

Organizational Climate of Secondary Schools and its Relationship to the Demographic Variables of Principals

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Abstract

School principals oversee the school's leadership and management, and one of their responsibilities is to ensure that the school has a positive organizational climate. To identify factors that affect the organizational climate of secondary schools, this research examined the relationship between the principals' demographic profile and the organizational climate. Prevalent organizational climate and climate openness of secondary schools were also investigated. Descriptive research was used and a purposive sample of 31 schools and 1117 teachers participated in this study. Data analyses reveal that principal supportive behavior frequently occurred as the organizational climate in terms of principal-teacher relationship while engaged teacher behavior prevailed as the organizational climate in terms of a teacher-teacher relationship. Results also show that the general openness index of organizational climate in secondary schools was slightly above average. These findings indicate that there is a correlation between directive principal behavior and rank and that age and gender have a significant relationship to principal supportive behavior. In terms of the teacher-teacher relationship, age has a substantial connection to intimate teacher behavior. Further studies may be conducted on the other possible factors that affect a school's organizational climate, such as teacher and student factors.

Keywords: demographic profile, Division of City Schools – Quezon City, OCDQ-Rutgers School, organizational climate

INTRODUCTION

Being a principal means being responsible for various difficult, time-consuming, and significant school activities and functions such as ensuring that the schools' objectives are realized, and instructional programs were properly coordinated. Principals, as leaders of their schools, have a responsibility to promote a positive organizational climate. Their role is crucial in forming organizational climate and, in return, influences the school's efficacy (Gülşen & Gülenay, 2014). As stated by Prastiawan et al. (2020), a leader must

create a harmonious organizational climate so that members of the organization can work comfortably.

However, school principals face a lot of challenges. Diversity of the school and the community, administration, academic concerns, and dealing with stakeholders such as parents, alumni, and the industry are some of them. Furthermore, there are also problems with teachers who are unmotivated and appear to be content and not open to new ideas and tactics, who have a negative view towards the educational environment, and who leave class early, skip meetings, and do not participate in extracurricular activities. These are just a few of the numerous issues that a school principal must handle to maintain a pleasant work environment. Hence, the success of the school and its individual members greatly depends on the principals' actions, philosophies, and leadership skills. Any of their actions and decisions redound to the entire organization. The organizational climate of a school is a nebulous and ethereal notion that may provide educators with a better knowledge of how a school operates.

Organizational Climate

Organizational climate refers to the teachers' perceptions of the work environment. It is relatively an enduring quality of the school environment that is experienced by the teachers, affects their behavior, and is based on their collective perceptions of behavior in schools (Hoy & Miskel, 2013). It emerges in organizations through a social information process that concerns the meaning attached to the policies, practices, and procedures they experience and the behaviors they observe being rewarded, supported, and expected (Schneider et al., 2013).

The importance of school climate has been the subject of extensive research over the last decade. The Organizational Climate Description Questionnaire (OCDQ), a tool for assessing organizational climate, was developed by Halpin and Croft (1963), an influential study on organizational climate. As discussed by Hoy (2012), the instrument measures two aspects of principal leadership--supportive and directive behavior. *Supportive principal behavior* meets both the social needs and task achievement of the faculty. The principal is helpful, genuinely concerned with teachers, and attempts to motivate them by using constructive criticism and by setting an example through hard work. In contrast, *directive behavior* is rigid and domineering control. Similarly, three dimensions of teacher behavior are described--engaged, frustrated, and intimate. *Engaged teacher behavior* reflects a faculty in which teachers are proud of their school, enjoy working with each other, are supportive of their colleagues, and committed to the success of their students. On the other hand, *frustrated teacher behavior* depicts a faculty burdened with routine duties, administrative paperwork, and excessive assignments unrelated to teaching. Finally,

intimate teacher behavior reflects a strong and cohesive network of social relations among the faculty.

Scholars of educational institutions have long been fascinated by the character of the schools' organizational climate. Organizational character, milieu, atmosphere, organizational philosophy, ecology, field, scenario, informal organization, and, more recently, climate and culture have all been used to refer to and study the concept of school climate.

Up to this date, this instrument has been employed in many research endeavors around the world and has been linked to a variety of aspects like morale, school accomplishment, and leadership qualities, to mention a few. Pan and Wu (2015) found that universities' administrative and interpersonal climate was one significant positive predictor of the teachers' mental health. They found that administrators and educational practitioners should strengthen the construction of soft power, such as promoting the culture and positive organizational climate, building up good administrative and interpersonal climate, so as to promote teachers' mental health development. Black (2010) concluded that there is a significant relationship between servant leadership and organizational climate. Batlolona et al. (2018) concluded that school organizational climates are in principle not seen, touched, or addressed, but their impact is demonstrated in the self and working behavior of the members of the organization such as principals, employees, students, and especially in teachers. A teacher as a member of a school organization always perceives and responds to every circumstance, speech, attitude, and behavior around it. Therefore, creating a positive school organization climate should be given importance by every educational leader called the principal.

In the study by Eboka (2017), organizational climate influences teacher morale. Specifically, a favorable climate was seen to have a more significant influence on teacher morale yielding a moderately high level of teacher morale than a negative school climate. However, the influence of the organizational environment on teacher morale was not found to be statistically significant. Hence, teacher load gave rise to the lowest level of teacher morale. Hoy and Hoy (2013) discussed that organizational climate is a relatively enduring quality of the school environment that is experienced by teachers, influences their behavior, and is based on their collective perceptions of behavior.

The purpose of this study was to see if the demographic profile of secondary school principals has any bearing on the current organizational climate. The teachers of participating schools evaluated the school's organizational climate, which was then associated with the principals' demographic profile, including age, gender, rank/position, marital status, and educational achievement. The study also analyzed the openness index of the organizational climate of the secondary public schools in Quezon City, Philippines.

METHODOLOGY

This research aimed to see the link between the demographic profile of secondary school principals and the organizational climate. The demographic profile of the principals was gathered, and a descriptive survey was used to evaluate the climate.

Research Instrument

The Organizational Climate Descriptive Questionnaire - Rutgers Secondary (OCDQ-RS) by Wayne, Kotler, and Hoy (1991) was used to measure the organizational climate of the participating schools. The instrument consists of 34-item statements describing the organizational climate of a school. Item statements in the instrument were randomly arranged and each article describes an organizational climate's five dimensions (Supportive Principal Behavior, Directive Principal Behavior, Engaged Teacher Behavior, Frustrated Teacher Behavior, and Intimate Teacher Behavior). Each of these dimensions was measured by a subtest of the OCDQ-RS.

The reliability scores for the scales were relatively high: Supportive (.91), Directive (.87), Engaged (.85), Frustrated (.85), and Intimate (.71). A factor analysis of several samples of the instrument supports the construct validity of the concept of organizational climate. In addition, the predictive validity has been supported in other studies.

The openness climate was computed using the standardized formula.

$$\text{Openness} = ((SdS \text{ for } S) + (1000 - SdS \text{ for } D) + (SdS \text{ for } E) + (1000 - SdS \text{ for } F)) / 4$$

The numbers were changed into categories ranging from high to low by using the following conversion table:

Above 600	Very High
551-600	High
525-550	Above Average
511-524	Slightly Above Average
490-510	Average
476-489	Slightly Below Average
450-475	Below Average
400-449	Low
Below 400	Very Low

Respondents

This research study included thirty-one (31) schools from the Quezon City Division of City Schools and 1117 teachers. A master list of secondary schools, their principals, and teachers was secured from the Department of Educational Division of City Schools – Quezon City, Philippines. There are 47 schools in the Division of City Schools of Quezon City and a total of 3,723 teachers. The respondents were randomly selected using the purposive sampling technique. Teachers who evaluated the organizational climate were randomly selected regardless of their rank, age, and number of years in service.

Statistical Treatments Used

The descriptive data of the demographic profile of secondary school principals were counted using frequency and percentage. The five characteristics of organizational climate were calculated using an average weighted mean. The openness index of organizational climate was computed using the standardized formula stated above. Finally, correlation was employed to analyze the connection between demographic profile and organizational climate. Specifically, Spearman Rank was used for rank, marital status, and education; Pearson for age; and point-biserial for gender.

RESULTS AND DISCUSSION

This study was set out with the main objective of determining the relationship between the organizational climate of secondary schools in the Division of City Schools – Quezon City, Philippines, and the principals' demographic variables. Discussions of the findings were divided into three: (1) Principals' demographic variables; (2) Organizational climate of the secondary schools as evaluated by the teachers; and lastly (3) the relationship between the demographic profiles and organizational climate.

Principals' Demographic Variables

Table 1 illustrates the frequency and proportion of secondary school principals who fit the demographic description. There was a total of 31 principals, whose demographic profiles were collected and presented.

Table 1
Principals' Demographic Information

	Groups	Frequency	Percentage
Gender	Male	15	48.39
	Female	16	51.61
Marital Status	Single	5	16.31
	Married	25	80.69
	Separated	1	3.23
Age	40 – 44	4	12.90
	45 – 49	5	16.13
	50 – 54	4	12.90
	55 – 59	8	25.81
	60 - 64	10	32.26
Educational Achievement	Doctor's Degree	12	38.71
	with Doctoral units	10	32.26
	Master's Degree	6	19.35
	with Master's units	3	9.68
Rank	Principal 1	3	9.68
	Principal 2	7	22.58
	Principal 3	2	6.45
	Principal 4	19	61.29
Total		31	100.00

In terms of gender, 15 males account for 48.39% of the population, while 16 females account for 51.61%. By one, female principals outweigh male principals. The data only show that gender equality exists in the Division of City Schools in Quezon City. According to Appelbaum (2013), at present, gender equality occurs and there were assessments that a woman's leadership style is less effective than a man's is not fact-based but rather driven, by socialization, to a perception that certainly persists.

With regard to marital status, data show that 25 or 80.69% of the principals are married, five or 16.31% of them are single or unmarried, and one or 3,23% is officially separated. Results show that majority of the principals are married. Thompson (2000) noted that the performance of the principals was influenced by their marital status since emotional stability that comes with marriage is important in instructional leadership.

Concerning age, four or 12.90% of the respondents are between 40 and 44, five or 16.15% are between the ages of 45 and 49, four or 12.90% are between the ages of 50 and 54, eight or 25.81% are between the ages of 55 and 59, and 10 or 32.26% are between the ages of 60 and 64. It can be seen from the data that majority of secondary school principals are not on their retirement age. In public secondary schools, there are no age

[6] Ferrer, Joe Amiel Benson M.

requirements for becoming a principal; however, prior to becoming a principal, one must have at least three years of experience as a Teacher III, Master Teacher, Head Teacher, or Teacher-in-Charge (DepEd Order No. 42 series 2007). At present, the optional retirement age of a public secondary school principal is 60 and the compulsory retirement age is 65 (Republic Act 7641, series 1992).

Regarding educational achievement, 12 or 38.71% of the school leaders have a doctorate degree while ten or 32.26% are still working on their doctorate. Moreover, six or 19.35% of them are master's degree holders while 3 or 9.68% have units in a master's degree program. Results indicate that the majority of the school leaders have postgraduate degrees, and some have units earned in their postgraduate degree programs. Based on the guidelines of the Department of Education, the minimum educational attainment of a Principal 1 is a degree in education and a Masters' degree in the field of administration, supervision, leadership, or management. For Principal 2, the aspirant should have an undergraduate degree in education, a master's degree and has 6 doctoral units. Principal 3 requires an undergraduate degree, master's degree and 12 doctoral units. Lastly, Principal 4 should have an undergraduate degree, master's degree and 24 doctoral units (Llego, 2021). These reflect that most secondary school principals have the requisite abilities and competencies for school management and supervision. Moreover, as a school head, one must have a high degree of education and experience to equip themselves with skills and competencies necessary to a secondary school principal and the experiences and the merits they earned from their performance as a teacher or a school head. According to Rodriguez-Campos (2006), principals who have been active in attaining their advanced academic degrees have a stronger background in instructional leadership and have been striving to enhance their professional skills and knowledge base.

In terms of rank or position, it can be inferred from the information that most of the school principals hold high positions. According to the data, 3 or 9.68% of the principals are Principal 1. Principal 1 are those who acquired the prerequisite qualifications of the school head position. Principals in this rank demonstrate basic knowledge and understanding of the authority, responsibility, accountability expected to them as school heads. They have the minimum qualifications in performing instructional and administrative functions. On the other hand, 7 or 22.58% of the respondents are Principal 2. Aside from the basic prerequisite needed for a school head, Principal 2 are professionally independent in performing their functions as instructional leaders and administrative managers. They maintain school effectiveness by leading strategically, managing school operations and resources, focusing on teaching and learning, developing themselves and others, and building connections. Furthermore, 3 or 2.45% are Principal 3. Principal 3 consistently display an in-depth knowledge and understanding of the authority, responsibility, and accountability expected of them. They exhibit advanced leadership skills in both instruction and administrative function. Finally, 19 or 61.29 of the respondents holds

Principal 4 position. Principals in this rank consistently exhibit mastery in instructional and administrative function. They model the highest standard of practice. They empower the wider school community in the implementation of school policies, programs, projects, and activities towards school community transformation. (Philippine National Standards for Schools Heads developed by the Department of Education in 2020).

In the Philippines, being a school principal requires passing a principal's evaluation called The National Qualifying Examination for School Heads (NQESH), which evaluates educational attainment, people, and strategic leadership and a mechanism for selecting school heads in the public education sector. Moreover, a teacher applying or being evaluated to become a school head must reach Teacher 3, Head Teacher, or a Master teacher position at least. All the positions stated should have at least 3 years work experience in a permanent position as a teacher and an approved Equivalent Record form (ERF) – a document indicating the educational preparation, training, teaching experience, and extracurricular activities for professional growth undertaken by a teacher. In addition, a head teacher to qualify for reclassification or promotion must be performing as school head (Llego, 2021). A rigorous evaluation, document screening, and ranking was undertaken every time there are applications of reclassification of positions.

Table 2
Assessment of Teachers of Organizational Climate

	Variables	N	Weighted Mean	Verbal Interpretation
Organizational Climate	Supportive Principal Behavior	1117	2.83	Often Occurs
	Directive Principal Behavior	1117	2.44	Sometimes Occurs
	Engaged Teacher Behavior	1117	2.89	Often Occurs
	Frustrated Teacher Behavior	1117	2.27	Sometimes Occurs
	Intimate Teacher Behavior	1117	2.45	Sometimes Occurs
	Total	1117		

Scale: 1 – Rarely Occurs, 2 – Sometimes Occurs, 3 – Often Occurs, 4 – Very Frequently Occurs

Table 2 depicts the current organizational climate in secondary schools as perceived by the teachers. The discussion of the organizational climate was divided into two dimensions: (1) principal-teacher relationship; and (2) teacher-teacher relationship.

Principal – Teacher Relationship

As indicated in the table, supportive principal behavior has a weighted mean of 2.83 and it often occurs as organizational climate. This means that efforts to motivate teachers through constructive criticism and to set an example through hard work by the principals are evident in the secondary schools in the division. At the same time, most principals are approachable and genuinely concerned about the teachers' personal and professional well-being. According to Sirisookslip et al. (2015), in order to increase teachers' effectiveness, administrators should promote, practice, and improve supportive leadership styles regularly. In addition, the Department of Education through its DepEd Order No. 24, series 2020, impresses that school heads must ensure an enabling and supportive environment for effective teaching and learning. One of a principal's primary responsibilities is to provide ongoing, collaborative teacher support. A teacher's and principal's relationship must be built on a foundation of trust. Principals must build these relationships gradually, taking the time to learn about each teacher's strengths and weaknesses. Furthermore, all principals should provide advice, direction, or assistance to their teachers regularly.

In contrast, directive principal behavior has a weighted mean of 2.44, and it sometimes occurs. Strict and domineering supervision characterizes directive principal behavior. Principals keep a tight eye on all of the teachers and activities at the school, even the tiniest details. This is to guarantee that they are fulfilling their tasks and achieving the school's goals. According to the research of Wachira, Tanui, and Kalai (2016), teacher job satisfaction is influenced by the principals in directing teachers through guiding and controlling them on how to carry out school tasks. Rules, guidelines, timelines, and performance standards must be established for these tasks. The expertise required to meet objectives must come from diverse teachers with a wide range of skills and knowledge; thus, inexperienced individuals need guidance. To avoid ambiguity, a directive leadership style requires the leader to communicate responsibilities to subordinates formally. Findings suggest that principals should use a directive style to ensure that goals and tasks are completed on time, but structures should also be created to increase teacher autonomy.

In general, the principal should be able to apply the leadership involving the principal in the two-way communication, listening, encouraging, and involving staff and members of the school in problem solving and decision-making, but the principal is not optimal in implementing participatory leadership, which means the principal need to improve the clarity of the mechanism of various procedures of decision that gives other people a certain influence on the decision of the principal (Sobandi, A. & Saud, U. 2016).

Teacher – Teacher Relationship

In terms of the teacher-teacher interaction, engaged teacher behavior has the highest weighted mean of 2.89, indicating that it often occurs. The results only mean that teachers should be guided and monitored by the principal regarding more complex and crucial responsibilities. Teachers are not only concerned about each other; they are also committed to the success of their students. They are friendly with students, trust students, and are optimistic about the ability of students to succeed (Hoy, 2012). Moreover, the results clearly show that teachers are concerned with the students' academics and other extra-curricular activities. In the study of Cherkowski (2016), it was found out that a more personal approach to learning was important for creating a climate of hope and trust among the teachers and that modeling a commitment to publicly shared professional learning was a key element in cultivating a learning climate among teachers. Educators have collegial, rather than simply congenial relationships with one another, and students from diverse backgrounds and social groups regularly interact and work together (Cardenas & Cerado, 2016).

Frustrated teacher behavior has a weighted mean of 2.27 and sometime occurs. This behavior refers to a pattern of interference from both administration and coworkers that diverts attention away from the primary task of teaching. Based on the data, administrative paperwork is a significant burden in the work of the teachers in the division. In 2018, the Department of Education recognized and resolved this problem with relation to paperwork. In a Philippine Daily Inquirer article written by Molina (2018), the Department of Education (DepEd) decreased paperwork for teachers to enable them to focus more on teaching. Out of 36 school forms, teachers are filling out only 10 -- they have to fill out ten of the 36 school forms. In addition, the Department of Education is also looking into interventions such as talks with teachers and process owners to consider data sharing instead of creating separate forms and creating non-teaching items to prepare administrative and management reports. Its main objective is to streamline process like minimizing duplication of data and lessening the time and report spent by the teachers on work preparation.

Intimate teacher behavior has a weighted mean of 2.45 and it sometimes occurs. This behavior implies a strong and cohesive social network among faculty members. Teachers get to know one another well, are close personal friends, and interact together regularly. Having peers that one can collaborate with and lean on during tough times is essential. They are critical to ensuring the school operates smoothly and within a positive atmosphere. Positive relationships between and among teachers benefit both students and teachers within the school. Professional development relies on positive relationships between teaching staff, with it being an essential component of effective professional development (Smith, 2015).

[10] Ferrer, Joe Amiel Benson M.

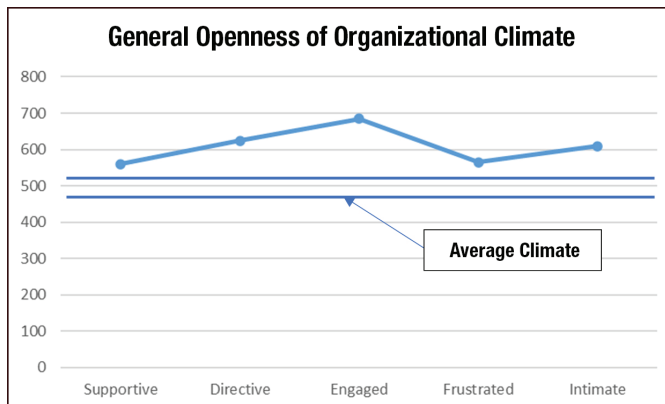
Based on the data, the climate supportive principal behavior exists as an organizational climate in terms of how principals interact with the teachers. On the other hand, engaged teacher behavior also prevails in terms of a teacher-teacher relationship.

Table 3
Standardized School Scores of Organizational Climate

	Score	Mean	Std Dev	Standardized Scores (SdS)
Supportive Principal Behavior	19.79	18.19	2.66	560
Directive Principal Behavior	17.05	13.96	2.49	624
Engaged Teacher Behavior	28.88	26.45	1.32	684
Frustrated Teacher Behavior	13.62	12.33	1.98	565
Intimate Teacher Behavior	28.88	8.80	0.92	609

Table 3 presents the general openness index of the five dimensions of organizational climate. According to Hoy (2012), the average score in the normative data is 500. The table shows Supportive Principal Behavior with an Sds of 560 or high degree of openness, Directive Principal Behavior with 624 SdS or very high degree of openness, Engaged Teacher Behavior with 684 SdS or very high degree of openness, Frustrated Teacher Behavior with 565 SdS high degree of openness, and Intimate Teacher Behavior with 609 SdS or very high degree of openness. It can be seen from the data that dimensions of organizational climate are all above average. Consequently, to further study the overall openness of climate that exists in the schools in the Division of City Schools – Quezon City, the general openness index of organizational climate was also determined.

Figure 1
General Openness Index of Organizational Climate



$$\text{Openness} = ((560)+(1000-624)+(684)+(1000-565))/ 4 \\ = 512$$

Verbal Equivalent: slightly above average

Figure 1 depicts the organizational climate of secondary schools in Quezon City, Philippines, using the openness index chart. The openness index of organizational climate in the Division of City Schools in Quezon City was evaluated as slightly above average (512), with the normal range between 490-512 for the average organizational climate. The openness of schools is expressed in the genuine connection between principal and the teachers. It fosters a supportive environment, stimulates teacher engagement and contribution, and relieves teachers of mundane busy work to focus on teaching. Likewise, sincere, positive, and supportive relationships with students, administrators, and colleagues characterize openness of climate. Teachers are committed to schools' vision and the success of their students. Rather than being frustrating, many of the teachers find the work environment to be beneficial. Regular collaboration and team planning sessions are precious. Engaging in these practices has a positive impact on teacher effectiveness (Hoy, 2012).

The result of the study is aligned with a study conducted by Baoc-Daguisonan (2018) about the openness index of Marawi State University (MSU) feeder high schools in the Philippines. It was found that these schools had a high degree of openness to school climate regarding principal supportive behavior. Moreover, they had a very high degree of transparency in school climate regarding dynamic and intimate teacher behavior. However, unlike in the Division of City Schools in Quezon City, MSU feeder high schools had a low degree of openness on school climate in terms of frustrated teacher behavior. It was concluded that school climate affected the organizational commitment of MSU feeder high school teachers.

Lluz et al. (2020) studied the organizational climate of a university in the Philippines and found that the organizational climate was higher than 84% of the schools from the normative samples, and the openness index of the organizational climate scored 380.9; however, the university was below the average range for openness. Teachers' perceptions of support from their principal are high; as school principals' supporting behaviors increase, teachers' levels of exhibiting teachers' leadership behaviors also increase; school principal's support is a significant predictor on all subscales of teacher leadership (Cemaloğlu & Savaş, 2018). According to Karademir and Oren (2020), principals' personalities and their communication and problem-solving skills, and support, praise and encouragement given to teachers, fair behavior, openness to new ideas and involving staff in decision making play an important role in creating a positive school climate. School climate has a great impact on students through teachers and staff.

Table 4
Correlation (Principal – Teacher Relationship) vs Principals’ Demographic Profile

Principal – Teacher Relationship	Demographic Profile	Correlation	p-value	Decision
Directive Principal Behavior	Rank	-0.634	0.000	p-value < 0.05 Significant
	Gender	-0.201	0.277	p-value > 0.05 Not Significant
	Age	-0.343	0.059	p-value > 0.05 Not Significant
	Marital Status	-0.036	0.848	p-value > 0.05 Not Significant
	Education	-0.104	0.579	p-value > 0.05 Not Significant
Supportive Principal Behavior	Rank	-0.103	0.582	p-value > 0.05 Not Significant
	Gender	-0.444	0.012	p-value < 0.05 Significant
	Age	-0.370	0.040	p-value < 0.05 Significant
	Marital Status	-0.184	0.322	p-value > 0.05 Not Significant
	Education	-0.199	0.284	p-value > 0.05 Not Significant

Note: Spearman Rank for Designation, MS, and Education; Pearson for Age; Point-Biserial for Gender

Table 4 shows relationship between the demographic profile of school heads and the school climate in terms of principal-teacher relationship. From the data, it can be seen that directive principal behavior has no significant relationship to gender (Correlation = -0.201, p = 0.277), age (Correlation = -0.343, p = 0.059), MS (Correlation = -0.036, p = 0.848), and education (Correlation = -0.104, p = 0.579) at significance level of 0.05. However, directive principal behavior has significant relationship with rank (Correlation = -0.634, p = 0.000). The statistical data reveal that principal rank has a considerable impact on directive principal behavior. However, gender, age, marital status, and educational achievement have no significant relationship to directive principal behavior. It is apparent that as rank increases, directive principal behavior decreases. It is somehow related to the study of Chua et al. (2014). It was found that the leadership skill of school principals was significantly associated with years of service as a school principal and academic qualification.

On the other hand, supportive principal behavior has no significant relationship to rank (Correlation = -0.103, $p = 0.582$), marital status (Correlation = -0.184, $p = 0.322$), and educational achievement (Correlation = -0.199, $p = 0.284$). However, supportive behavior has significant relationship to gender (Correlation = -0.444, $p = 0.012$) and age (Correlation = -0.370, $p = 0.040$). Supportive principal behavior has no significant relationship to rank, marital status, and educational achievement of secondary school principals. However, it has a significant relationship to age and gender. Results suggest that supportive principal behavior on male principals tends to increase; on the other hand, as age decreases supportive principal behavior increases. Piaw and Ting (2014) discussed that age is the only demographic factor that significantly predicts thinking style of the school leaders, and it has a positive effect on their thinking style. It means the school leaders tend to be more critical in thinking when they grow older. These findings were supported by the study conducted by Sawati, et al. (2013) that principals' leadership styles had no significant correlation with age, experience, and qualification.

Table 5
Correlation (Teacher – Teacher Relationship) vs. Demographic Profile

Teacher – Teacher Relationship	Demographic Profile	Correlation	p-value	Decision
Engaged Teacher Behavior	Rank	-0.346	0.057	p-value > 0.05 Not Significant
	Gender	0.120	0.521	p-value > 0.05 Not Significant
	Age	-0.019	0.918	p-value > 0.05 Not Significant
	Marital Status	0.048	0.799	p-value > 0.05 Not Significant
	Education	-0.305	0.095	p-value > 0.05 Not Significant
Frustrated Teacher Behavior	Rank	-0.129	0.488	p-value > 0.05 Not Significant
	Gender	0.304	0.096	p-value > 0.05 Not Significant
	Age	0.065	0.728	p-value > 0.05 Not Significant
	Marital Status	0.305	0.095	p-value > 0.05 Not Significant
	Education	0.342	0.059	p-value > 0.05 Not Significant

Teacher – Teacher Relationship	Demographic Profile	Correlation	p-value	Decision
Intimate Teacher Behavior	Rank	-0.325	0.075	p-value > 0.05 Not Significant
	Gender	0.172	0.354	p-value > 0.05 Not Significant
	Age	-0.390	0.030	p-value < 0.05 Significant
	Marital Status	0.305	0.095	p-value > 0.05 Not Significant
	Education	0.236	0.074	p-value > 0.05 Not Significant

Note: Spearman Rank for Designation, MS, and Education; Pearson for Age; Point-Biserial for Gender

Table 5 shows relationship between the demographic profiles of principals and school climate in terms of teacher-teacher relationship. Results indicate that engaged teacher behavior has no significant relationship to rank (Correlation = -0.346, $p = 0.057$), gender (Correlation = 0.120, $p = 0.521$), age (Correlation = -0.019, $p = 0.918$), Marital Status (Correlation = 0.048, $p = 0.799$), and educational achievement (Correlation = -0.305, $p = 0.095$) at significance level of 0.05. The same results are also found in frustrated and intimate behavior.

Frustrated behavior has no significant relationship to designation (Correlation = -0.129, $p = 0.488$), gender (Correlation = 0.304, $p = 0.096$), age (Correlation = 0.065, $p = 0.728$), MS (Correlation = 0.305, $p = 0.095$), and education achievement (Correlation = 0.342, $p = 0.059$) at significance level of 0.05.

Intimate behavior has no significant relationship to rank (Correlation = -0.325, $p = 0.4075$), gender (Correlation = 0.172, $p = 0.354$), MS (Correlation = 0.305, $p = 0.095$), and education (Correlation = 0.236, $p = 0.074$) at significance level of 0.05. However, it has significant relationship to age (Correlation = -0.390, $p = 0.030$), thus as age decreases, intimate behavior increases.

Constructs under teacher-to-teacher relationship reveal that engaged teacher behavior has no significant relationship to all the tested demographic variables. The same results are reflected in the frustrated teacher behavior where no significant relationship exists with the principals' demographic profile. In terms of intimate teacher behavior, age has a significant relationship with school climate. That is as age decreases intimate teacher behavior increases. Therefore, it can be concluded that young principals tend

to have or allow an intimate relationship with the teachers. As described by Hoy (2012), intimate teacher behavior is characterized by a sense of community and strong social ties among teachers. It is important to consider that teachers share a common set of beliefs about schooling, the degree to which teachers have open discussions about difficulties, the extent to which there is mutual respect for colleagues' ideas and whether there is a culture of sharing success (TALIS, 2013). This is supported by the study of Walson, et al. (2020). His study showed that young principals in their fifties exhibited better management capabilities than older principals since individuals tend to gradually disengage from active work with age.

CONCLUSION AND RECOMMENDATIONS

The formation, growth, and maintenance of the school climate are all in the hands of principals. Effective principals appear to be those who authentically share decision-making power with their teachers, facilitate open work environments that encourage innovation, and nurture teachers to their full potential through professional discourse. Effective principals foster favorable open climate in which teachers exhibit greater levels of dedication and happiness with their schools. However, it is critical for a principal to exhibit real concern for teachers' social needs in addition to their personal and professional well-being. It would be tough to build an open climate in a school, especially for principals who must balance personal and professional camaraderie.

Secondary schools in the Division of City Schools in Quezon City have a slightly above average openness index of organizational climate. Most of the principals exhibited supportive behavior in their schools. This only shows that principals are helpful and genuinely concerned about the teachers' personal and professional well-being. They are directed not just in teachers' ability to complete tasks but also in their social needs as well. As a result, teachers in the division show engaged behavior which reflects high faculty morale. Teachers are proud of their school, love working with one another, and encourage one another.

Furthermore, secondary school principals' rank and gender influence the principal-teacher relationship. Principals with lower ranks are more likely to demonstrate directive principal behavior than principals with higher rankings. Teachers' activities are continuously monitored and supervised by a principal with lower ranks. When compared to principals with higher ranks, they are more likely to be autocratic. In terms of gender, principals' supportive behavior on male principals tends to increase as compared to the opposite gender. Male principals exhibit more supportive behavior compared to female principals. Male principals are more likely to complement the teachers and go out of their way to assist them.

The interaction between teachers in the participating schools are influenced by the principals' age. The principal's age has a direct impact on the intimate relationships amongst teachers. That is, when principals' ages decline, intimate teacher behavior in the classroom rises. Teachers' intimate behaviors are defined by close relationships between them, socialization to educate others, and see their coworkers as their closest friends.

Other probable factors that affect the organizational climate, such as teacher and student aspects, could be studied further. To assess and contrast the organizational climates of public and private secondary schools, a factorial analysis might be employed in the future. The organizational climate of public elementary schools can also be assessed.

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