Research Article

School Organizational Climate and Leadership Styles among School Administrators: Effect on the Teacher's Level of Performance

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ABSTRACT

This study's main goal was to determine the effect of the school's organizational climate and administrator's leadership styles on the teacher's level of performance in the selected Apostolic Vicariate of Bulacan (AVB) Parochial Schools. The teachers at six chosen AVB parochial schools served as the study's primary respondents. The tool utilized was a four-part questionnaire about the culture of the organization, the leadership style, and the effectiveness of the teachers. Frequency distribution, standard deviation, descriptive measures, and standard linear regression analysis were the statistical techniques utilized to quantify and infer the relationship between the relevant variables. The findings showed that gender and the highest educational degree are important predictors of instructors' performance levels at the 0.05 significance level. It was also determined that leadership style and organizational climate had no significant impacts on the teachers' performance. Suggestions on a collaborative effort by the administration, teachers, and students should be looked into and evaluated for the further enhancement of this study.

Keywords: *Leadership styles, Organizational climate, Teacher's performance*

Introduction

Teaching is admirable and rewarding, promoting individual growth and professional development. In the academic world, teachers are constantly challenged to grow, with successful knowledge transfer and personal development being key components. However, teachers' performance should be deliberately considered for such an indicator to take place. Teacher performance is essential for learning quality and standard and is the most important factor influencing (Alexander et al., 2017).

Teacher performance evaluation plays a key role in educational reform and should be developed to help teachers reach their full potential and comply with industry standards (Carreiro, 2017).

Teachers come in different proficiency levels, with learners needing intensive support and experienced teachers having good

strategies and experience. Self-assessment is essential to determining teaching performance and molding learning faculties, which is of great importance for effectively and efficiently shaping a learner's overall learning capacity (Hanushek et al., 2019).

The method, direction, implementation, and incentive for a certain objective or plan of action are provided by the leadership style and organizational environment, which directly affects teacher performance. Successful leaders consider others' emotions, communicate openly about their beliefs, perspectives, and objectives, and have a vision that gives a company direction and meaning (Wanasika & Krahnke, 2017).

According to Kerzner (2017), ten pillars of leadership could serve as effective bases for supervising, planning, organizing, and controlling all organizational activities. Similarly, to this, thoughtful leaders are concerned about the human needs of their staff, according to US Research (Griffith et al., 2019). They try to build teamwork and assist them with their issues. As a result, the degree to which a leader participates in two-way communication by offering socioemotional support, psychological stroking, and enabling behaviors is referred to as consideration or relationship behavior. Shafique & Loo-See (2018) suggests that an effective leader must watch his "styles" with the demand of the situation.

As a result, there is only one underlying dimension to his situational assessment: the extent to which a leader can exert influence over his followers. In situations where these relationships are positive, leaders are believed to have more influence than when they are not liked.

Additionally, organizational culture should be considered for higher performance and quality work results. It defines perceptions and characteristics of the work environment in an attitude- and value-based way (Bakari, 2017).

Caniëls and Baaten mentioned that climate may range from favorable to unfavorable, but because it has benefits like higher performance and job satisfaction, both employers and employees desire a more favorable climate. (Caniëls & Baaten, 2019). Employees desire challenging work that gives them a sense of personal worth and to be heard and treated as important employees. Moreover, Organizational climate is the "personality" of the organization. It is directly dependent on the kind of atmosphere that surrounds it as described by the characteristics of the group and the behavior of the leader (Ahmad et al., 2018). Work satisfaction and teacher performance must be balanced with leadership styles and organizational climate to create appropriate policies to maintain standards and integrity in a fast-changing world.

Parish schools in Bulacan are confronted with a shortage of teachers for financial reasons. This is an urgent issue that must be addressed as it threatens the quality of education and the training ground for teachers looking for a greener pasture. This could lead to unusual recovery and adaptation, a regression or decrease in student performance, and the worry that private schools won't have much of a quality education advantage over public schools today.

Administrators' leadership styles, organizational climate, and teacher profiles have no significant effect on the teacher's level of performance.

The study intends to provide answers to the following questions:
1. How may the profile of the teachers be described in terms of:
    1.1. age;
    1.2. gender;
    1.3. civil status;
    1.4. highest educational qualification;
    1.5. length of service; and
    1.6. job security?
2. What is the organizational climate of the respondent schools with regards to:
    2.1. structural;
    2.2. human resource;
    2.3. political; and
    2.4. symbolic?
3. How may the leadership concepts of the administration be defined in terms of:
    3.1. autocratic;
    3.2. democratic; and
    3.3. laissez-faire?
4. What is the level of the performance of the teachers?

5. Do the administrators' leadership styles, organizational climate, and teacher profiles impact the teacher's level of performance?

Methods

This study used descriptive research as its method, considering that it will find out the existing relationship between the performance of the teachers, administrative leadership styles of principals, and organizational climate in Apostolic Vicariate of Bulacan Parochial Schools. Thus, it is a valid reason for researching specific subjects and as a precursor to more quantitative studies. This method, which involves hypothesis formulation and testing, inductive-deductive reasoning, and randomization. It is not experimental, as it works with the interactions between unmodified variables in a natural rather than artificial situation. For the study to be repeated by other researchers, the variables and processes are fully and precisely stated.

Sample

The respondent of this study was composed of 21 administrative personnel and 160 faculty members of the six selected AVP Parochial Schools in Bulacan. Each respondent was randomly selected from the list of academic personnel in the specific school. The administrative personnel is composed of principals and head teachers.

Instrument and Procedures

Data on respondents' gender, age, civil status, level of education, length of employment, and job security were gathered using a four-part questionnaire for this study.

The second part is about organizational climate, and it uses a modified version of the questionnaire that (Buchanan & Huczynski, 2019) used. That questionnaire had four frames, each with eight questions: the structural frame had eight, the human resource frame had eight, and the political and symbolic frames had eight. The third part is about the leadership styles of the administration taken from the initially developed instrument (Mohiuddin, 2017), which consisted of fifteen questions. The fourth part is the teachers' level of performance, which is based on the evalua-

tion given by the administration to the students, teachers, and administration itself. Forty percent comes from student evaluation, thirty percent from teachers, and thirty percent from administration. The questions aim to get attributes of different aspects given by the respective respondents.

The researchers sought approval from the school director and principal of the chosen schools involved in the study to ensure 100% retrieval of the questionnaire. Respondents had a maximum of one week to respond to the questionnaire, and the data collected were compiled and tabulated.

Results and Discussion

The following statistical treatments were used after the data were compiled, totaled, and analyzed.

Frequency and percentage were used throughout the instrument to compile all respondent responses. To describe the different attributes of teachers, weighted mean was used. Multiple regression analysis was used using version 6 of the Statistical Program for the Social Sciences (SPSS) to measure if the relationship is important. To measure whether the relationship is significant or not, the multiple regression analysis was used using Statistical Program for Social Sciences (SPSS) Version 20.

The descriptive analysis and interpretation followed the order in which the specific issues were addressed. The data were presented and categorized into: (1) the profile of the teachers, (2) the organizational climate of the school, (3) the leadership styles of the administration, and (4) the level of performance of the teachers.

Profile of the Teachers

According to age, gender, civil status, greatest educational attainment, and duration of employment, Table 1 shows the demographic profile of instructors.

Job Security

Table 2 shows the descriptive measures of job security of the teachers. It reveals that teachers of the Parochial Schools of Bulacan are secure in their jobs, with the highest mean being 4.42 and the lowest mean being 3.94.

Organizational Climate

The descriptive measures of the organizational climate regarding structural, human resource, political, and symbolic frames are shown in Table 3.

Table 1. Frequency Distribution and Descriptive Measures of the Profile of the Respondents

Demographic Profile	Frequency	Percent	Mean	S.D
Age (Years)			32.98	10.52
Gender				
Male	40	25.0		
Female	120	75.0		
Civil Status				
Single	72	45.0		
Married	86	53.8		
Widow	2	1.2		
Highest Educational Attainment				
PhD/ EdP	2	1.2		
Ma/ MS	7	4.4		
Bachelor w/ MA Units	38	23.8		
Bachelor Degree	113	70.6		
Length of Service (Years)			8.03	8.7

Table 2. Frequency Distribution and Descriptive Measures of Job Security of the Teachers

	Variable	Mean	Interpretation
1.	Right now, staying with the school is a matter of my choice	4.42	Secure
2.	I am allowed to identify my job assignments.	4.29	Secure
3.	One of the few benefits of working in this school would be the availability of career advancement.	4.19	Secure
4.	You can measure a person's pretty well by how good a job he or she does.	4.21	Secure
5.	I am indispensable to the school.	3.98	Secure
6.	I have no consideration of leaving this school right now.	4.03	Secure
7.	I am afraid of losing my present job.	4.04	Secure
8.	I am not afraid of what would happen to me if I choose to stay.	4.16	Secure
9.	I am irreplaceable to the school.	3.94	Secure
10.	Teachers feel secure working here.	4.34	Secure
11.	Overall, this school provide me a sense of security.	4.30	Secure
	Weighted Mean	4.17	Secure

Table 3. Frequency Distribution and Descriptive Measures of the Organizational Climate

	Structural Frame	Mean	Interpretation
1.	The school has a clear structure and chain of command.	4.47	Great Extent
2.	The school sets specific, measurable goals and emphasizes teacher accountability.	4.59	Very Great Extent
3.	The school develops and implements clear, logical policies and procedures.	4.49	Great Extent
4.	The school emphasizes careful planning and clear timelines.	4.52	Great Extent
5.	The school approaches problem-solving with logical analysis and careful thinking.	4.53	Great Extent
6.	The school operates in a clear, logical, and rational manner.	4.58	Very Great Extent
7.	The school addresses problems with fact and reason	4.54	Great Extent

Structural Frame	Mean	Interpretation
8. The school emphasizes extraordinary attention to detail and care	4.46	Great Extent
Weighted Mean	4.52	Great Extent

Human Resource Frame	Mean	Interpretation
9. The school shows high levels of support and concern for employees.	4.57	Very Great Extent
10. The school builds trust through open and collaborative relationships.	4.51	Great Extent
11. The school shows high sensitivity and concern for employee needs and feelings	4.41	Great Extent
12. The school encourages high levels of participation and involvement in decisions.	4.38	Great Extent
13. The school gives personal recognition for work well done.	4.42	Great Extent
14. The school is very receptive to employee ideas and input.	4.31	Great Extent
15. The school fosters a helpful and responsive environment.	4.39	Great Extent
16. The school actively solicits teacher's feedback (positive and/or negative)	4.19	Great Extent
17. Weighted Mean	4.40	Great Extent
18. Political Frame	Mean	Interpretation
19. The school anticipates and deals skillfully with institutional conflict.	4.22	Great Extent
20. The school demonstrates political sensitivity and skill.	4.13	Great Extent
21. The school shows exceptional ability to coordinate teachers and resources to accomplish goals.	4.26	Great Extent
22. The school develops and/or participates in associations to build a strong base of support.	4.25	Great Extent
23. The school practices very skillful and shrewd negotiations.	4.18	Great Extent
24. The school is very effective in garnering influential and powerful support.	4.25	Great Extent
25. The school is very successful in dealing with conflict and opposition.	4.15	Great Extent
26. The school is very influential and persuasive and promotes cooperation.	4.39	Great Extent
Weighted Mean	4.23	Great Extent

Symbolic Frame	Mean	Interpretation
27. The school communicates a strong and challenging vision and sense of mission.	4.65	Very Great Extent
28. The school generates loyalty and enthusiasm.	4.72	Very Great Extent
29. The school serves as an influential model of institutional aspirations and values.	4.68	Very Great Extent
30. The school sees beyond current realities to create exciting new opportunities.	4.46	Great Extent
31. The school inspires teachers to do their best.	4.64	Very Great Extent
32. The school operates in a highly imaginative and creative manner.	4.54	Great Extent
33. The school fosters a stimulating and inspiring environment.	4.48	Great Extent
34. The school possesses an alluring, charming, and appealing environment.	4.43	Great Extent
Weighted Mean	4.58	Very Great Extent

The highest mean of 4.59 was interpreted as healthy, indicating that the school sets specific, measurable goals and emphasizes teacher accountability. The second in rank was 4.58, meaning that the school operates clearly, logically, and rationally. The lowest criterion was "emphasizing extraordinary attention to detail and care". This suggests that the school administration felt less need to elaborate the chain of command, as it is obvious to the faculty members who are directly in charge of the planning and supervision.

The most important information is that the criterion "The school shows high levels of support and concern for employees" was interpreted as a very healthy condition, showing that the school runs on the fundamentals of trust through open and collaborative relationships, sensitivity, and concern for the entire school community, involvement in decision-making, personal empowerment, and receptivity to feedback.

The table also shows the criteria for a healthy school climate, with the highest being 4.39 and the lowest being 4.13. These criteria suggest that the school system values cooperation and collaboration as a strong base of support in dealing with institutional conflict and opposition.

The highest criterion, "The school fosters loyalty and passion," reaffirmed the institution's dedication to offering top-notch instruction infused with moral principles, cultural norms, and religious beliefs. The criteria for placing second, third, and fourth also strengthened devotion to the school's vision, mission, and goals.

Leadership Styles

The symbolic framing, authoritarian leadership, laissez-faire leadership, and democratic style of leadership were all evaluated as vital elements that affect organizational climate. The symbolic frame received a favorable assessment with a mean of 4.58. The criterion "I like the authority that my leadership position holds over subordinates" was somewhat strong, but the autocratic leadership was very strong. With the criteria "Employees know how to use ingenuity and creativity to solve problems in the organization" and "The parochial school system exercises moderation in the delegation of organizational tasks and carrying out of the decision to do certain works," it was discovered that the laissez-faire leadership style had a mean of 3.97.

Table 4. Descriptive Measures of the Leadership Style of the Principals and Head Teachers

Autocratic	Mean	Interpretation
1. Retain the final decision-making authority within my department or team.	4.24	Strong
2. I do consider suggestions made by my subordinates as I have the time for them.	4.62	Very Strong
3. I tell my subordinates what has to be done and how to do it.	4.10	Strong
4. New hires are not allowed to make any decisions unless it is approved by me first.	4.52	Strong
5. I closely monitor my employees to ensure they are performing correctly	3.69	Strong
6. I like the power that my leadership position holds over subordinates.	3.24	Moderately Strong
7. Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives	4.52	Strong
Weighted Mean	4.13	Strong

Democratic		
I always try to include one or more subordinates in determining what to do and how to do it. However, I maintain the final decision-making authority.	3.93	Strong
I and my subordinates always vote whenever a major decision has to be made.	4.48	Strong
I ask for subordinates' ideas and input on upcoming plans and projects.	4.45	Strong
For a major decision to pass in my department, it must have the approval of each individual or the majority.	4.48	Strong
I like to use my leadership power to help subordinates grow.	4.31	Strong
Weighted Mean	4.33	Strong
Laissez-Faire		
My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.	2.97	Moderately Strong
I delegate tasks in order to implement a new procedure or process.	3.48	Moderately Strong
Employees know how to use creativity and ingenuity to solve organizational problems.	3.97	Strong
Weighted Mean	3.47	Moderately Strong

The level of performance of teachers based on the given document of the administration of each respondent school is revealed in table 5.

Table 5. Level of Performance of the Teachers

Frequency	Percent	Interpretation
49	30.63	Satisfactory
105	65.63	Very Satisfactory
6	3.74	Outstanding
Total=160	100	

The majority of teachers (65.63%) obtained a rating of very satisfactory, with an average of 3.74% and 30.63% for satisfactory. This finding complements the overall rating of organizational climate features and leadership style features, indicating a healthy and strong level of condition for almost all criteria.

Teacher's Profile vs. Teacher's Performance

Standard linear regression analysis of teacher's profiles on their level of performance is explained and tabulated in Table 6.

Table 6. Influence of the Teacher's Demographic Profile on their Level of Performance

Model	St. Coef.	t	Sig.	Remarks
Age	0.048	0.375	0.708	Not Significant
Gender	0.164	2.103	0.037	Significant
Civil Status	0.113	1.295	0.197	Not Significant
Highest Educational Attainment				
	-0.172	-2.175	0.031	Significant
Length of Service	0.091	0.766	0.445	Not Significant
Job Security	0.107	0.558	0.582	Not Significant
R²=.088	F=2.959			Sig. F=.014

Organizational Climate vs. Teacher's Performance

The hypothesis that the profile of teachers has a significant effect on the level of performance of the teachers, specifically gender and highest educational qualification, was accepted at 0.05 level of significance. When all six variables were combined, the F test was significant at a .05 level (p = .014). A standard linear regression analysis of teachers' performance concerning organizational climate showed that the test failed to reject the null hypothesis that the organizational climate has no significant effects.

Table 7. Influence of the Teacher's Demographic Profile on the Teachers' Level of Performance

Model	St. Coef.	t	Sig.	Remarks
Structural	.385	1.41	.171	Not Significant
Human Resource	.201	.512	.613	Not Significant
Political	-.124	.352	.728	Not Significant
Symbolic	.008	.029	.977	Not Significant
R²=.283	F=2.37			Sig. F=.081

Administration's Leadership Style vs. Teacher's Performance

Table 8. Influence of the Administration's Leadership Style on the Teacher's Level of Performance

Model	St. Coef.	t	Sig.	Remarks
Autocratic	-.165	-.821	.420	Not Significant
Democratic	-.038	-.188	.852	Not Significant
Laissez-faire	-.171	-.850	.404	Not Significant
R²=.223	F=0.419			Sig. F=.7411

Table 9. Influence of the Teacher's Demographic Profile, Organizational Climate and Leadership Style of the Administration on the Teacher's Level of Performance

	Model	St. Coef.	t	Sig.	Remarks
Organizational	Structural	1.121	-1.060	.306	Not Significant
Climate	Human Resource	1.022	1.303	.212	Not Significant
	Political	.736	.616	.547	Not Significant
	Symbolic	-.405	.735	.474	Not Significant
Leadership Style	Autocratic	-.121	-.422	.679	Not Significant
	Democratic	-.433	-.230	.821	Not Significant
	Laissez-faire	-.805	-.693	.499	Not Significant
Profile	Age	.042	-.392	.701	Not Significant
	Gender	-.027	.027	.979	Not Significant
	Civil Status	.369	-.082	.936	Not Significant
	Highest Educational Qualification	.165	1.488	.158	Not Significant
	Length of Service	-.562	.575	.574	Not Significant
	Job Security	.062	-2.026	.061	Not Significant
	R²=.528	F=1.289			Sig. F=.316

Overall Influence of the Profile, Organizational Climate and Leadership Style on the Teacher's Level of Performance

Tables 7,8, and 9 exhibit the result regarding the standard linear regression analysis of the level of performance of teachers on organizational climate, leadership style of principals and their profile.

The organizational climate and leadership styles have an identical negative relationship with teacher performance levels. The three criteria did not successfully predict teachers' performance, hence the test failed to reject the null

hypothesis correctly. Even if the principals use any of the three leadership styles, the negative beta observed in all leadership style criteria indicates that teacher performance is inferior.

Conclusions and Implications

The study's findings led to the following conclusions: The teachers' profile in terms of age and highest educational degree has a big impact on their level of performance. The overall organizational climate criteria have little effect on the teacher's level of performance. The combined criteria of leadership styles have no significance on the teachers' level of performance. The most important information in this text is that the study should evaluate the administration and teachers' collaboration to acquire additional elements that will boost quality, that teachers should continue their education to raise their level of performance as teachers, that qualified teachers should be given more funding to pursue higher education. Cooperative processes should be used to ensure equitable responsibility distribution and an explicit knowledge of the responsibilities that have been given to each individual. This would make it simple for the principal to be in charge of managing an institution.

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