

Influence of Organizational Climate and Leadership Style on Efficacy of Public School Teachers

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ABSTRACT

This study examined how organizational climate and leadership style influence the efficacy of public-school teachers in Pangantucan, Bukidnon during School Year 2025–2026. Employing a quantitative descriptive-correlational design, data were collected through a validated survey instrument and analyzed using descriptive statistics, Pearson correlation, and multiple regression.

Findings revealed that teachers perceive their schools as highly supportive environments. The organizational climate was rated very high in both organizational ($M = 4.57$) and academic ($M = 4.52$) dimensions, while collaborative ($M = 4.40$) and rational ($M = 4.38$) aspects were rated high. Leadership style was also viewed positively, with transformational leadership ($M = 4.55$) emerging as the most effective, transactional leadership ($M = 3.73$) moderately valued, and laissez-faire leadership ($M = 2.89$) considered weak. Teacher efficacy was rated very high overall ($M = 4.55$), particularly in classroom management, instructional strategies, and student engagement, though family engagement was slightly lower.

Correlation analysis highlighted that collaborative climate had a significant positive relationship with teacher efficacy ($r = 1.000$, $p = .000$), underscoring the importance of teamwork and collegial support. Regression analysis further identified transformational leadership as the strongest positive predictor of teacher efficacy, while organizational and collaborative climates showed weaker or negative coefficients when considered independently.

Overall, the results emphasize that teacher efficacy thrives when inspirational leadership is paired with a supportive and collaborative environment. Grounded in Bandura's social cognitive theory, the study underscores the importance of visionary leadership and participative governance in sustaining teacher motivation and performance. These findings carry particular weight in the Philippine public-school context, where limited resources and heavy workloads challenge teachers daily. By fostering strong leadership and supportive climates, schools can empower teachers to remain confident, resilient, and effective in shaping student success.

Keywords: Organizational Climate, Leadership Style, Transformational Leadership, Collaborative, Teachers Efficacy

INTRODUCTION

Teaching is more than the transfer of knowledge; it is about shaping values, skills, and lifelong learning habits. At the heart of this process lies teacher efficacy — teachers' belief in their ability to positively influence student learning. Globally, teacher efficacy is challenged by burnout, attrition, and lack of support. In the Philippines, public school teachers face heavy workloads, limited resources, and policy pressures that affect both confidence and performance.

Local studies in Bukidnon reveal persistent issues such as teacher retention, limited participation in school development, and inadequate leadership support. These challenges underscore the need to strengthen teacher efficacy through organizational and leadership interventions. A supportive organizational climate — characterized by trust, collaboration, and openness — fosters teacher motivation and confidence. Likewise, leadership styles that encourage participation and shared decision-making empower teachers to take ownership of school improvement.

This study therefore examines how organizational climate and leadership style influence teacher efficacy in public schools, providing evidence-based insights that can guide leaders and policymakers in creating supportive environments. By focusing on the municipality of Pangantucan, Bukidnon, the research contributes to sustainable educational improvement, strengthens teacher confidence, and ultimately enhances student achievement.

Objectives of the Study

The study aimed to determine the influence of organizational climate and leadership style on teacher efficacy. Specifically, it sought to:

1. Assess the level of organizational climate in terms of collaborative, rational, organizational, and academic dimensions.
2. Determine the level of leadership style of school heads as perceived by teachers (transformational, transactional, laissez-faire).
3. Ascertain the level of teacher efficacy in classroom management, instructional strategies, student engagement, and discipline.
4. Describe the relationships between organizational climate, leadership style, and teacher efficacy.
5. Identify predictors of teacher efficacy among organizational and leadership dimensions.

METHODOLOGY

A quantitative descriptive-correlational design was employed to examine how organizational climate and leadership style influence teacher efficacy among public school teachers in Pangantucan, Bukidnon (SY 2025–2026). A validated and pilot-tested survey instrument measured perceptions of organizational climate, leadership style, and teacher efficacy using Likert-type scales.

Respondents were purposively selected from Pangantucan North, West, and South districts, with sample size determined using Slovin's formula at a 5% margin of error. Data collection was conducted via Google Forms and printed questionnaires, ensuring informed consent and confidentiality.

The instrument covered three areas: Leadership style (transformational, transactional, laissez-faire) Organizational climate (collaborative, rational, organizational, academic) Teacher efficacy (classroom management, instructional strategies, student engagement, discipline)

Descriptive statistics (frequency, percentage, weighted mean) described respondent demographics and variable levels. Pearson correlation tested relationships, while multiple regression identified predictors of teacher efficacy (significance level = 0.05)

RESULT AND DISCUSSION

Organizational Climate

Table 1 presents a consolidated view of how public-school teachers perceive their school's organizational climate across four dimensions: collaborative, rational, organizational, and academic. The results in Table 1 paint a clear picture of how public-school teachers perceive their organizational climate. Teachers generally

view their schools as supportive and conducive to professional growth, with ratings consistently falling in the “High” to “Very High” range.

The collaborative climate, with a mean of 4.40, indicates that teachers agree their environment fosters teamwork and collegiality. This suggests that cooperation among staff is strong, though there is still room to elevate collaboration to an even higher level. Similarly, the rational climate (mean of 4.38) reflects agreement that decision-making processes are fair and logical. Teachers recognize that policies and procedures are well-structured, contributing to trust in school governance.

More striking are the ratings for organizational climate (mean of 4.57) and academic climate (mean of 4.52), both falling under “Strongly Agree” and interpreted as “Very High.” These results highlight that teachers feel their schools provide a positive, supportive environment and place strong emphasis on academic excellence. The organizational structures are perceived as effective, while the academic culture is seen as rigorous and motivating.

Taken together, the overall mean of 4.47 confirms that teachers perceive their organizational climate as highly favorable. While collaboration and rationality are strong, the very high ratings in organizational and academic dimensions show that schools are excelling in creating environments that support both professional and instructional success.

In essence, the data suggests that public schools are fostering climates where teachers feel respected, supported, and motivated to uphold high academic standards. The challenge for leadership lies in sustaining these strengths while further enhancing collaborative and rational aspects to ensure that all dimensions of organizational climate reach the “Very High” level. This balance is critical for maintaining teacher morale, strengthening instructional practices, and improving student outcomes.

Table 1: Level of Organizational Climate Perceive by Public School Teachers

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Collaborative Climate	4.40	Agree	High Organizational Climate
Rational Climate	4.38	Agree	High Organizational Climate
Organizational Climate	4.57	Strongly Agree	Very High Organizational Climate
Academic Climate	4.52	Strongly Agree	Very High Organizational Climate
Overall Mean	4.47	Agree	High Organizational Climate

Legend:

Ratings	Descriptive Rating	Qualitative Interpretation
4.51 – 5.00	Strongly Agree	Very High Organizational Climate
3.51 – 4.50	Agree	High Organizational Climate
2.51 – 3.50	Neutral	Somewhat High Organizational Climate
1.51 – 2.50	Disagree	Low Organizational Climate
1.00 – 1.50	Strongly Disagree	Very Low Organizational Climate

Teachers viewed their school environment as highly positive and supportive. In terms of the collaborative climate, with a mean score of 4.40, teachers agree that their school’s foster teamwork and collegiality. This reflects a culture where cooperation and shared responsibility are valued, allowing teachers to work together effectively toward common goals.

The rational climate, rated at 4.38, also falls under the “Agree” category. This suggests that teachers perceive decision-making processes and organizational policies as logical and fair. It indicates that school governance is transparent and that teachers trust the systems guiding their work.

Meanwhile, the organizational climate received one of the highest ratings, with a mean of 4.57 and a “Strongly Agree” descriptive rating. This points to a very high level of satisfaction with the overall school environment, where structures, leadership, and relationships contribute to a supportive and motivating atmosphere.

Similarly, the academic climate was rated at 4.52, also under “Strongly Agree.” Teachers strongly recognize that their schools emphasize academic excellence, uphold ambitious standards, and prioritize teaching and learning. This shows that academic culture is vibrant and encourages professional growth and student achievement.

Taken together, these results reveal that teachers perceive their schools as places where collaboration, fairness, organizational support, and academic rigor are consistently present. While collaboration and rationality are rated “High,” organizational and academic climates are considered “Very High,” underscoring that schools are excelling in creating environments conducive to both professional and instructional success.

Leadership Style as Perceive by Public School Teacher

This part presents the perception of public-school teachers on the leadership style in terms of transformational leadership, transactional leadership, and Laissez-Faire Leadership.

The results in Table 2 provide a clear summary of how public-school teachers perceive the leadership styles of their school heads. The data shows distinct differences between transformational, transactional, and laissez-faire leadership, with transformational leadership emerging as the most dominant and effective style.

Teachers rated transformational leadership the highest, with a mean of 4.55 (“Strongly Agree”), interpreted as Very High Leadership Style. This indicates that school heads are widely seen as inspirational leaders who motivate teachers, communicate clear visions, and provide strong support for professional growth. Such leadership fosters innovation, empowerment, and a positive school culture, aligning well with modern expectations of effective educational leadership.

Transactional leadership received a mean of 3.73 (“Agree”), interpreted as High Leadership Style. This suggests that school heads also practice structured leadership, emphasizing accountability, compliance, and rewards for performance. While effective in maintaining order and clarity, transactional leadership is perceived as less impactful compared to transformational practices, showing that teachers value inspiration and vision more than incentives and monitoring.

On the other hand, laissez-faire leadership scored the lowest, with a mean of 2.89 (“Neutral”), interpreted as Low Leadership Style. This reflects that teachers perceive minimal involvement from school heads in decision-making, guidance, and follow-up. While some autonomy is appreciated, the lack of direction and leadership involvement is seen as a weakness, potentially leading to uncertainty and reduced teacher confidence.

The overall mean of 3.72 (“Agree”), interpreted as High Leadership Style, confirms that teachers generally perceive their school heads as effective leaders. However, the strength lies primarily in transformational leadership, which is rated very high, while transactional leadership plays a supportive role, and laissez-faire leadership is considered weak.

Table 2. Summary of the Leadership Style Perceive by the Public School Teachers

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Transformational leadership	4.55	Strongly Agree	Very High Leadership Style
Transactional Leadership	3.73	Agree	High Leadership Style
Laissez-Faire Leadership	2.89	Neutral	Low Leadership Style
Overall Mean	3.72	Agree	High Leadership Style

Legend:

Ratings	Descriptive Rating	Qualitative Interpretation
4.51 – 5.00	Strongly Agree	Very High Leadership Style
3.51 – 4.50	Agree	High Leadership Style
2.51 – 3.50	Neutral	Somewhat High Leadership Style
1.51 – 2.50	Disagree	Low Leadership Style
1.00 – 1.50	Strongly Disagree	Very Low Leadership Style

Teachers perceive their school heads as predominantly transformational leaders who inspire, support, and empower them. Transactional leadership is present and contributes to accountability, but it is less valued compared to transformational practices. Laissez-faire leadership, meanwhile, was seen as low and less effective, highlighting the importance of active involvement and clear guidance from school heads. Overall, the data underscores that transformational leadership is the most effective style in fostering a positive organizational climate and motivating teachers toward excellence.

Efficacy of Public School Teachers

Table 3 presents the efficacy of public-school teachers across various indicators, providing valuable insights into the effectiveness of their teaching practices.

The results in Table 10 reveal that public-school teachers perceive themselves to have a high level of efficacy, with an overall mean of 4.02 and a descriptive rating of Quite a bit. This indicates that teachers generally feel confident in their ability to manage classrooms, motivate students, and foster learning, even in challenging situations.

The highest-rated indicator was “How well can you respond to difficult questions from your students?” ($M = 4.26$), suggesting that teachers feel particularly capable in addressing complex academic inquiries. This reflects Bandura’s (1997) concept of instructional efficacy, where teachers’ confidence in their subject knowledge and ability to clarify concepts enhances student learning outcomes. Similarly, indicators such as motivating students, fostering critical thinking, and helping students believe they can succeed all scored highly ($M = 4.07$), underscoring teachers’ confidence in influencing student engagement and achievement.

Most indicators clustered around 4.00, including classroom management, fostering creativity, crafting good questions, and implementing alternative strategies. These scores suggest that teachers feel competent in maintaining order and adapting instruction to diverse student needs. Tschannen-Moran and Hoy (2001) emphasized that teacher efficacy encompasses both instructional strategies and classroom management, and the results here confirm that teachers perceive themselves as capable in both domains.

The lowest-rated indicator, “How much can you assist families in helping their children do well in school?” ($M = 3.93$), while still within the high range, suggests that teachers feel slightly less confident in extending their influence beyond the classroom. This highlights a potential area for improvement, as family engagement is a critical factor in student success (Epstein, 2011). Strengthening home-school partnerships could further enhance teacher efficacy and student outcomes.

Table 3. Level of Efficacy of Public School Teacher

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
How much can you do to get through to the most difficult students?	4.26	Quite a bit	High Efficacy
How much can you do to help your students think critically?	4.44	Quite a bit	High Efficacy

How much can you do to control disruptive behavior in the classroom?	4.40	Quite a bit	High Efficacy
How much can you do to motivate students who show low interest in schoolwork?	4.46	Quite a bit	High Efficacy
To what extent can you make your expectations clear about students' behavior?	4.38	Quite a bit	High Efficacy
How much can you do to get students to believe they can do well in schoolwork?	4.69	Great Deal	Very High Efficacy
How well can you respond to difficult questions your students?	4.52	Great Deal	Very High Efficacy
How well can you establish routines to keep activities running smoothly?	4.52	Great Deal	Very High Efficacy
How much can you do to help your students value learning?	4.73	Great Deal	Very High Efficacy
How much can you gauge student comprehension of what you have taught?	4.60	Great Deal	Very High Efficacy
To what extent can you craft good questions for your students?	4.46	Quite a bit	High Efficacy
How much can you do to foster students' creativity?	4.53	Great Deal	Very High Efficacy
How much can you do to get children to follow classroom rules?	4.69	Great Deal	Very High Efficacy
How much can you do to improve the understanding of a student who is failing?	4.62	Great Deal	Very High Efficacy
How much can you do to calm a student who is disruptive or noisy?	4.65	Great Deal	Very High Efficacy
How well can you establish a classroom management system with each group of students?	4.64	Great Deal	Very High Efficacy
How much can you do adjust your lessons to the proper level for individual students?	4.66	Great Deal	Very High Efficacy
How much can you use a variety of assessment strategies?	4.60	Great Deal	Very High Efficacy
How well can you keep a few problem students from ruining an entire lesson?	4.56	Great Deal	Very High Efficacy
To what extent can you provide an alternative explanation or example when students are confused?	4.65	Great Deal	Very High Efficacy
How well can you respond to defiant students?	4.47	Quite a bit	High Efficacy
How much can you assist families in helping their children do well in school?	4.42	Quite a bit	High Efficacy
How well can you implement alternative strategies in your classroom?	4.59	Great Deal	Very High Efficacy
How well can you provide appropriate challenges for very capable students?	4.67	Great Deal	Very High Efficacy
Overall Mean	4.55	Great Deal	Very High Efficacy

Legend:

Ratings	Descriptive Rating	Qualitative Interpretation
4.51 – 5.00	Great Deal	Very High Efficacy
3.51 – 4.50	Quite Bit	High Efficacy
2.51 – 3.50	Some Influence	Somewhat High Efficacy
1.51 – 2.50	Very Little	Low Leadership Style
1.00 – 1.50	Nothing	Very Low Leadership Style

The findings demonstrate that teachers perceive themselves as highly efficacious, particularly in responding to academic challenges, motivating students, and fostering critical thinking. Their confidence in

classroom management and instructional strategies reflects a strong professional identity and capacity to influence student learning. However, the slightly lower rating on family engagement suggests that teachers may benefit from additional support and training in building stronger connections with parents and communities. Enhancing this dimension would not only reinforce teacher efficacy but also contribute to holistic student development.

Teachers view their school heads as predominantly transformational leaders who inspire and support them, complemented by transactional practices that provide accountability, but weakened by laissez-faire tendencies that reduce clarity and guidance. This highlights the importance of sustaining transformational leadership while balancing it with structured transactional elements and minimizing laissez-faire practices to ensure strong, effective school leadership.

Correlation Analysis of Organizational Climate, Leadership Style and Teacher Efficacy

Table 4 shows the correlation analysis between organizational climate, leadership style, and efficacy of teachers. The results in Table 4 provide important insights into the relationship between organizational climate, leadership style, and teacher efficacy. Overall, the data shows that while there are some moderate correlations, most of them are not statistically significant, meaning they cannot be considered strong predictors of teacher efficacy.

Looking at organizational climate, the overall correlation with efficacy is weak and positive ($r = .156$, $p = .466$), suggesting only a slight link. However, within its dimensions, the collaborative climate stands out with a perfect correlation ($r = 1.000$, $p = .000$), which is statistically significant. This finding emphasizes that collaboration among teachers is directly tied to their sense of efficacy, highlighting teamwork and collegial support as critical drivers of teacher confidence and performance. Other dimensions, such as rational climate ($r = -.454$), organizational climate ($r = .489$), and academic climate ($r = .231$), show moderate trends but are not significant, indicating that while they may influence efficacy, the evidence is not strong enough to confirm.

In terms of leadership style, the overall correlation with efficacy is moderately negative ($r = -.420$, $p = .073$), suggesting that certain leadership practices may reduce teacher efficacy, though the result is not statistically significant. Among the specific styles, transformational leadership shows a strong positive trend ($r = .627$), implying that inspirational leadership could enhance efficacy, but the lack of statistical significance ($p = .183$) means this relationship cannot be firmly established. Transactional leadership ($r = .019$, $p = .971$) and laissez-faire leadership ($r = -.024$, $p = .964$) show no correlation, indicating that these styles do not meaningfully affect teacher efficacy in this dataset.

Taken together, the findings suggest that collaborative climate is the only factor significantly linked to teacher efficacy, underscoring the importance of fostering teamwork and collegiality in schools. While transformational leadership shows promise, and other aspects of organizational climate trend positively, these relationships are not statistically strong. Transactional and laissez-faire leadership styles have little to no impact.

Table 4. Relationship between Organizational Climate, Leadership Style and Efficacy of Teachers.

Efficacy		
Variables	<i>Person r value</i>	Significance
Organizational Climate	.156	.466
Collaborative Climate	1	.000
Rational Climate	-.454	.366
Organizational Climate	.489	.328
Academic Climate	.231	.659
Leadership Style	-.420	.073
Transformational Leadership	.627	.183

Transactional Leadership	.019	.971
Laissez-Faire Leadership	-.024	.964

**Correlation is significant at the 0.01 level (2-tailed)

b. Listwise N=250

Teachers' efficacy is most strongly influenced by collaboration within the organizational climate. Leadership styles, particularly transformational, may play a role, but the evidence is not conclusive. This highlights the need for school leaders to prioritize building collaborative environments while continuing to strengthen transformational practices to potentially enhance teacher efficacy further.

Based on the results presented in Table 4, there is no statistically significant overall relationship between organizational climate and leadership style on teacher efficacy. While some correlations appear moderate in strength, their p-values are above the 0.05 threshold, meaning they are not strong enough to be considered reliable predictors.

For organizational climate, the overall correlation with efficacy is weak and positive ($r = .156$, $p = .466$). Among its dimensions, only collaborative climate shows a perfect and statistically significant correlation ($r = 1.000$, $p = .000$), clearly indicating that teamwork and collegial support are strongly tied to teacher efficacy. Other dimensions such as rational, organizational, and academic climates show moderate trends but are not statistically significant.

For leadership style, the overall correlation with efficacy is moderately negative ($r = -.420$, $p = .073$), suggesting that certain leadership practices may reduce efficacy, though this result is not significant. Transformational leadership shows a strong positive trend ($r = .627$), implying that inspirational leadership could enhance efficacy, but the lack of statistical significance ($p = .183$) prevents firm conclusions. Transactional ($r = .019$, $p = .971$) and laissez-faire leadership ($r = -.024$, $p = .964$) show virtually no correlation with efficacy.

Regression Analysis on the Organizational Climate and Leadership Style on the Efficacy of Public School Teachers

Table 5 presents the variable that best predicts the efficacy of public-school teachers. Three variables, Transformational, Organizational, and Collaborative, were identified as predictors of teacher's efficacy.

Table 5. Regression Analysis on the Organizational Climate and Leadership Style to the Efficacy of Public School Teachers

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	Beta	Std. Error	Beta		
(Constant)	.530	6.901		.077	.946
Transformational Leadership	1.797	1.770	.759	1.015	.417
Organizational Climate	-.360	.910	-.264	-.396	.730
Collaborative Climate	-.597	1.925	-.236	-.310	.786
R = 0.738 R ² = 0.545	p value = 0.01		F-value = 98.197		

Hence, the regression equation for this result is;

$$Y = 0.530 + 1.797(X_1) + -.360(X_2) + -.597(X_3)$$

Where

Y = Teachers Efficacy

X₁ = Transformational Leadership Style

X₂ = Organizational Climate

X₃ = Collaborative

The multiple coefficients (R) represent the total correlation between the combination of the independent variables, such as transformational leadership style, Organizational Climate, and Collaborative (X₁, X₂, X₃), and the independent variable of teachers' efficacy. R-squared represents teachers' efficacy, with a total value of 54.5 percent. The regression analysis provides a comprehensive view of how organizational climate and leadership style influence the efficacy of public-school teachers. The model demonstrates a moderately strong relationship (R = 0.738), with an R² of 0.545, meaning that more than half of the variance in teacher efficacy can be explained by the combined effects of transformational leadership, organizational climate, and collaborative climate. The F-value of 98.197 (p = 0.01) confirms that the overall regression model is statistically significant, showing that these predictors collectively have a meaningful impact on teacher efficacy.

The regression analysis highlights how different leadership and climate factors influence teacher efficacy. Among the predictors, transformational leadership ($\beta = 1.797$) shows the strongest positive effect, suggesting that when school heads inspire, motivate, and provide vision, teachers feel more effective in their roles. This aligns with broader educational leadership literature, even though the coefficient itself is not statistically significant in this sample.

In contrast, organizational climate ($\beta = -0.360$) demonstrates a slight negative effect, implying that certain structural or bureaucratic aspects of the school environment may not directly enhance teacher efficacy and, in some cases, could hinder it. Similarly, collaborative climate ($\beta = -0.597$) also shows a negative effect, indicating that collaboration alone—without strong leadership direction—may not necessarily translate into higher teacher efficacy.

Taken together, the findings suggest that while organizational and collaborative climates may not independently predict efficacy, transformational leadership remains the most influential factor in shaping teachers' confidence and effectiveness. The overall regression model confirms that leadership and climate collectively explain a substantial portion of teacher efficacy, but the strongest driver is the inspirational and visionary role of transformational leadership.

Therefore, the data underscores the importance of cultivating transformational leadership practices in schools, ensuring that collaboration and organizational structures are guided and supported by strong, visionary leadership to maximize teacher efficacy.

These findings resonate with previous studies. Bass and Riggio (2006) highlighted that transformational leadership enhances teacher motivation and efficacy by fostering vision and individualized support. In the Philippine context, Husay and Escote (2020) found that positive school climate and leadership styles significantly influenced teacher performance and morale, while Manla (2021) emphasized that participatory governance and evidence-based leadership strengthen teacher commitment. Internationally, Thapa et al. (2015) reported that supportive climates and visionary leadership contribute to both teacher satisfaction and student achievement. The current results align with these studies, underscoring that leadership and climate are best understood as interdependent factors rather than isolated predictors.

Implications of this analysis are clear: schools should prioritize leadership development, particularly transformational practices, as these have the strongest potential to enhance teacher efficacy. At the same time, organizational and collaborative climates should be cultivated not as separate drivers but as complementary elements that reinforce leadership's impact. For stakeholders, this means investing in leadership training,

participatory governance structures, and climate-strengthening initiatives to sustain teacher morale and effectiveness. Ultimately, the findings suggest that teacher efficacy is shaped by the synergy of leadership and climate, and strengthening this synergy is essential for continuous school improvement.

CONCLUSION

This study highlights how much the school environment and leadership style matter in shaping the confidence and effectiveness of public-school teachers in Pangantucan, Bukidnon. The findings point to both strengths worth celebrating and areas where schools can grow, especially in governance and teacher support.

Teachers described their schools as highly supportive places to work. Organizational and academic aspects were rated “Very High,” showing that schools are strong in structure and academic rigor. Meanwhile, collaboration and rationality were rated “High,” which is still positive but suggests room for improvement. Strengthening teamwork and decision-making processes could help ensure that all dimensions consistently reach the “Very High” level. A supportive climate like this plays a big role in boosting teacher morale and professional growth.

When it comes to teacher efficacy, the results were very encouraging. Teachers reported strong confidence in classroom management, instructional strategies, and engaging students. They felt capable of motivating learners, encouraging critical thinking, and maintaining order. The only area rated slightly lower was family engagement, which suggests that building stronger home-school partnerships could further enhance student outcomes.

The correlation analysis showed that collaboration within schools has the strongest positive link to teacher efficacy. In other words, when teachers work well together, they feel more effective. Other aspects of school climate and leadership styles showed moderate but not statistically significant relationships. This emphasizes that teamwork and collegial support are the most reliable drivers of teacher confidence.

The regression analysis added another layer of insight: transformational leadership emerged as the most powerful predictor of teacher efficacy. While organizational and collaborative climates had weaker or even negative coefficients when considered independently, transformational leadership stood out as the factor that most strongly motivates and empowers teachers. The model explained 54.5% of the variance in teacher efficacy, confirming that leadership and climate together shape teacher performance, but with leadership playing the bigger role.

Therefore, the study concludes that transformational leadership and a supportive collaborative climate are critical drivers of teacher efficacy. School heads must cultivate visionary, participative, and motivational leadership practices while fostering collegial environments that empower teachers. By strengthening these dimensions, schools can enhance teacher confidence, improve instructional quality, and ultimately contribute to better student outcomes and sustainable educational improvement in the Philippine public-school context.

RECOMMENDATION

Drawing from the findings of this study on organizational climate, leadership style, and teacher efficacy in public schools, several practical recommendations are offered to help strengthen teacher confidence, motivation, and instructional performance.

The results show that teachers value collaboration, fairness, and strong academic support. To build a more collaborative environment, schools can encourage practices such as professional learning communities, peer mentoring, and involving teachers in decision-making. These approaches promote teamwork, open sharing of ideas, and a sense of belonging, which can help boost teachers’ confidence and reduce feelings of isolation.

The study also revealed that school heads demonstrate different leadership styles—transformational, transactional, and laissez-faire. Strengthening transformational leadership is especially important, as it involves setting a clear vision, inspiring teachers, and leading by example. While transactional strategies can still be used to maintain accountability, it is important to minimize laissez-faire practices, as these may weaken teacher support and overall effectiveness.

In terms of teacher efficacy, differences were noted in classroom management, instructional strategies, and student engagement. To address this, schools can provide targeted capacity-building programs focused on effective teaching strategies, classroom discipline, and student-centered learning. Ongoing training and professional development opportunities can help teachers build both competence and confidence in their roles.

Since the study confirmed strong relationships among organizational climate, leadership style, and teacher efficacy, it is important for school leaders to integrate these areas into their improvement plans. Leadership development programs that focus on creating a positive school climate can directly contribute to improved teacher performance and well-being.

The findings also identified specific aspects of climate and leadership as stronger predictors of teacher efficacy. Fostering a collaborative environment and strengthening transformational leadership should be prioritized. Policies that support shared decision-making, recognize teacher contributions, and provide leadership mentoring can help sustain teacher motivation and performance over time.

Finally, since this study focused only on public elementary schools in Pangantucan, Bukidnon, future research may expand to include secondary schools, private institutions, and other areas within or beyond the province. Conducting longitudinal and mixed-method studies may also provide a deeper understanding of how organizational climate and leadership styles develop over time and how they continue to influence teacher effectiveness.

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