Teachers' Academic Optimism and Schools' Organizational Climate of Public Schools

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Abstract

Aim: The study aimed to assessed the degree of academic optimism and organizational climate in schools, examined their relationship, identified significant differences, and determined contributing factors. Additionally, it sought to provide recommendations to enhance both academic optimism and school climate.

Methodology: This study employed a descriptive-correlational design to analyze the organizational climate and academic optimism of secondary schools in the Bicol Speaking District. It also examined the relationship between teachers' academic optimism and school climate and assessed their overall effectiveness. Faculty members and school heads participated, providing measurable data on academic optimism and school climate indicators.

Results: The study found variations in academic optimism across schools. Collective efficacy was rated poorly (mean = 2.56), while collective trust was high (mean = 4.37) and academic emphasis was fair (mean = 3.33). Faculty trust in students and parents was strong (mean = 4.40), and students were ready to learn (mean = 4.43) despite limited home (mean = 2.17) and community support (mean = 1.83). Teachers had high confidence in learners' competencies (mean = 4.53), and mutual trust between teachers and students was very high (mean = 4.87). Schools maintained high performance standards (mean = 3.63) and recognized academic achievement (mean = 3.83), though teachers felt students only somewhat met expectations (mean = 3.50 and 3.13). Regarding organizational climate, leadership and supervisory support received the lowest rating (mean = 3.27), while organizational effectiveness was rated high (mean = 4.22). Teachers performed efficiently, valuing professionalism (mean = 5.23), mastery experiences (mean = 5.33), and institutional support. Institutional vulnerability was also high (mean = 5.13), and the overall organizational climate was positively perceived (mean = 4.42). Collective efficacy was significantly related to organizational effectiveness, professional teacher behavior, and institutional vulnerability, while collective trust was linked to leadership and supervisory support. No significant differences were found in academic optimism or organizational climate across schools, though differences emerged among respondent groups. Professional teacher behavior (mean = 5.24) and organizational effectiveness (mean = 5.15) were positively perceived, showing consistent perspectives on institutional vulnerability and effectiveness.

Conclusion: The study found that the pandemic reshaped teachers' skills, yet they remained adaptable and committed, while students valued education. School leadership influenced the organizational climate, fostering trust, collaboration, and professionalism. Continuous faculty assessment and professional development were crucial for growth. While academic optimism and organizational climate were consistent across schools, perceptions varied, reflecting differences in experiences. Teachers shared similar challenges as schools resumed in-person classes.

Keywords: academic optimism, organizational climate, collective efficacy, collective trust, academic emphasis, leadership and supervisory support, organizational goals

INTRODUCTION

The interplay between academic optimism and school climate is crucial in shaping educational outcomes. Academic optimism reflects teachers' belief in their impact on student success through trust, collaboration, and commitment to learning, while a positive school climate enhances teacher effectiveness and student performance. Academic optimism was developed to support students from low socioeconomic backgrounds and marginalized ethnic

groups in achieving better academic outcomes (Horner, et al., 2019). It consists of three main components: academic emphasis, collective efficacy, and faculty trust, which highlight the critical role of teachers, parents, and students in fostering student growth. Hoy (as cited by Galindo & Sanders, 2022) described academic optimism as a key element of self and collective efficacy, contributing to a school's strength and achievements, ultimately enhancing the learning experience.

A school's organizational climate - which includes its physical and social environment—significantly influences academic optimism. Student performance is shaped by factors such as teacher-student relationships, school culture, and academic expectations. Studies by Kraft and Papay (2017) and Scott et al. (2023) emphasize the connection between a school's environment and teacher performance, professional development, and student learning. They also highlight the relationships between academic optimism, institutional policies, and continuous professional development (CPD).

Researchers categorize the dimensions of organizational climate in different ways. Pareek (UK Essays, 2018) identified six key dimensions: achievement, affiliation, influence, control, extension, and dependence, each reflecting different motivational and relational aspects within an institution. Other studies (Datta & Singh, 2018; Kirilo et al., 2018) reinforce that organizational climate is dynamic, shaped by leadership, working conditions, and external influences, all of which play a crucial role in fostering teacher effectiveness.

A positive work environment, characterized by trust, fairness, and collaboration, strengthens professional relationships and enhances teacher performance (Donohoo, 2017). Conversely, a negative climate, marked by conflict and lack of transparency, hinders motivation and academic success.

Global and national efforts, such as Colombia's School Climate Law and Singapore's SEL program, highlight the importance of fostering supportive learning environments. However, disparities in resources and socioeconomic status create challenges, particularly in large urban schools.

This study examined the relationship between academic optimism and school climate in the Second District of Camarines Norte, focusing on perspectives from principals, master teachers, and classroom teachers. It aims to identified factors that contribute to a supportive learning environment and inform policies aligned with DepEd's inclusive education goals.

Findings provided actionable insights for educators, school managers, and policymakers, addressing issues of equity and inclusion. By bridging research and practice, this study contributed to improving the quality of teaching and learning, benefiting the broader educational community.

Objectives

This study determined the schools' organizational climate and academic optimism of public schools.
Specifically, it had the following objectives:
1. To assess the degree of academic optimism in terms of:
   a. collective efficacy
   b. collective trust
   c. academic emphasis
2. To determine organizational climate of the school along the following dimensions:
   a. Principal leadership
   b. Professional teacher behavior
   c. Achievement press and
   d. Institutional vulnerability
3. To identify the effect of schools' academic optimism to organizational climate
4. To ascertain the significant differences among aspects of schools' academic optimism and organizational climate.

Hypothesis

Given the stated objectives, the following hypotheses were tested on 0.05 level of significance:
Hypothesis 1: Schools' academic optimism affects organizational climate.
Hypothesis 2: There are significant differences among aspects of schools' academic optimism and organizational climate.

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METHODS

Research Design

This study employed a descriptive-correlational design . It analyzed the organizational climate and academic optimism of secondary schools in the Bicol Speaking District. The study also examined the relationship between teachers' academic optimism and school climate and evaluated their overall effectiveness.

Population and Sampling

This study was conducted at the three largest schools in Camarines Norte from March to July 2023 with 215 respondents. Participants were chosen through simple randon sampling to ensure a representative sample of the target population.

Instrument

This study utilized questionnaires, adopting instruments from Hoy (2006) to assess teachers' academic optimism and organizational climate. The questionnaire included Likert-scale responses, such as Strongly Disagree to Strongly Agree and Rarely to Very Often, to measure perceptions and behaviors. The first part focused on teachers' views of their schools, divided into three facets, while the second part assessed the organizational climate using a 5-point scale, reflecting five key dimensions outlined by Hoy (2002).

An informed consent form was attached to ensure ethical compliance.

Data Collection

Survey questionnaires were distributed, followed by a brief orientation to clarify instructions. Respondents were made aware of the right to refuse participation if they felt uneasy at any point of the procedure. Participants were provided with enough time to fill out the survey on their own, after which the received responses were verified for completeness and safely stored for analysis.

Treatment of Data

Statistics in this study included descriptive and inferential methods. Frequency, percentage, and weighted mean were used for measurement. Mean was applied for descriptive analysis, while r^2 and Pearson r were used for inferential analysis and relationships.

Ethical Considerations

The researcher sought permission from school principals and ensured ethical considerations. Respondents were informed of the study's purpose, data use, and confidentiality before giving consent. Participation was voluntary, with the option to withdraw anytime without pressure.

RESULTS and DISCUSSION

This presents the results of the study conducted after the data gathered were tabulated, analyzed and interpreted. The sequence of the presentation is based on the order of the research problems

This is divided into different parts: the degree of schools' academic optimism and organizational climate were assessed by faculty members along collective efficacy, collective trust, and academic emphasis for academic optimism, and leadership and supervisory support, organizational goals, and professional teacher behavior for organizational climate, the proposed program for teachers based on the output of the research

Summary of Schools' Academic Optimism

Table 1 summarizes the Schools' Academic Optimism. This table highlights the summary of the differences in academic optimism among the three schools, with School B having the highest mean (3.49 - Fair) and School C having the lowest (3.39 - Fair). While all schools fall within the Fair category, the differences suggest variations in teacher collaboration, confidence, and student academic expectations

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Table 1
Summary of Schools' Academic Optimism

INDICATORS	SCHOOLS			MEAN	VI
	A	B	C		
Collective efficacy	2.69	2.61	2.50	2.60	Poor
Collective Trust	4.32	4.43	4.46	4.40	High
Academic Emphasis	3.29	3.44	3.22	3.32	Fair
MEAN	3.43	3.49	3.39	3.44	Fair

Legend:5.26 - 6.0 = Outstanding; 4.41 - 5.25 = Very High; 3.56 - 4.40 = High; 2.91 - 3.55 = Fair; 1.86 - 2.71 = Poor; 1.0 - 1.85 = Very Poor

The study found that School B had the highest academic optimism mean (3.49 - Fair), while School C had the lowest (3.39 - Fair). The strongest indicator across all schools was Collective Trust (4.40 - High), while Collective Efficacy (2.60 - Poor) was the weakest. Academic Emphasis (3.32 - Fair) remained moderate.

These findings suggest that while teachers trust one another's professionalism, they lack confidence in their collective ability to influence student achievement. Academic expectations were present but may not be strongly enforced. School leadership was moderately effective, with School B showing slightly stronger leadership practices than School C, which may face more leadership challenges.

To improved academic optimism, schools should strengthen collective efficacy by fostering collaboration, professional development, and shared responsibility for student success. Academic emphasis should be reinforced through consistent policies and support. Additionally, school leaders must enhance their leadership strategies, particularly in School C, to improve organizational climate and effectiveness.

The findings from this study align with the insights shared by Hoy, as cited by Galindo and Sanders (2022), regarding the role of academic optimism and organizational climate in enhancing school effectiveness. Both studies emphasize the importance of collective beliefs and the interplay between academic optimism, efficacy, and trust, which create a positive school environment. In this context, academic optimism, defined as the belief that things are improving and progress is being made, is essential in fostering a climate where educators and students feel empowered to achieve and succeed.

Summary of Schools' Organizational Climate
Table 2 summarizes the Schools Organizational Climate.

Table 2
Summary of Schools' Organizational Climate

Schools' Organizational Climate	SCHOOLS			MEAN	VI
	A	B	C		
Leadership and Supervisory Support	3.11	3.17	3.05	3.11	High
Organizational Effectiveness	5.21	2.37	5.09	4.22	High
Professional Teacher Behavior	5.38	5.19	5.11	5.23	High
Organizational Vulnerability	5.03	5.23	5.14	5.13	High

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	MEAN	4.68	3.99	4.60	4.42	High

Legend: 3.01 - 4.0 = High; 2.01 - 3.0 = Fair; 1 - 2 = Poor

Table 2 summarizes the Schools Organizational Climate. The overall mean score for the schools' organizational climate is 4.42 (High). Among the indicators, the highest-rated was Professional Teacher Behavior (5.23 - High), while the lowest-rated is Leadership and Supervisory Support (3.11 - Low). Other indicators, Organizational Effectiveness (4.22 - High) and Organizational Vulnerability (5.13 - High), also received high ratings.

The high rating in Professional Teacher Behavior indicates that teachers exhibit professionalism, collaboration, and commitment to their roles. Organizational Effectiveness suggests that schools manage their resources efficiently and work toward their objectives. However, the low Leadership and Supervisory Support score implies that school leaders and administrators may not be providing adequate guidance, encouragement, or support to teachers, which could affect overall school climate and effectiveness.

To improve the organizational climate, school leaders must enhance leadership and supervisory support by providing clearer direction, fostering better communication, and offering stronger encouragement to teachers. Strengthening leadership practices will help align school management with the high professionalism already demonstrated by teachers. Encouraging collaborative decision-making and promoting inclusive leadership will further enhance teacher engagement, morale, and overall institutional effectiveness.

The study by Khun-inkeeree et al. (2021) highlights that when teachers were given opportunities to participate in decision-making and feel respected through inclusive leadership, their job satisfaction, engagement, and morale improve. This is similar to the focus in this study, which suggests that improving leadership practices, particularly in areas such as leadership and supervisory support, is key to enhancing the organizational climate and fostering a more positive school environment.

Relationship of Academic Optimism and Organizational Climate
Table 3 presents the Relationship and Effect of Academic Optimism and Organizational Goals

Table 3
Relationship of Academic Optimism and Organizational Climate

	Dependent Variables							
	Leadership and Supervisory Support		Organizational Goals		Professional Teachers Behavior		Organizational Vulnerabilty	
Independent Variables	r	r^2	r	r^2	r	r^2	r	r^2
Collective Efficacy	0.0345ns	0.0012	0.2663*	0.0709	0.2584*	0.0668	0.3478*	0.1290
Collective Trust	0.2000**	0.0400	0.5243**	0.2749	0.0996ns	0.0099	0.5172**	0.2675
Academic Emphasis	0.9787**	0.9578	0.4664**	0.2175	0.0344*	0.0012	0.8889**	0.7901

r_{05} (0.113)   ** = Highly Significant (0.01)
r_{01} (0.448)   * = Significant (0.05)
                                   ns = Not Significant

The table shows the relationship between Academic Optimism and Institutional Vulnerability, which refers to a school's susceptibility to challenges and instability. Among the independent variables, Collective Trust (r = 0.5172) and Academic Emphasis (r = 0.8888) have the highest and most significant negative correlations with Institutional Vulnerability, indicating that stronger trust and academic focus reduce vulnerability. Collective Efficacy (r = 0.3478)* also has a moderate correlation but is less influential than the other two factors.

A high correlation between Collective Trust and Organizational Goals suggests that when teachers trust their colleagues and leaders, they are more likely to work toward shared objectives. Academic Emphasis' strong correlation with Organizational Goals indicates that prioritizing academic success strengthens a school's direction.

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However, Collective Efficacy's weaker effect suggested that confidence in abilities alone does not directly enhance institutional goals. Similarly, higher Professional Teacher Behavior is linked to strong Collective Efficacy, meaning that teachers with confidence in their collective abilities demonstrate better teaching practices. The negative correlation between Academic Emphasis and Institutional Vulnerability means that schools prioritizing academics are more stable and resilient against challenges.

To enhanced Organizational Goals, school leaders should build trust among teachers and reinforce academic priorities. Strengthening Collective Efficacy will help improve Professional Teacher Behavior, fostering better teaching practices. Reducing Institutional Vulnerability requires a strong academic focus, collaborative leadership, and teacher empowerment. Aligning with Ramos and Bueno (2019), school heads can enhance resilience by supporting teachers with professional resources, structured supervision, and meaningful involvement in decision-making.

The Differences in Academic Optimism among Aspects among Schools
Table 4 presents the differences in academic optimism among aspects among schools.

Table 4
Differences in Academic Optimism among Aspects among Schools

Sources of Variation	degree of freedom	Sum of Squares	Mean Squares	F- values
Aspects of Academic Optimism	2	0.8184	0.4045	0.3131ns
Schools	2	0.0152	0.0076	0.0072ns
Error	4	4.1667	1.0417	
TOTAL	**8**	**5.001**		

ns = not significant

The ANOVA test indicated no significant differences in Academic Optimism across different aspects and schools, as showned by the non-significant F-values for Aspects of Academic Optimism (0.3131) and Schools (0.0072). The Sum of Squares for Aspects of Academic Optimism (0.8184) is higher than for Schools (0.0152), while the highest variance comes from Error (4.1667), suggesting more variability due to unexplained factors.

Since the F-values were not statistically significant, it means that the different aspects of Academic Optimism (Collective Efficacy, Collective Trust, and Academic Emphasis) and the schools involved do not show meaningful differences in their levels of Academic Optimism. This suggests that Academic Optimism remains relatively stable across schools and its aspects. The higher error variance indicates that factors not included in the study, such as leadership, teacher motivation, or external influences, may contribute more to differences in Academic Optimism.

The findings suggested that school-wide differences were not a major factor in determining Academic Optimism. Instead, efforts to improve Academic Optimism should focused on strengthening its key aspects (Collective Efficacy, Collective Trust, and Academic Emphasis) rather than expecting variations based on school environments. The large error variance highlights the need for further research on external influences like leadership styles, teacher engagement, and school policies to understand their impact on Academic Optimism. Schools should consider implementing personalized interventions and broader educational policies to enhance Academic Optimism rather than relying solely on school-wide initiatives. This aligned with Mello's view on organizational climate (Kirilo et al., 2018),

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emphasizing its dynamic nature and the influence of personal perceptions and organizational factors. Similarly, the large error variance in Academic Optimism studies highlights the impact of leadership, teacher commitment, and policies on the school's academic climate. Rather than broad, school-wide measures, targeted interventions and enhanced teacher engagement can effectively improve both organizational climate and Academic Optimism.

Differences in Organizational Climate among Aspects among Schools
The following data illustrates the differences in organizational climate among aspects among schools.

Table 5
Differences in Organizational Climate among Aspects among Schools

Sources of Variation	*degree of freedom*	Sum of Squares	Mean Squares	F - values
Aspects of Organizational Climate	3	8.1429	2.7143	3.5219ns
Schools	2	1.1411	0.5705	0.7402ns
Error	6	4.6241	0.7707	
TOTAL	**11**	**13.91**		

F05 (3.6) = 4.76   ns = not significant

The results indicated that there were no statistically significant differences in Organizational Climate across its aspects (F = 3.5219, ns) or among schools (F = 0.7402, ns). The sum of squares (SS) for aspects (8.1429) is higher than for schools (1.1411), suggesting that variation was more pronounced within different aspects of Organizational Climate, such as trust, leadership, and professional relationships, rather than between schools. However, since the F-values were not significant, these variations were not strong enough to conclude that aspects or schools meaningfully impact Organizational Climate. The degrees of freedom (df) for aspects (3) is higher than for schools (2), implying that the study placed more emphasis on analyzing Organizational Climate through specific dimensions rather than comparing schools. The high error SS (4.6241) indicates that other unmeasured factors, such as leadership, institutional policies, or teacher collaboration, may play a more significant role in shaping Organizational Climate.

Since Organizational Climate does not significantly vary across aspects or schools, it suggested that school-wide policies and management practices may be consistent across institutions. However, the relatively higher variation within aspects hints that specific elements such as leadership and professional relationships could still be influencing the climate. Future research should explore additional factors such as teacher collaboration, leadership styles, and institutional policies.

The significant variation in Academic Optimism across aspects implies that some dimensions (e.g., teachers' trust, collective efficacy, and academic emphasis) play a more critical role in shaping academic optimism. This suggested the need for targeted interventions focusing on these key dimensions to enhance academic optimism.

The higher df for aspects (3) compared to schools (2) means that Organizational Climate was analyzed through multiple dimensions, rather than just across different schools. The error df (6) is the highest, which suggests that a large portion of variation in Organizational Climate remains unexplained. This indicates that factors beyond the identified aspects and school differences contribute to variability.

Since the degrees of freedom for aspects (3) is higher than for schools (2), this implied that the study gave more weight to analyzing Organizational Climate through specific dimensions rather than by school comparison. The high error df (6) means that unmeasured factors significantly impact Organizational Climate, requiring further

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research. If a higher df for schools were present, it would suggest greater variability among schools, but the current lower df (2) indicates that school-to-school differences were limited.

Significant Differences among Aspects of Academic Optimism Between Groups of Respondents
The following data describes significant difference among aspects of academic optimism between groups of respondents.

Table 6
Significant Differences among Aspects of Academic Optimism Between Groups of Respondents

Sources of Variation	degree of freedom	Sum of Squares	Mean Squares	F - values
Groups	1	0.0018	0.0018	0.0011ns
Aspect	2	3.2966	1.6483	116.0775**
Error	2	0.0285	0.0142	
TOTAL	**5**	**3.327**		

F05 (2,2) = 19   ** = highly significant
F01 (2,2) = 99   ns = not significant

Table 6 presented the significant difference among aspects of academic optimism between groups of respondents. The meaning of these results suggests that specific aspects of academic optimism—such as trust, collective efficacy, and academic emphasis—were perceived differently by teachers. The high mean square for aspects (MS = 1.6483) highlights that these components significantly influence academic optimism, whereas the low MS for groups (0.0018) confirms that perceptions remain stable across respondent groups. This uniform perception may be influenced by shared experiences in urban schools, where educational priorities and policies create a consistent outlook among teachers.

The high F-value for aspects suggested that some aspects of academic optimism were significantly different from others, highlighting the need to focus on these variations in academic planning and intervention. The low F-value for groups implies that academic optimism is consistent across different respondent groups, meaning that interventions should target specific aspects rather than different groups. The strong significance of the aspect variation further reinforces the importance of studying which aspects contribute most to academic optimism town where different culture exists, though all of them are in urban areas. This, factor also changes one's perception. Lastly socio-economic background of teachers plays a significant role on how they perceive academic optimism. Schools' emphasis on academics, collaboration, or trust may influence teachers to perceive academic optimism differently. Policies and practices shape invention in order to attain school's priorities, such as academics.

The implications of these findings suggested that interventions to enhance academic optimism should focus on strengthening specific aspects rather than targeting different groups. The post-hoc test results indicated that teachers have higher confidence when acting as a group to support learners, aligning with earlier findings that professional teacher behavior is highly regarded. This underscores the need to foster collaboration, trust, and shared responsibility in schools, as these elements contribute most to teachers' academic optimism. Additionally, socio-economic background and school culture may also influenced how teachers perceived academic optimism, suggesting that institutional policies and leadership practices should align to support and enhance these critical aspects.

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Further Test of Significant Difference (Duncan's Multiple Range Test, DMRT) Between Aspects of Academic Optimism

Table 7 presents Further Test of Significant Difference (Duncan's Multiple Range Test, DMRT) Between Aspects of Academic Optimism.

Table 7
Further Test of Significant Difference (Duncan's Multiple Range Test, DMRT) Between Aspects of Academic Optimism

Sources of Variation	*Mean*	Sum of Squares
Collective efficacy	4.39	a
Collective trust	2.59	c
Academic Emphasis	3.25	b

Note: Means having common letter in a column are not significantly different (DMRT, 5%)

Table 7 presented further test of significant difference (Duncan's Multiple Range Test, DMRT) Between Aspects of Academic Optimism. Study revealed that among the three components of Academic Optimism, Collective Efficacy has the highest mean (4.39), followed by Academic Emphasis (3.25), while Collective Trust has the lowest (2.59). The DMRT analysis shows statistically significant differences, with Collective Efficacy being distinct from the others (labeled "a"), Academic Emphasis in the middle (labeled "b"), and Collective Trust as the weakest (labeled "c"). Additionally, the sum of squares analysis indicates significant variation, where Collective Efficacy has the highest variability, Academic Emphasis is moderate, and Collective Trust has the lowest, suggesting a more uniform perception of trust issues across schools.

These results indicated that teachers have a strong belief in their ability to positively influence student learning, making Collective Efficacy the strongest aspect of Academic Optimism. Meanwhile, Academic Emphasis is moderately strong, reflecting schools' prioritization of academic success, though with some inconsistencies. On the other hand, Collective Trust was the weakest, highlighting a significant gap in relationships among teachers, parents, and students. The variation in sum of squares further suggests that while perceptions of Collective Efficacy differ among schools, Academic Emphasis varies to a lesser extent, and Collective Trust is consistently low, indicating a widespread concern.

Given these findings, schools should build on their Collective Efficacy by supporting teachers through professional development, mentorship programs, and collaboration to sustain confidence in their teaching effectiveness. To enhance Academic Emphasis, stronger academic policies, higher performance expectations, and structured programs should be implemented to push students toward excellence. The low Collective Trust score underscores the need for targeted interventions to improved relationships among stakeholders. Schools should prioritize parental involvement initiatives, student-teacher bonding activities, and open communication strategies to foster trust and collaboration, ultimately strengthening overall academic optimism.

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Significant Differences Among Organizational Climate Between Groups
Table 8 presents the Significant Difference Among Organizational Climate Between Groups.

Table 8
Significant Differences among Aspects of Academic Optimism Between Groups of Respondents

Sources of Variation	degree of freedom	Sum of Squares	Mean Squares	F - values
Between Groups	1	0.01443	0.0144	1.1613ns
Aspects	3	6.51550	2.1718	175.1452
Error	3	0.03710	0.0124	
TOTAL	**7**	**6.567**		

Table 8 presented the significant difference among organizational climate between groups. The analysis shows no significant difference between groups, indicating that the organizational climate was relatively consistent across different schools or institutions. This suggests that the overall environment in schools is uniform. However, significant differences were found among aspects of the organizational climate, meaning specific components such as leadership support, teacher behavior, and effectiveness vary widely within schools. Additionally, minimal error variance indicates that most of the variability is explained by the identified factors rather than random differences.

These results mean that since the organizational climate does not vary significantly between schools, interventions to improve it can be generalized across institutions. A standardized approach to policy implementation is likely to be effective. The significant variation among aspects indicates that certain areas of the organizational climate require more focused attention. Schools should conduct internal assessments to determined which aspects, such as leadership, trust, and collaboration, need improvement. The low error variance reinforces the reliability of the findings, suggesting that future studies can build upon these results to develop more targeted programs for organizational development.

The implication of these findings was that educational interventions aimed at improving the organizational climate should focus on specific areas where variation exists, such as leadership support, teacher behavior, and effectiveness. Since the organizational climate is consistent across schools, a standardized, broad approach to policy implementation could be effective across multiple institutions. However, the areas with significant variation should be prioritized for improvement, as they play a critical role in shaping the overall school environment. Schools can enhance internal assessments and evaluation practices to pinpoint which aspects of the climate require more focus. The low error variance suggests that the identified factors were reliable and can serve as a solid foundation for future research or program development aimed at strengthening school climates more effectively.

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Further Test of Significant Differences Between Aspects of Organizational Climate
Table 9 presents further test of significant differences between aspects of organizational climate.

Table 9
Further Test of Significant Differences Between Aspects of Organizational Climate

Sources of Variation	Mean Squares	Statistical Significant
Leadership Supervisory Support	3.08	c
Organizational Effectiveness	5.15	b
Professional teacher Behavior	5.24	a
Institutional Vulnerability	5.08	b

Note: Means having a common letter in a column are not significantly different (DMRT, 5%)

The analysis revealed significant differences in the various aspects of organizational climate, with Professional Teacher Behavior (5.24) showing the greatest variation compared to Leadership Supervisory Support (3.08), which showed the least variation. Organizational Effectiveness (5.15) and Institutional Vulnerability (5.08) shared similar mean squares, indicating they are not significantly different from each other.

This suggests that while there was minimal variation in the organizational climate between the schools or groups, the components within each school or group vary significantly. Professional Teacher Behavior stands out as the most varied and significant factor, followed by Organizational Effectiveness and Institutional Vulnerability, while Leadership Supervisory Support was the least impactful.

The findings suggested that interventions aimed at improving organizational climate should focus on Professional Teacher Behavior, as it plays a critical role in the overall climate. Since Leadership Supervisory Support showed minimal impact, efforts to enhance leadership support may yield less immediate improvements compared to targeting teacher behavior. Similarly, Organizational Effectiveness and Institutional Vulnerability should also be considered for improvement, but with balanced attention, as they share similar levels of variation. These results imply that specific areas should be prioritized for intervention to achieve greater organizational performance.

Conclusions
This study concluded that teachers' pedagogical skills were significantly modified due to the challenges posed by the pandemic, leading to various teaching difficulties. However, teachers demonstrated adaptability and commitment to their profession, while students remained motivated to pursue education as a means to overcome poverty. Leadership styles and organizational abilities of school managers were found to have a significant influence on the organizational climate. A value-based leadership style fostered respect for individual differences, provided a safe working environment, and ensured smooth school operations. Teachers expressed high levels of happiness and productivity, with continuous faculty assessment and professional development identified as essential for growth and effectiveness. School managers' leadership and supervisory support fostered trust among teachers, parents, and students, strengthening stakeholder involvement in education. Clear expectations and collaboration among teachers and stakeholders contributed to a strong sense of reliability and mutual support. While no significant differences in academic optimism and organizational climate were found across schools, variations in respondents' perceptions suggested that stakeholder experiences shape school dynamics and effectiveness. Teachers shared similar experiences, especially as schools reopened for in-person classes.

Recommendations
This study pointed out specific methods that helped improve teachers' collective efficacy and refine the administration of schools. It highlighted methods used for planning purposes, such as conducting needs assessments

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at the end of the year. Teachers required more meaningful developmental opportunities rather than just additional training sessions. School managers needed to be more flexible in their leadership styles, receive additional training, and amend faculty regulations to better support teachers. Furthermore, additional steps that were adopted included enhancing the recognition of employee merit and ensuring the attainment of professional development plans through direct classroom observations. There were also suggestions that teachers could work autonomously while adhering to the standards of the department. School managers needed to focus more on their professional growth to become more effective leaders and supervisors. To increase teachers' motivation, awards were presented to recognize and honor outstanding achievements in teaching, professional growth, collaboration, and administrative duties. This was done with the participation of parents to help improve the status and activities of teachers. These recommendations, once adopted by schools, enhanced their ability to remain supportive, encouraging, and functional, contributing to a more productive learning environment

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