting for their relationships. The framework depicts that organizational climate has a direct effect on harmonious work passion, and in turn, organizational climate and harmonious work passion have a direct positive effect on job performance.

Previous studies show that coaching encourages better job performance (Tanskanen, 2009). Leaders frequently permit subordinates to participate in self-development training programs for them to acquire specific knowledge and skills in handling daily challenges encountered in executing tasks effectively. Moreover, employees become highly motivated when professional guidance and encouragement are received from managers, which in turn influences job performance. Also, organizations that propagate these opportunities develop employees' potential in the acquisition of skills, which in turn increases job performance outcomes. However, organizational climate becomes a vital element in any results-oriented coaching environment. Stated differently, effective coaching thrives for its objectives in a setting characterized by a positive organizational climate. Therefore, leadership skills, precisely the genuineness and quality of coaching skills in an organization, may influence the organizational climate on employee job performance. For instance, coaching positively correlates with job

satisfaction (Yuan, 2009), which numerous studies have linked to improved job performance. Implementing coaching strategies increases productivity and job satisfaction (Bazer, 2008).

Statement of the problem

The study was undertaken to assess the perceptions of school administrators and selected teachers regarding the effect of organizational climate on the job performance of school administrators and teachers in public elementary schools in Congressional District 2, Isabela, for the school year 2023-2024. More specifically, the study attempted to answer the following questions:

1. What is the profile of the respondents in terms of age, gender, civil status, grade level assignment, highest educational attainment, present position, latest performance rating, length of service, and level of in-service training attended?
2. What is the extent of manifestation of the different behavioral dimensions of educational climate in terms of leadership process, communication process, interpersonal relationship, decision-making process, and motivational techniques?
3. What is the extent of manifestation of the different environmental dimensions of educational climate in terms of physical condition of workplace, technological condition of workplace, and political sensitivity and pressures?
4. How do the respondents perceive the extent to which organizational climate affects the job performance of school administrators and teachers?
5. Is there a significant difference between the perceptions of school administrators and teachers relative to the effect of organizational climate on the job performance of school administrators and teachers in public elementary schools in Congressional District 2, Isabela?

METHODOLOGY

The study employed the descriptive method of research, which is concerned with systematically gathering, analyzing, and interpreting data on prevailing conditions to provide an accurate account of the phenomena under investigation. As explained by Best and Kahn, as cited by Salaria (2013), descriptive research encompasses different forms of disciplined inquiry that utilize empirical data for the development of knowledge. Aggarwal, also cited by Salaria (2013), further emphasized that descriptive research is not limited to collecting and tabulating facts but also involves careful analysis, interpretation, and the identification of patterns and relationships. Similarly, Good and Scates (2001) noted that descriptive-normative methods are particularly useful in determining current conditions and practices within organizations, while Best (1999) and Whitney (1999) highlighted that this approach is designed to ascertain prevailing conditions and report them in an organized and systematic manner. The use of descriptive research in this study was therefore appropriate, as it enabled the researcher to examine and interpret the organizational climate of schools and its effect on job performance in a structured and meaningful way.

The research was conducted in the public elementary schools of Congressional District II in the Division of Isabela. Historically, Isabela was represented as a lone legislative district until

1972, later becoming part of Region II from 1978 to 1984, and electing three assemblymen at-large between 1984 and 1986. In 1986, it was redistricted into four legislative districts, with Congressional District II composed of eleven municipalities, namely Aurora, Benito Soliven, Burgos, Gamu, Mallig, Naguilian, Quezon, Quirino, Roxas, San Manuel, and San Mariano. This research locale was chosen to ensure comprehensive representation of school administrators and teachers from diverse communities within the district.

The respondents were selected through purposive sampling, targeting school heads and teachers in the identified public elementary schools. The study included 65 school administrators and 65 teachers, with each of the thirteen districts in Congressional District II contributing approximately 7.69 percent of the respondents. This approach ensured a balanced representation of perspectives from both administrators and teachers across the district.

Data were collected primarily through a structured questionnaire, which was supplemented by unstructured interviews and documentary analysis to validate and enrich the findings. The questionnaire was carefully developed after an extensive review of related literature and studies. It was divided into three parts: the first gathered demographic information such as age, gender, civil status, educational attainment, position, performance rating, years of service, and in-service training; the second explored perceptions of the educational climate in terms of behavioral dimensions, including leadership, communication, interpersonal relationships, decision-making, and motivation, as well as environmental dimensions such as physical, technological, and political conditions; and the third examined the perceived effects of organizational climate on the job performance of school administrators and teachers.

To ensure the reliability and validity of the instrument, a tryout was conducted among selected school administrators and teachers, who were encouraged to provide feedback for improvement. Their suggestions, along with the recommendations of the research adviser, were incorporated into the final version of the questionnaire before its reproduction and distribution. The responses were scored using a five-point Likert scale, with categories ranging from Very Often to Never for perceptions of educational climate, and from Very Effective to Least Effective for evaluating the effect of organizational climate on job performance. These scaling methods allowed the data to be converted into numerical values for systematic organization, analysis, and interpretation.

The use of unstructured interviews served as a secondary tool to verify responses and capture additional insights that the questionnaire might not have fully addressed. Similarly, documentary analysis was employed to check the accuracy of information provided, using official school records and inventories as reference points. This triangulation of methods strengthened the reliability and credibility of the data.

Before administering the instruments, the researcher sought formal permission from the Office of the Schools Division Superintendent and from the administrators of the participating schools. After securing approval, the researcher personally distributed and retrieved the questionnaires, ensuring a high response rate and the integrity of the data-gathering process.

The data collected were tallied, tabulated, and subjected to statistical treatment to aid in meaningful analysis. Frequencies and percentages were utilized to describe the demographic profile of the respondents, while the weighted mean was employed to analyze their responses to the main research questions. To determine significant differences between the perceptions of

administrators and teachers regarding the effect of organizational climate on job performance, the t-test was applied. These statistical tools facilitated the accurate interpretation of findings and enabled the researcher to draw conclusions that were both valid and reliable.

RESULTS AND DISCUSSION

A total of 130 respondents participated in this study, comprising 65 school administrators and 65 teachers from public elementary schools in Congressional District II of the Division of Isabela. These participants were selected through purposive sampling, as outlined in the methodology, and they provided the necessary data through a validated structured questionnaire, supplemented by unstructured interviews and documentary analysis. The analysis focused on their demographic profile, perceptions of the behavioral and environmental dimensions of the educational climate, and their views on how organizational climate affects job performance.

The profile of the respondents revealed significant insights into their demographic and professional characteristics. Most respondents were in their middle years, with the largest proportion of administrators (35.38%) and teachers (32.31%) aged 41–45, suggesting that the majority had reached a level of maturity and professional experience conducive to school leadership and teaching. Gender distribution showed a predominance of females, with 72.31% of administrators and 80% of teachers being women. Marital status further emphasized stability, as 92.31% of administrators and 86.15% of teachers were married, while smaller proportions were single or widowed. Educational attainment showed that administrators were highly qualified, with many holding master's or doctoral degrees, as well as graduate units, while teachers also pursued advanced studies, particularly at the master's level. In terms of positions, administrators were concentrated in ranks such as Principal I (47.69%) and Principal III (30.77%), while a majority of teachers (66.15%) were Teacher III. Performance ratings indicated consistent excellence, with nearly all respondents achieving "Outstanding" marks. Service length varied, with administrators clustered at 26–30 years, while most teachers were in the 11–15-year range. Both groups demonstrated professional commitment through active participation in in-service training across different levels, underscoring their pursuit of continuous professional growth.

The extent of manifestation of the different behavioral dimensions of educational climate was perceived by both administrators and teachers as "very often" evident. Leadership received the highest ratings, with weighted means of 4.40 for administrators and 4.44 for teachers, reflecting open, supportive, and effective leadership practices in schools. Communication also ranked highly, with means of 4.35 for administrators and 4.37 for teachers, with verbal and written communication being the strongest indicators. Interpersonal relationships were strongly emphasized, as administrators rated employee socialization highest at 4.48, while teachers highlighted their commitment to quality education with a mean of 4.38. In comparison, decision-making and motivational techniques received slightly lower but still positive ratings, being perceived as "often" manifested. Decision-making garnered means of 4.08 among administrators and 4.05 among teachers, while motivational techniques were rated 4.11 and 4.09, respectively. Administrators valued recognition and tenure as motivational factors, whereas teachers emphasized tenure and training opportunities. The grand means of 4.26 for administrators and 4.25 for teachers confirmed that the behavioral dimensions of educational climate were "very

often” manifested, with leadership, communication, and interpersonal relationships perceived as stronger compared to decision-making and motivation.

The environmental dimensions of educational climate, on the other hand, were generally rated as “often” manifested. For physical conditions, administrators highlighted workplace safety (4.46) and room size (4.28) as the strongest indicators, while teachers pointed to workplace safety (4.30) and availability of water systems (4.24). The overall means of 4.13 for administrators and 4.17 for teachers suggested that physical conditions were consistently supportive but not always optimal. Technological conditions showed mixed results, with administrators noting the provision of up-to-date equipment (4.18) as the most prominent factor, producing an overall mean of 4.11. Teachers rated the availability of information technology equipment highest at 4.24, but since other technological indicators were rated lower, the overall mean was 4.16, interpreted as “often” manifested. In terms of political sensitivity, administrators assigned a mean of 4.01 and teachers 4.05, both groups agreeing that commitment to community development was “very often” manifested. However, they also acknowledged that political interference and reliance on alliances occurred “often,” which tempered the overall results. Grand means of 4.08 for administrators and 4.13 for teachers confirmed that the environmental dimensions were perceived as “often” present across schools.

When examining the perceived effect of organizational climate on job performance, both groups rated its impact as “very effective.” Among administrators, the physical condition of the workplace was ranked highest at 4.72, followed by leadership at 4.65. Communication and technology each obtained means of 4.52, while decision-making and motivation were both rated 4.46. Interpersonal relationships were rated 4.44, while political sensitivity was considered less influential with a mean of 3.98, interpreted as only “effective.” Despite this, the overall mean for administrators was 4.47, confirming that organizational climate was viewed as very effective in enhancing job performance. Teachers offered similar perceptions, identifying the physical condition of the workplace as the most influential factor (4.60), followed by leadership and technology, both rated at 4.48. Their overall mean of 4.38 also confirmed a “very effective” perception of organizational climate in influencing their job performance.

Finally, the comparison between the perceptions of administrators and teachers revealed both similarities and differences. Results of the t-test showed that there was no significant difference in their views regarding the extent of manifestation of both behavioral and environmental dimensions of educational climate, as the computed p-values were greater than 0.05. This finding led to the acceptance of the null hypothesis, confirming consistency between the two groups on these aspects. However, a significant difference was found in their perceptions of the effect of organizational climate on job performance, as the computed p-value was below the 0.05 threshold. This result required the rejection of the null hypothesis, indicating that administrators and teachers differed significantly in their assessment of how organizational climate influences their professional performance.

CONCLUSION

The findings of this study affirm that organizational climate plays a crucial role in enhancing the performance of both school administrators and teachers. A positive climate,

particularly one characterized by effective leadership, open communication, and strong interpersonal relationships, fosters collaboration, motivation, and professional growth. The respondents consistently recognized these dimensions as very often manifested in their schools, underscoring the supportive and collegial environment within the educational institutions of Congressional District II, Division of Isabela. While areas such as decision-making and motivational techniques were observed to a slightly lesser degree, being rated only as often manifested, they nonetheless contributed to a generally positive climate that supported effective work performance and job satisfaction.

The results further revealed that environmental dimensions such as physical conditions and technological provisions were often present and provided a strong foundation for effective teaching and school management. Workplace safety and the availability of resources were particularly valued, while political sensitivity was perceived with caution, as reliance on alliances and political interference were seen as limiting factors. Despite this, both administrators and teachers rated the overall organizational climate as very effective in influencing their job performance. The physical condition of the workplace was identified as the strongest contributor, while leadership and communication also played significant roles in strengthening professional efficiency.

Interestingly, while administrators and teachers shared similar perceptions of the extent of manifestation of both behavioral and environmental dimensions of organizational climate, their views diverged on the extent of its effect on job performance. This difference highlights the nuanced ways in which administrators and teachers experience organizational factors and implies the need for more inclusive and balanced leadership practices that address both perspectives. Strengthening organizational climate, therefore, has the potential to contribute not only to improved school management but also to better teaching outcomes and, ultimately, to the overall quality of education.

In light of these conclusions, several recommendations emerge. Since the various dimensions of organizational climate were very often manifested, it is important to sustain these practices to maximize their benefits. A sound and healthy educational climate should be continuously enhanced to further promote job performance among administrators and teachers. Professional development opportunities, such as capacity-building training, should be regularly provided to equip school heads and teachers with skills to cultivate positive organizational practices and ensure safer, more supportive, and more conducive learning environments. While this study focused on public elementary schools in Congressional District II, Isabela, future research should expand the scope to include secondary schools, both public and private, to enrich the data and capture a wider range of contexts. Moreover, further investigation into the impact of organizational climate on learners' performance would provide valuable insights into the broader implications of school climate. Continued exploration in this area is strongly encouraged to deepen understanding and strengthen educational outcomes.

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