



Organizational Climate among Public Elementary Schools in the Division of Malaybalay City

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ABSTRACT

This study determined the level of organizational climate among public elementary school teachers in the Division of Malaybalay City during School Year 2025-2026. Specifically, it examined organizational climate in terms of human relations, rational goal, and internal process. The study employed a quantitative descriptive research design and involved eighty-two (82) public elementary school teachers selected through total enumeration within the study locale. Data were gathered using an adopted and modified survey questionnaire based on the Organizational Climate Measure developed by Patterson et al. The adapted instrument was reviewed by three PhD professors for content validity. Demographic data were summarized using frequency and percentage, while organizational climate responses were analyzed using mean and standard deviation. Findings revealed that the organizational climate of public elementary schools was Very High Positive, with an overall mean of 4.36 and a standard deviation of 0.65. Among the dimensions, internal process obtained the highest mean, followed by rational goal and human relations. The results indicate that teachers perceived their school environment as structured, goal-oriented, supportive, and generally well-functioning. Since the data were based on self-reported perceptions and uniformly high ratings, the findings are interpreted cautiously and are not treated as direct measures of teacher motivation, learner achievement, or school effectiveness. The study contributes localized, dimension-specific evidence on organizational climate in public elementary schools and recommends sustaining clear procedures, goal direction, collaboration, welfare support, and constructive feedback.

Keywords: Organizational Climate; Public Elementary School Teachers; Human Relations; Rational Goal; Internal Process; Teacher Perception

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INTRODUCTION

Public elementary school teachers perform their professional duties within school environments shaped by leadership practices, collegial relationships, communication systems, task distribution, school policies, and internal procedures. When these conditions are clear, supportive, and consistently implemented, teachers are more likely to experience a workplace marked by trust, collaboration, and efficiency. However, unclear instructions, uneven workload distribution, limited support, insufficient recognition, and strained professional relationships may affect how teachers perceive their school environment.

In the Philippine public school setting, the need for a positive organizational climate is reinforced by policy directions that emphasize effective governance, learner-centered instruction, teacher welfare, professional standards, and performance management. Republic Act No. 9155 recognizes the role of school leadership in managing school operations and supporting teaching and learning [1]. Republic Act No. 10533 promotes a learner-centered basic education system [2], while Republic Act No. 4670 safeguards the welfare and working conditions of public school teachers [3]. In addition, the Results-Based Performance Management System and

the Philippine Professional Standards for Teachers provide frameworks that guide teacher performance, development, and accountability [4], [5].

Organizational climate refers to the shared perceptions of employees regarding workplace practices, leadership behavior, interpersonal relationships, and organizational systems [6]. In this study, organizational climate is distinguished from the broader concept of school climate. School climate may include wider aspects of the school environment, such as learner behavior, safety, parent participation, and the general atmosphere of the school community. Organizational climate, as used in this article, is narrower and focuses on teachers' perceptions of work-related conditions within the organization, particularly human relations, rational goal, and internal process. This conceptual distinction is important because the study does not measure the entire school climate, but only the organizational conditions experienced by teachers in their professional work.

Anchored on Organizational Climate Theory, the study assumes that teachers develop shared perceptions of the school as an organization based on repeated experiences with leadership, communication, support, goals, and procedures [7]. The Job Demands-Resources Model further explains that clear goals, supportive relationships, constructive feedback, and organized procedures may function as job resources that help teachers manage professional demands, while weak support, unclear processes, and limited autonomy may increase strain [8]. These theories were used not only to define the construct but also to interpret why some dimensions of organizational climate were perceived more strongly than others.

Although school climate has been widely discussed, localized studies focusing on public elementary school teachers and specific dimensions of organizational climate remain limited. Many studies examine school climate broadly, while fewer studies describe how human relations, rational goal, and internal process operate within a division-level public elementary school context. Thus, this study was conducted to determine the level of organizational climate among public elementary school teachers in the Division of Malaybalay City.

The scholarly contribution of this study lies in providing localized and dimension-specific evidence on organizational climate within public elementary schools in Malaybalay City. Rather than treating climate as a general school condition, the study describes how teachers perceive relational support, goal orientation, and internal procedures as separate but connected organizational features. This localized evidence may inform school leadership, teacher support, and policy planning in similar public elementary school contexts where organizational systems and teacher experiences are shaped by local resources, workloads, and administrative practices.

METHODOLOGY

Research Design

This study employed a quantitative descriptive research design. This design was appropriate because the study aimed to determine and describe the level of organizational climate in public elementary schools based on teachers' perceptions. The descriptive approach was used to examine organizational climate in terms of human relations, rational goal, and internal process.

Locale and Participants

The study was conducted in selected public elementary schools under the Department of Education, Division of Malaybalay City, during School Year 2025-2026. The schools represented varied conditions in terms of size, resources, and community context. To maintain anonymity, the specific district and school names are not identified.

The participants were public elementary school teachers teaching from Kindergarten to Grade 6. Total enumeration was used, and all teachers within this group were invited to participate. A total of eighty-two (82) teachers participated in the study. Participation was voluntary, and only teachers who provided informed consent were included. School heads, assistant principals, non-teaching personnel, and teachers on long-term leave

during data collection were excluded. The demographic profile of the teacher-respondents is presented in Table 1.

Table 1. Demographic Profile of the Teacher-Respondents

Profile Variable	Category	Frequency	Percentage
Teaching Position	Teacher I	30	36.59%
	Teacher II	12	14.63%
	Teacher III	27	32.93%
	Teacher VI	4	4.88%
	Master Teacher I	2	2.44%
	Master Teacher II	1	1.22%
	Not disclosed	6	7.32%
	Total		82
Civil Status	Single	18	21.95%
	Married	53	64.63%
	Widowed	4	4.88%
	Not disclosed	7	8.54%
	Total		82

In terms of teaching position, the largest group was composed of Teacher I respondents, followed by Teacher III and Teacher II. A smaller number of respondents held higher teaching ranks, including Teacher VI, Master Teacher I, and Master Teacher II, while six respondents did not disclose their teaching position. In terms of civil status, most respondents were married, followed by single and widowed teachers, while some did not disclose their civil status. These demographic data provide context for understanding the respondent profile; however, since the study employed descriptive analysis only, the data were not used to compare differences in organizational climate across demographic groups.

Research Instrument

The study used a structured survey questionnaire composed of two major parts. The first part gathered selected demographic information, including teaching position and civil status. The second part measured organizational climate using an adopted and modified version of the Organizational Climate Measure (OCM) developed by Patterson et al. [6]. The original OCM is a multidimensional instrument that measures organizational climate across several workplace domains and scales. In the present study, the retained dimensions were human relations, rational goal, and internal process because these were aligned with the statement of the problem. The Open Systems dimension was not included because it was outside the scope of the study.

The instrument was modified to suit the public elementary school context. General workplace terms in the original OCM, such as company, management, supervisors, employees, and departments, were localized into school-based terms such as school, school administrator, teachers, grade level, and inter-grade level. Several items were also reworded to reflect school operations, instructional work, teacher welfare, performance feedback, and internal procedures. Negatively worded or reverse-coded statements in the original instrument were rewritten as positively framed statements to make the questionnaire clearer for teacher-respondents. The response format was changed from the original four-point truth scale to a five-point Likert agreement scale ranging from Strongly Disagree to Strongly Agree.

For content validity, the adapted questionnaire was reviewed by three PhD professors. Based on the validation certificate, the survey questionnaire was evaluated in terms of clarity, relevance, alignment with the research questions, and suitability for the quantitative study from which the present article was drawn. The evaluators deemed the instrument valid and appropriate for data gathering. No Cronbach's alpha coefficient is reported in this manuscript because a separate reliability report for the adapted questionnaire was not available.

Table 2. Interpretation of Organizational Climate

Mean Range	Qualitative Description	Qualifying Statement
1.00-1.49	Very Low Negative Climate	An organizational environment characterized by low morale, limited trust, weak support, and dissatisfaction.
1.50-2.49	Low Negative Climate	An organizational environment perceived as having inadequate support, unclear communication, and frequent challenges.
2.50-3.49	Neutral Climate	An organizational environment perceived as moderately functional, with both strengths and areas needing improvement.
3.50-4.49	High Positive Climate	An organizational environment characterized by supportive leadership, collaboration, and effective communication.
4.50-5.00	Very High Positive Climate	An organizational environment perceived as highly supportive and well-functioning, where teachers feel valued and motivated.

D. Data Gathering Procedure and Ethical Considerations

The researcher secured clearance from the Research Ethics Committee before data collection. A formal request letter endorsed by the Dean was submitted to the Schools Division Superintendent of Malaybalay City. Upon approval, coordination was made with the Public Schools District Supervisor and the concerned school heads. The questionnaire and informed consent form were disseminated through official communication channels. Participants were informed of the purpose of the study, voluntary participation, confidentiality, anonymity, and their right to withdraw at any time without harm or penalty.

Treatment of Data

Frequency and percentage were used to describe the demographic profile of the teacher-respondents, while mean and standard deviation were used to determine the level and variability of organizational climate. Mean scores were interpreted using the predefined qualitative descriptions shown in Table 2. Since the study was descriptive in design, no inferential statistical test was conducted. The analysis focused on describing teachers' perceived organizational climate and did not test causal relationships, compare demographic groups, determine predictors, or measure actual teacher performance, learner achievement, or school effectiveness.

RESULTS AND DISCUSSION

Table 3. Summary Level of Organizational Climate in Public Elementary Schools

Dimension	Mean	SD	Qualitative Description
Internal Process	4.39	0.64	Very High Positive Climate
Rational Goal	4.37	0.64	Very High Positive Climate
Human Relations	4.32	0.67	Very High Positive Climate
Overall	4.36	0.65	Very High Positive Climate



Table 4. Component Summary by Organizational Climate Dimension

Dimension	Component	Mean	SD	Qualitative Description
Human Relations	Integration	4.58	0.62	Very High Positive Climate
Human Relations	Welfare	4.34	0.63	Very High Positive Climate
Human Relations	Supervisory Support	4.30	0.71	Very High Positive Climate
Human Relations	Training	4.30	0.62	Very High Positive Climate
Human Relations	Participation	4.26	0.70	Very High Positive Climate
Human Relations	Autonomy	4.14	0.74	High Positive Climate
Rational Goal	Effort	4.56	0.55	Very High Positive Climate
Rational Goal	Quality	4.42	0.62	Very High Positive Climate
Rational Goal	Goal Clarity	4.32	0.67	Very High Positive Climate
Rational Goal	Pressure to Produce	4.32	0.66	Very High Positive Climate
Rational Goal	Efficiency	4.30	0.67	Very High Positive Climate
Rational Goal	Performance Feedback	4.30	0.67	Very High Positive Climate
Internal Process	Tradition	4.40	0.62	Very High Positive Climate
Internal Process	Formalization	4.38	0.65	Very High Positive Climate

Human Relations Dimension

The human relations dimension obtained an overall mean of 4.32 with a standard deviation of 0.67, described as Very High Positive Climate. This indicates that teachers perceived their work environment as supportive, collaborative, and respectful. The result should be understood as a perception-based description of relational conditions in the school, particularly collegial relationships, participation, supervisory support, training opportunities, and concern for teacher welfare.

Among the components, integration obtained the highest mean of 4.58, suggesting that teachers strongly perceived teamwork, shared goals, and communication across school functions. In actual school practice, this may be seen when teachers participate in Learning Action Cell sessions, grade-level planning, preparation of intervention materials, and sharing of strategies for learners with reading or numeracy difficulties. Under Organizational Climate Theory, this pattern suggests that repeated collaborative routines may shape teachers' shared perception that cooperation is part of the school's organizational life [7].

Autonomy obtained the lowest mean of 4.14, although it remained within the High Positive Climate range. This implies that while teachers perceived guidance and support, independent decision-making may be relatively less emphasized than other relational aspects. In practice, teachers may still need to follow prescribed formats, timelines, and school directives before implementing certain instructional adjustments or programs. From the JD-R perspective, autonomy is an important job resource; therefore, the comparatively lower rating suggests an area where organizational support may be improved without weakening necessary school procedures [8].

Rational Goal Dimension

The rational goal dimension obtained an overall mean of 4.37 with a standard deviation of 0.64, described as Very High Positive Climate. This indicates that teachers perceived their schools as goal-oriented, performance-focused, and guided by clear expectations. However, the result should not be interpreted as direct evidence of improved performance outcomes. Rather, it shows that teachers perceived the presence of work conditions associated with goal clarity, effort, quality standards, and feedback processes.

Effort obtained the highest mean of 4.56, indicating that teachers perceived themselves as dedicated and committed to their work responsibilities. In actual school settings, this may be reflected when teachers conduct Phil-IRI-based reading interventions, implement Bawat Bata Bumabasa activities, prepare differentiated materials, monitor learner progress, and coordinate with parents through meetings, chat groups, and home visitations. These examples suggest perceived effort and responsiveness to school goals, but they should be interpreted as illustrative practices rather than measured evidence of school effectiveness.

Performance feedback and efficiency both obtained means of 4.30. Although still described as Very High Positive Climate, these relatively lower ratings suggest that feedback and resource coordination may still be strengthened. Teachers may receive evaluation through classroom observations and RPMS-related mechanisms, but the depth, consistency, and follow-up of feedback may vary depending on the availability of school heads, master teachers, or supervisors. From the JD-R perspective, clear goals, constructive feedback, and efficient systems function as job resources that may help teachers manage professional demands [8]. Thus, strengthening feedback systems and workload support may further improve the perceived quality of a performance-oriented climate.

Internal Process Dimension

The internal process dimension obtained the highest overall mean of 4.39 with a standard deviation of 0.64, described as Very High Positive Climate. This indicates that teachers perceived their schools as structured, stable, and guided by clear procedures. Within Organizational Climate Theory, the highest rating for internal process suggests that formal routines, protocols, and established practices may be among the most visible organizational cues shaping teachers' shared perception of the workplace [7].

Tradition obtained the highest component mean of 4.40. This suggests that teachers value proven and reliable instructional methods. In everyday practice, this can be seen in the continued use of effective approaches such as Marungko-based reading strategies, CVC progression, guided practice, repeated reading, and classroom-based assessments. These established methods may help maintain continuity in addressing learner needs, especially in reading remediation and foundational skills development.

Formalization obtained a mean of 4.38, also described as Very High Positive Climate. This means that teachers recognized the presence of protocols, timelines, report formats, lesson planning requirements, and assessment procedures. However, the slightly lower mean compared with tradition suggests that professional judgment within formal systems may still be further encouraged. A positive internal process climate should not only ensure compliance but also allow teachers to apply contextual decisions when addressing complex classroom realities.

Overall Organizational Climate

Overall, the organizational climate of public elementary schools in the Division of Malaybalay City was Very High Positive, with a mean of 4.36 and standard deviation of 0.65. Internal process ranked highest, followed by rational goal and human relations. This indicates that teachers perceived their work environment as highly structured, goal-oriented, and supportive. The result describes teachers' perceptions of organizational conditions and should not be generalized beyond the study locale without caution.

The highest rating for internal process suggests that organized procedures and stable systems were the strongest perceived features of organizational climate. The strong rating for rational goal indicates that teachers perceived direction, performance expectations, and school targets as evident in their work environment.

Meanwhile, the comparatively lower but still very high rating for human relations suggests that collaboration, teacher welfare, participation, and autonomy remain important areas for continuous strengthening. Taken together, the findings show that structure, direction, and support are present in teachers' perceptions, but the study does not claim that these perceptions directly produce teacher motivation, learner achievement, or school effectiveness.



Interpretive Cautions

The uniformly high ratings across the dimensions should be interpreted with caution because they may indicate a possible ceiling effect. A ceiling effect may occur when many responses cluster near the upper end of the scale, making it more difficult to detect meaningful differences among dimensions or components. In this study, the very high ratings suggest favorable perceptions, but they may also limit the ability of the descriptive results to reveal subtle areas of concern.

The findings may also be affected by social desirability bias because the data were self-reported by teachers within their own school context. Respondents may have tended to provide favorable ratings because the topic involved their workplace, leadership, and school practices. For this reason, the results should be read as teachers' reported perceptions at the time of data collection, not as independent verification of actual organizational performance.

These cautions do not reduce the value of the findings, but they clarify their scope. The study provides useful descriptive evidence on how teachers perceive organizational climate in a localized public elementary school context. However, stronger claims about outcomes, causal relationships, or broader generalizability would require additional data, such as qualitative interviews, observations, psychometric testing, comparative analysis, or multi-site studies.

In addition, although the adapted questionnaire underwent expert content validation, this manuscript does not report internal consistency statistics, such as Cronbach's alpha, for the adapted instrument. Therefore, the findings should be interpreted as descriptive results based on the validated instrument used in the study, while future research may further establish the reliability of the adapted questionnaire in similar school contexts.

CONCLUSION

Public elementary school teachers in the Division of Malaybalay City reported a Very High Positive organizational climate. The findings show that teachers perceived their schools as supportive, structured, goal-oriented, and generally well-functioning. The strong rating in internal process indicates that teachers perceived clear procedures and organized systems. The high rating in rational goal shows that teachers perceived direction, effort, quality, and performance expectations in their schools. The high rating in human relations indicates perceived collaboration, supervisory support, participation, training, welfare support, and professional relationships.

However, the results also suggest that human relations, while still very positive, may be further strengthened. Greater attention may be given to teacher autonomy, consistent feedback, holistic welfare support, and sustained inter-grade collaboration. These areas may deepen teachers' favorable perceptions of organizational climate, but their actual effects on performance, motivation, or school outcomes should be examined in future studies using additional data and broader methods.

RECOMMENDATIONS

1. Teachers may improve organizational climate by actively promoting collaboration, respectful communication, and shared responsibility in school activities. They may participate in LAC sessions, grade-level planning, peer mentoring, committee work, and school improvement initiatives. They may also support colleagues by sharing instructional materials, assisting in learner interventions, and maintaining positive professional relationships.
2. School heads may strengthen organizational climate by clearly communicating school goals, ensuring fair task distribution, conducting regular monitoring, and providing constructive feedback. Consultation meetings, classroom observations with post-conferences, and recognition of teachers' efforts may strengthen goal clarity, supportive relationships, and organized school systems.

3. The Department of Education may support organizational climate by providing needs-based technical assistance, relevant trainings, and policy support. These may include support for assessment data analysis, district and division LAC sessions, benchmarking activities, mental health programs, workload management initiatives, and trainings on instructional alignment, assessment, and school improvement planning.
4. Policy-makers may use the findings as basis for developing programs that promote supportive, structured, and goal-oriented school environments. Policies may focus on reducing unnecessary administrative workload, improving teacher welfare, ensuring fair task distribution, strengthening professional development systems, and supporting school heads in communicating clear expectations.
5. Future researchers may conduct similar studies in other districts, divisions, or school levels to compare findings and broaden understanding of organizational climate. They may also use mixed-methods or multi-site designs, include interviews and observations, and conduct reliability testing of adapted instruments, including Cronbach's alpha, to further establish internal consistency in public elementary school contexts. Future studies may also employ appropriate inferential analyses, such as comparisons across demographic groups or relationships among climate dimensions, if supported by the research design and available data.

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