

The Effect of Organizational Climate on the Teachers' Performance and Job Satisfaction in Selected Secondary Schools in the Division of Albay

Satorre, Cherry L.

Veröffentlichungsversion / Published Version

Zeitschriftenartikel / journal article

Empfohlene Zitierung / Suggested Citation:

Satorre, C. L. (2022). The Effect of Organizational Climate on the Teachers' Performance and Job Satisfaction in Selected Secondary Schools in the Division of Albay. *Puissant*, 3, 381-394. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-77056-7>

Nutzungsbedingungen:

Dieser Text wird unter einer CC BY Lizenz (Namensnennung) zur Verfügung gestellt. Nähere Auskünfte zu den CC-Lizenzen finden Sie hier: <https://creativecommons.org/licenses/by/4.0/deed.de>

Terms of use:

This document is made available under a CC BY Licence (Attribution). For more information see: <https://creativecommons.org/licenses/by/4.0>

Short Paper*

The Effect of Organizational Climate on the Teachers' Performance and Job Satisfaction in Selected Secondary Schools in the Division of Albay

Cherry L. Satorre

DepED SDO Albay, San Jose National High School, Malilipot Albay, Philippines

cherry.satorre@deped.gov.ph

ORCID: 0000-0003-1795-4145

Date received: August 12, 2021

Date received in revised form: January 19, 2022; January 21, 2022; January 24, 2022

Date accepted: January 27, 2022

Recommended citation:

Satorre, C. L. (2022). The effect of organizational climate on the teachers' performance and job satisfaction in selected secondary schools in the Division of Albay. *Puissant*, 3, 381-394.

**This is a revised version of the paper presented at the Asia-Pacific Conference on Research and Education 2021(virtual conference) last August 6-8, 2021.*

Abstract

This study investigated the types of organizational climate and the relationship that exist between the teachers' level of performance and job satisfaction; organizational climate and teachers' level of performance; and organizational climate and teachers' level of job satisfaction in selected secondary schools in the Division of Albay. Descriptive survey was utilized and data was collected from 100 teacher-respondents using questionnaires and was analyzed using percentage, t-test and Pearson r correlation analysis. Findings revealed that the type of organizational climate that exist in the secondary schools in the Division of Albay is an open school climate. Teachers are highly satisfied with the kind of work environment they have. A total of 10 teachers were noted Outstanding in performance and 90 teachers were rated very satisfactory. No one got a satisfactory level performance and below. The level of performance of secondary school teachers is very satisfactory. There is a weak correlation between: the teachers' level of performance and the teachers' job satisfaction; organizational climate teachers' level of performance and organizational climate and the teachers' level of job satisfaction. An action plan for a program to support a sound organizational climate was proposed for the secondary school teachers in the Division of Albay. Based on the foregoing findings the following conclusions were drawn: The type of organizational climate that exist in



selected secondary schools in the Division of Albay is an open school climate. The teachers are highly satisfied with their organizational climate. The teachers' level of performance is very satisfactory. There is no significant relationship between: teachers' level of performance and level of job satisfaction; organizational climate and teachers' level of performance; and organizational climate and the teachers' level of job satisfaction. The proposed action plan was focused on the least favorable dimensions of an open school climate.

Keywords – organizational climate, performance, job satisfaction, secondary schools

INTRODUCTION

Organizations are facing more challenges than ever before. These challenges are not unique to any specific organization or industry but affect all organizations. Organizational climate in particular is constantly challenged by changes impacting organizations today particularly the employee's performance. The effect of and kind of leaders we have in school to the human resource are not given exclusive priority over curriculum and instruction. Not taking into consideration that its effect on the school climate or work environment affect the teaching-learning process. Intensification of leadership acknowledges the existing reality that there are already multiple leaders in any school and offers a road map to integrate these influences into a more coherent and less contradictory message.

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 oftentimes ignored as an important factor in accounting for organizational performances (Cameron I. et.al 2000)

It is in this context that this study entitled "The Effect Organizational Climate on the Teachers' Performance and Job Satisfaction of Selected Secondary School Teachers in the Division of Albay" which focuses on the relationship between organizational climate and teachers' performance and the relationship of teacher's performance to the teacher's job satisfaction was conceived to verify the researcher's contention

METHODOLOGY

The study started with the data gathering procedure using the researcher-made organizational climate survey questionnaire to determine the exiting school climate along the following dimensions: corporate culture, communication, school personnel relation, trainings, school organization, leadership, management, resources, rewards and

recognition, and teamwork. Moreover, the researcher-made level of job satisfaction survey questionnaire was administered to determine the level of satisfaction of teachers. Unstructured interview was also conducted to validate and verify the teacher-respondents' responses to the survey questionnaires. The data were then subjected to document analysis and statistical treatment using percentages, t-test and Pearson r correlation.

Based from the results, interpretation and discussion of the different problems for the thorough understanding of the problems being studied were made. Conclusions were drawn, recommendations were forwarded and implications can now be drawn which could serve as the basis for application to the field of education and for possible further study. The findings of the study were then utilized to develop a proposed organizational program that will enhance positive organizational climate leading to the high teachers' performance, thus promoting quality education.

Learning goes on in accordance with the laws of life. Improvement in teaching and learning based on theories which are safe and accepted within the organization's work place. The study was anchored on Maslow's theory on Hierarchy of Needs., Herzberg's Motivation-Hygiene theory (Gawel, 1996) and Bertalanffy's System theory (Wolfgang, 2005). The interplay of the cited theories then, has made the present researcher to be increasingly interested to delve on determining the relationship of organizational climate, specifically the school climate to the teacher's performance and job satisfaction.

This was based on the idea that motivation leads to satisfaction because of the need for growth and self-actualization and if the organization member is satisfied this will lead him to perform at his maximum level which would eventually result to greater output and productivity. Using system's theory, a school works in a system with a set of different independent parts working together in interrelated manner to accomplish a set of objectives.

This study employed descriptive research for it sought to describe the type of organizational climate that exist in the secondary schools in the Division of Albay as well as the significant relationship of the teachers' level of performance and the teacher's level of job satisfaction; organizational climate and teachers' level of performance and organizational climate and teachers' level of satisfaction.

In pursuing this intention, it resorted to the use of a stratified and purposive random sampling technique. In the conduct of the study, the researcher employed the researcher-made School Climate Survey Questionnaire for Teacher-Respondents. The purpose of this instrument was to assess the types of climates existing in selected secondary schools in the division of Albay thru the dimensions of organizational climate. The level of teachers' job satisfaction was determined using the Level of Satisfaction Survey Questionnaire. Furthermore, unstructured interview was conducted to verify or validate the results or responses revealed in the aforementioned questionnaires

The information revealed has helped the researcher developed an action plan for a proposed organizational program to support a sound organizational climate for the Secondary Schools in the Division of Albay. Further, this has helped to make recommendations to create a more inclusive work environment. More over this has offered recommendations for action items and organizational development plans, strategic goals, and initiatives pertaining to the teachers' performance and job satisfaction that will lead to quality service for the clientele.

RESULTS AND DISCUSSION

1.Types of Organizational Climate that Exist in Selected Secondary Schools in the Division of Albay

Analysis of the data revealed that teachers perceived their organizational climate as favorable and the type of organizational climate existing in the secondary schools in the Division of Albay in terms of the ten (10) dimensions is an open school climate. Table 1 shows the summary on the types of organizational climate in selected secondary schools in the Division of Albay in terms of the ten (10) dimensions.

From the data analysis it was found out that corporate culture, school personnel relation, management and communication ranked top four (4) among the dimensions with weighted means of 4.39, 4.07 and 4.06, respectively. On the other hand, the resources, rewards & recognition, teamwork and training ranked bottom four (4) and got the rating of 3.128, 3.662, 3.7 and 3.75, respectively. The results of this investigation revealed that teachers perceived their organizational climate as favorable along the following dimensions: corporate culture, school personnel relation and management; while resources, rewards and recognition and teamwork as moderately favorable. Generally, the analysis shows that the type of organizational climate that exist in selected secondary schools in the Division of Albay is an open school climate.

2. Level of Job Satisfaction of Teachers in Selected Secondary in the Division of Albay

The investigation further pursued on the determination of the level of job satisfaction of the secondary school teachers in the Division of Albay. Table 2 shows the data on the level of job satisfaction of teachers in selected secondary schools in the Division of Albay. Based from the results of the administration of the researcher-made school climate survey questionnaire, and the unstructured interview conducted it can be noted that teachers are highly satisfied with the 16 (89%) out of the 18 indicators. They are moderately satisfied with item numbers 16 and 1a. The general weighted average for the level of satisfaction is 4.04 which means that teachers in selected secondary schools in the Division of Albay are highly satisfied in their jobs.

Table 1. Summary on the Types of Organizational Climate in Selected Secondary Schools in the Division of Albay in Terms of the ten (10) Dimension.

Dimensions of Organizational Climate	Weighted		Interpretation (OSC/CSC)
	Mean	Rank	
1. Corporate Culture	4.39	1	OSC
2. Communication	4.05	4	OSC
3. School Personnel Relation	4.07	2	OSC
4. Trainings	3.75	7	OSC
5. School Organization	3.83	6	OSC
6. Leadership	3.98	5	OSC
7. Management	4.06	3	OSC
8. Resources	3.128	10	OSC
9. Rewards/Recognition	3.66	9	OSC
10. Teamwork	3.7	8	OSC
General Weighted Average	3.88		OSC

Legend:

Scale	Ranges	Adjectival Rating	Interpretation
5	4.50 – 5.00	Strongly Agree	Open School Climate (OSC)
4	3.50 - 4.49	Agree	Open School Climate (OSC)
3	2.50 – 3.49	Moderately Agree	Open School Climate (OSC)
2	1.50 – 2.49	Disagree	Closed School Climate (CSC)
1	1.00 – 1.49	Strongly Disagree	Closed School Climate (CSC)

Teachers are highly satisfied with the kind of work environment they have specifically along the following indicators: (1) I enjoy coming to work; (2) I am satisfied with the policies and procedures of the school; (3) I find my work challenging; (4) My working conditions are good; and (5) Overall, I am satisfied with the core function of my role. They have moderately high satisfaction along the following indicators: (1) I am satisfied with the physical working conditions at the school; and (2) I am satisfied with the following aspects of my work: a. amount of paper work.

This DLL is a template that teachers use to log their daily lessons (depedclub.com, 2017). It covers a day or a week worth of lessons. DLL guidelines for daily lesson preparation were issued by the Department of Education to institutionalize instructional planning which is a critical part of the teaching and learning process in public schools. These guidelines are meant to support teachers in effectively organizing and managing K to 12. Daily log preparation is part of the core function as facilitator of learning inside the classroom. Well-prepared and well-planned lessons are fundamental to ensuring the

delivery of quality teaching and learning in schools. Thus, a teacher cannot disregard its importance.

Table 2. Level of Job Satisfaction of Teachers in Selected Secondary Schools in the Division of Albay

Indicators of Satisfaction		Weighted Mean	Interpretation (VH/H/M/L/VL)*	Rank
1.	I am satisfied with the following aspects of my work:			
	a. Amount of paper work	4.10	H	7.5
	b. Opportunities for advancement	3.28	MH	
	c. Job fulfillment or challenge	4.26	H	
		4.28	H	
2.	Considering everything, I am satisfied at my work	3.89	H	17
3.	I get a sense of personal accomplishment from my work.	4.00	H	15
4.	I can see how I contribute the organization's bottom line.	4.10	H	7.5
5.	I enjoy coming to work.	4.30	H	1
6.	Employees are recognized for good performance.	4.08	H	9
7.	My job is rewarding.	3.78	H	17
8.	I have good working relationships with my co-workers.	3.89	H	13.5
9.	I find my work challenging.	4.21	H	3
10.	I like the kind of work I do.	4.01	H	11
11.	My working conditions are good.	4.19	H	4
12.	Overall, I am satisfied with the core function of my role. .	4.18	H	5
13.	I am generally satisfied with the management of the school.	3.78	H	17
14.	I am satisfied with the policies and procedures of the school.	4.29	H	2
15.	I am satisfied with the organizational structure of the school.	4.01	H	11
16.	I am satisfied with the physical working conditions at the school.	3.89	MH	13.5
17.	I am generally satisfied with my coworkers.	4.01	H	11
18.	My job satisfaction has increased in the time that I have been working at the school.	4.06	H	*7
General Weighted Mean(GWM)		4.04	H	

*Legend:

Scale	Ranges	Adjectival Rating	Interpretation
5	4.50 – 5.00	Strongly Agree	Very High (VH)
4	3.50 - 4.49	Agree	High (H)
3	2.50 – 3.49	Moderately Agree	Moderately High (MH)
2	1.50 – 2.49	Disagree	Low (L)
1	1.00 – 1.49	Strongly Disagree	Very Low (VL)

Furthermore, item number 52 (I am generally satisfied with the management of the school) and item number 46 (My job is rewarding) both obtained same weighted mean of 3.78 which is interpreted as nearly agree level of agreement. These two both ranked second to the last. Although these two still belonged to the “agree” level but then it is worth noting that they are at the bottom rank. This somehow is something to be taken into consideration of the administration or management of the schools because this causes most of the time the dissatisfaction on the part of the teachers.

The analysis of the data given in the table tells that teachers’ job satisfaction is one key factor in school dynamics and is generally considered as a primary dependent variable in terms of which effectiveness of the human resources of an organization is evaluated. A teacher, who is happy with his job, plays a pivotal role in the upliftment of the society whereas an unsatisfied teacher can become irritable and may create tensions which can affect the student’s learning process and consequently their academic growth.

According to the research conducted by Kapoor et al. (2011) the well-adjusted and satisfied teacher can contribute a lot to the well-being of his/ her pupils studied the impact of organizational climate on job satisfaction. It is a common knowledge that satisfaction is always associated with motivation. Thus, a satisfied individual works with motivation to accomplish works with greater productivity.

3. Level of Performance of Teachers in Selected Secondary Schools in the Division of Albay for the Past School Year

Job performance assesses whether a person performs a job well. It has been defined as the overall expected value from employee’s behaviors carried out over the course of a set period of time (Borman & Motowidlo, 1997). In this study, this refers to the teacher’s performance which is assessed through the use of the Individual Performance Commitment and Review Form (IPCRF) for the last school year. Individual Performance Commitment and Review Form (IPCRF) provides teachers with meaningful appraisal that encourage professional learning and growth. It shows what the teacher has done for the school year.

Table 3 shows the level of performance of teachers in selected secondary schools in the Division of Albay for the past school year. It can be gleaned from the table that ninety percent (90%) or 90 out of 100 got an average rating of 4.36. This means that their performance exceeded expectations. All goals, objectives and target were achieved above the established standards thus described as Very Satisfactory. Further, ten percent (10%) or 10 out of 100 obtained an average rating of 4.54 which also means that their performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative.

Table 3. Level of Performance of Teachers in Selected Secondary Schools in the Division of Albany.

Adjectival Rating*	Frequency	Performance Average Rate	Interpretation**
O	10	4.54	E
VS	90	4.36	EE
S	0	None	ME
US	0	None	FME
P	0	None	BE
Gen Weighted Mean (GWM)		4.45	EE

Legend:

Scale	Ranges	Adjectival Rating*	Interpretation**
5	4.50 – 5.00	Outstanding (O)	Extraordinary (E)
4	3.50 - 4.49	Very Satisfactory (VS)	Exceeded Expectations (EE)
3	2.50 – 3.49	Satisfactory (S)	Met Expectations (ME)
2	1.50 – 2.49	Unsatisfactory (US)	Failed to Meet the Expectations (FME)
1	1.00 – 1.49	Poor (P)	Below the Expectations (BE)

Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence thus, described as Outstanding. In other words, a total of 10 teachers were noted Outstanding in performance and 90 teachers were rated very satisfactory. No one got a satisfactory level performance and below. The level of performance of secondary school teachers is very satisfactory

This therefore implies that teachers work and perform their best they can to get a high rating preferably an outstanding or very satisfactory rating at the end of the school year. Even though teachers sometimes show dissatisfaction in some of the dimension's indicators, this does not affect their level of performance. With these results, it can be inferred that job performance is important for organizations as employee performance leads to business success and performance is important for individual as accomplishing tasks can be a source of satisfaction.

4. Relationship Between Teachers' Level of Job Satisfaction and Their Level of Performance; Organizational Climate & Level of Performance; and Organizational Climate & Level of Job Satisfaction

The study has looked into the significant relationship between: teachers' job satisfaction and their level of performance; organizational climate and teachers' level of performance and organizational climate and teachers' level of job satisfaction. Table 4 shows the summary of these relationships

Table 4. Summary Table of the Relationship between Variables

Relationship	Pearson (r)	Interpretation
1. Level of Job Performance and Level of Job Satisfaction	0.027	Not Significant
2. Organizational Climate and Level of Job Performance	-0.031	Not Significant
3. Organizational Climate and Level of Job Satisfaction	0.063	Not Significant

Legend $H_0 p = 0$ (no correlation) - Null hypothesis (There is no significant Relationship)
 $H_A p \neq 0$ (correlation - Alternative hypothesis)
 $t_{crit} = 0.195$

As reflected in the table Pearson Product Moment Correlation was used to obtain the relationship between the teachers' level of job satisfaction and the level of performance and obtained a value of Pearson correlation (r) = 0.027 which indicates a weak correlation between the two variables. To test the significance of its correlation the critical value of t was set at $t_{crit} = 1.95$ and obtained the calculated value of $t_{calc} = 0.027$. Since $t_{cri} = 0.195 > t_{calc} = 0.027$, thus, the null hypothesis is retained. Therefore, there is no significant relationship between performance and level of job satisfaction.

The findings of this study show the existence of a weak correlation between job satisfaction and job performance. It could be stated that there is no significant relationship between the teacher's job performance and the teacher's level of satisfaction. Detailed analysis showed that the low intensity of correlation can be explained by other stronger influences on job satisfaction which might be connected to worker's personal characteristics and other factors in an individual working and living environment which had stronger and more direct impact on his/her job satisfaction. In this case internal motivation plays an important role in the job satisfaction and job performance of the teachers. It can be concluded that job performance is not dependent on job satisfaction. Obviously from the result of the IPCRF overall rating, teachers perform at a very satisfactory level though they have some dissatisfaction at some point. Their level of satisfaction is still at high level.

Same table shows the relationship between organizational climate and level of performance. As shown in the table Pearson Product Moment Correlation was used to obtain the relationship between the two variables. A Pearson correlation (r) = -0.031 which indicates a weak correlation was obtained. To test the significance of its correlation the critical value of t was set at $t_{crit} = 1.95$ and obtained the calculated value of $t_{calc} = -0.031$. Since $t_{cri} = 1.95 > t_{calc} = -0.031$, thus, the null hypothesis is retained. Therefore, there is no significant relationship between organizational climate and level of performance. The

calculated $t = -0.031$, which is negative, means that as one variable increases, other variable decreases, however the relationship between the two is not significant.

The result of the study could be attributed to the fact that there are still several factors affecting the performance of the teachers. In the interview conducted with the teacher-respondents it has been established that one of the factors is the Individual Performance Commitment and Review Form (IPCRFF). Indeed, there are cases wherein teachers are not fully satisfied with some of the dimensions in their work environment however they opted to work and perform to the best as they can and aimed to get a high performance at the end of the rating period. The IPCRF rating therefore serves as their motivation to perform well.

In other words, this result suggests a very commendable implication that would boost the morale of our teachers, administrators and Department of Education as a whole. This simply implies that majority of our teachers have maintained a very good work or professional ethics despite some dissatisfactions in their work. Therefore, the motivation to work and perform well is not fully dependent on the outside environment but innate in every individual. It is important to know how one can influence work climate and distinguish factors that are within one's control and those that are not. On one hand, one can change a climate that undermines staff commitment and performance by managing and leading the team better.

Same table shows the relationship between organizational climate and level of job satisfaction. The obtained Pearson correlation (r) = 0.063 which indicates a weak correlation between the two variables. To test the significance of its correlation the critical value of t was set at $t_{crit} = 1.95$ and obtained the calculated value of $t_{calc} = 0.063$. Since $t_{cri} = 1.95 > t_{calc} = 0.063$, thus, the null hypothesis is retained. Therefore, there is no significant relationship between organizational climate and level of satisfaction.

This result is again in contrast with the result of the studies of some relationists. There are numerous studies investigating the relationship between organizational climate and job satisfaction, with many researchers finding evidence to support the relationship between the two constructs (Friedlander & Margulies, 1969; Barbera, 2014). The study conducted by Wilkinson (1966) indicated that there is a significant positive relationship between school organizational climate and teachers' job satisfaction.

The present study reveals a conflicting viewpoint with the aforementioned studies. Here the relationship between the organizational climate and level of teachers' job satisfaction is found to be not significant. This could be explained by the fact that job satisfaction addresses perceptions, attitudes and the affective aspect of the people have towards and exhibit about their work which are dependent on the personal characteristics and experiences of the individuals.

The individual's perception is influenced by his or her unique circumstances such as needs, values and expectations. Therefore, jobs are evaluated by people on the basis of factors that are important to them. Thereby, they would have different perceptions on assessing their level of satisfaction. One factor or indicator could be satisfying on one individual but it might not be satisfying on the other. The result of the present study implies that teacher's job satisfaction is not dependent on the organizational climate. Job satisfaction is dependent on the individual's internal motivation, perception and behavior.

In summary, a positive climate stimulates motivation and performance. To improve a work climate, it helps to understand how climate affects people and how it develops. A positive work climate stimulates staff motivation because it provides conditions under which people can pursue their own goals while striving toward organizational objectives (Everyone has motivators' impulses, needs, and energy reserves—that can drive him or her to work more effectively. When staff feels motivated, they want to put their capabilities to work. They may even make efforts that exceed job expectations. Quite simply, they try harder with all their potential, and doing so improves their performance on the job.

It is important to know how one can influence work climate and distinguish factors that are within one's control and those that are not. On one hand, one can change a climate that undermines staff commitment and performance by managing and leading the team better. On the other hand, factors such as organizational history, culture, and management strategy and structure may be beyond one's influence unless he/she holds a powerful position in the organization. The leading practices— scanning, focusing, aligning and mobilizing, and inspiring—all contribute to the creation of a positive work climate.

This study aimed to determine what contributes to and results from a positive work climate. It focused on what managers at all levels can do to create and sustain a positive work climate for work groups by identifying from the results of the investigation what makes a positive work climate and how it affects performance; improve work climate by motivating staff and providing challenge, clarity, and support; strengthen communication by listening, understanding, and responding constructively and sustain the group's commitment.

5. Program that may be proposed to support a sound organizational climate for the secondary schools in the Division of Albay

The proposed Action Plan for Program to Support a Sound Organizational Climate for the Secondary Schools in the Division of Albay was based from the results of the study. This included the last four (4) dimensions in the rank. Based on the findings of this study, these were: 1.) Resources; 2) Rewards and Recognition; 3.) Teamwork and 4.) Trainings of Teachers.

It has included plan of actions which will resolve the issues that were revealed in the study which probably have caused the low rating of the four (4) dimensions as compared to the other dimensions. This action plan for a program to support a sound organizational climate is proposed specifically to the Schools Division Office of Albay for the implementation in the ninety (90) secondary schools of the division upon approval from the proper authorities.

CONCLUSIONS AND RECOMMENDATIONS

Based on the foregoing findings, the following conclusions were drawn: 1. The Secondary Schools of the Division of Albay have an open school climate. 2. The teachers are highly satisfied with their work environment or organizational climate. 3. The teachers' level of performance based from the latest IPCRF are very satisfactory. 4. There is no significant relationship between the teachers' level of performance and level of job satisfaction; organizational climate and teachers' level of performance; and organizational climate and the teachers' level of job satisfaction. 5. The proposed action plan was focused on the least favorable dimensions of an open school climate.

After careful analysis of the findings and implications and after going through the conclusions the following recommendations are advanced for consideration. There is a need to sustain the favorable and to further strengthen the least favorable dimensions of organizational climate in the secondary schools in the Division of Albay. There is a need to intensify more regular supervision of teachers and be more sensitive to their needs to enhance a conducive and enriching school climate. The government should find ways and means to provide the necessary facilities and resources in schools. The DepEd Albay Division should sponsor a forum on organizational climate, teachers' performance and teacher's job satisfaction. The proposed action plan should be implemented with the approval from the proper authorities. Organizations should include stress management policies to identify and eradicate work practices that create most job dissatisfaction. The Department of Education particularly DepEd Albay should approve the implementation of the proposed action plan for a program to support sound organizational climate. And, further studies should be conducted to supplement or broaden the findings revealed in this study.

ACKNOWLEDGEMENTS

It is a pleasure for the researcher to acknowledge numerous individuals and groups who have provided her with valuable help, both material and moral, in preparing and pursuing this dissertation.

Her sincere appreciation to Dr. Maria Joselyn J. Paje, her dissertation adviser, for unselfishly and untiringly giving meaningful discussions and purposively sharing insights which have helped a lot in the preparation of this piece of work.

She is especially indebted to the panel of examiners, Dr. Obdulia E. Rojas, Chair; Dr. Rosana L. Madrona, member; Dr. Reina O. Habalo, member; Dr. Eduardo B. Ardales, member and statistician; Dr. Efren M. Gaveria, member, for their honest but constructive criticisms, valuable suggestions, and challenging comments which greatly helped in polishing this manuscript.

Special thanks is extended to Bebiano I. Sentillas, CESO V, former Schools Division Superintendent, Division of Albay, for granting permission to conduct the study without any second thought and to all the Education Program Supervisors; Education Program Specialists for the assistance freely given, for the information, facts and comments afforded which served as bases of the study.

She is also appreciative of the encouragements, recommendations and generosity afforded to her by the school heads of the secondary schools in Rapu-Rapu and of the cooperation and considerations in the whole duration of the study.

Appreciation also goes to the principals or school heads of the school included in this study, for consideration and assistance and to the teacher-respondents for their prompt participation by way of accomplishing patiently and honestly the questionnaires and provided substantial information.

Her boundless gratitude to her family who contributed much by painstakingly giving support and much needed enlightenment and for having labored many hours in helping her in this particular endeavor.

To her friends who were kind enough to share their witty ideas, lend their books and generously assisted her with their time and expertise.

To all her loved ones for being her continuous source of inspiration, fountain of love and joy, in the truest sense of the world and being the wind beneath her wings. Special mention to her lovely daughter Samantha Chloe and amazing son Lanz Christian.

And above all she is sincerely thankful to almighty Father, for being the source of strength, wisdom, courage, determination, self-confidence and endurance to continue this undertaking. Everything that she does, is all for the glory of His name.

REFERENCES

- Barbera, K. M. (2014). *The Oxford handbook of organizational climate and culture*. Oxford University Press.
- Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human performance*, 10(2), 99-109.
- Cameron, I., Crotty, M., Currie, C., Finnegan, T., Gillespie, L., Gillespie, W., ... & Torgerson, D. (2000). Geriatric rehabilitation following fractures in older people: a systematic

- review. *Health Technology Assessment*, 4(2). Retrieved from <https://doi.org/10.3310/hta4020>
- Gawel, J. E. (1996). Herzberg's theory of motivation and Maslow's hierarchy of needs. *Practical Assessment, Research, and Evaluation*, 5(1), 11.
- LaFollete, W. R., & Sims, H. P. (1975). Is satisfaction redundant with climate?. *Organizational Behavior and Human Performance*, 13, 252-278.
- Friedlander, F., & Margulies, N. (1969). Multiple impacts of organizational climate and individual value systems upon job satisfaction. *Personnel psychology*, 22(2), 171-183. <https://doi.org/10.1111/j.1744-6570.1969.tb02300.x>
- Kapoor, S., Rao, S. V. R. K., & Singh, G. (2011). Opportunistic spectrum sensing by employing matched filter in cognitive radio network. In *2011 International Conference on Communication Systems and Network Technologies* (pp. 580-583). IEEE.
- Motowildo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human performance*, 10(2), 71-83.
- Wilkinson, R. E. (1966). *How can laboratory training improve relationships between advisers and students in student government: A preliminary study of laboratory training as used with the Los Angeles City College student council*. Retrieved from <https://files.eric.ed.gov/fulltext/ED013616.pdf>
- Wolfgang, H. (2005). *Ludwig von Bertalanffy forerunner of evolutionary systems theory*. Retrieved from <https://dspace.jaist.ac.jp/dspace/handle/10119/3806>