

Mediating Effects of Organizational Climate to Professional Standards of School Heads and Organizational Efficacy

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Abstract

This study highlights the mediating effects of organizational climate to professional standards of school heads and organizational efficacy. School heads, as a bailiff of school, play a vital role in fostering an environment conducive to effective teaching and learning. Assessing professional standards of school heads is significant to teachers' effectiveness and substantial in promoting good organizational climate. The study employed a descriptive-correlational design and mediating analysis. Also, it utilized survey questionnaires to determine the assessment of the respondents to professional standards of school heads, organizational climate and organizational efficacy. The findings suggest that professional standards of school heads significantly affect the organizational climate. Likewise, organizational efficacy significantly affected by the school heads' professional standards. Moreover, the data gathered stated that organizational climate have significantly mediating between professional standards of school heads and organizational climate. Thus, evaluation and reflection on professional standards of school heads are necessary for further development and improvement of leadership skills and be able to nurtures teachers' effectiveness and school climate.

Keywords: Professional Standards of school heads; organizational efficacy; organizational climate

1. Introduction

Behind a pleasant-sounding organization is a good leader. As school administrators, principals play a crucial role in fostering an environment conducive to effective teaching and learning. The Department of Education (DepEd) can develop quality teachers and holistic learners who are instilled with values, prepared with 21st-century skills, and able to thrust the country's development and progress due to their quality leadership and management (Deped Order No. 42 s. 2017).

According to Barkman (2015) working in an organization with different people and views demand expertise from the leader was a main concern. Being professional can mean different things to different people, but in terms of effective leaders, being professional means treating everyone with respect.

Andriani et. al (2018) expressed in their study that there were groups of variables as factors that can affect the performance and potential of individuals within the organization, first is individual variables such as ability and skills, family's background, social level and experience; Second is organization variables like resources, leadership, rewards, structure, design of job and lastly is psychology variables such as mental/intellectual, perception, attitude, personality, study, and motivation. The human resource is a main

aspect on the organization. The organization included the education or school would need a management to organize the cooperation to achieve their goal. Therefore, the managing of educational activities at the school must have a good planning, organizing of the human resource effective and efficient, deployment of the teacher and school staff which basically to improve their performance, and make a continuous control and supervision.

According to DepEd Order No. 24, s. 2020, Philippine Professional Standards for School Heads (PPSSH) are the standards that form a qualified school head. It will function as a public declaration of school leaders' professional accountability. It outlines what school leaders are likely to know, be able to accomplish, and value as they advance in their careers. It provides a common understanding on leadership expected of school principals to guide professional reflections, as well as professional discussions among educational leaders and other stakeholders, and to update the provision of professional learning and development for school heads.

Furthermore, the study which fastened on Philippine Professional Standards for School Heads (PPSSH) wherein stated in Domain 4- Developing Self and Others- centers on the school heads' commitment in guaranteeing effectiveness of the organization. In this domain, school heads are expected to evaluate their personal and professional development to improve their practice in leading and developing people as they support their personnel's professional development and welfare. They should provide others the means for progress such as opportunities to learn, reflect, lead and grow in their profession (Philippines Professional Standards for School Head Manual, 2018)

Also, Philippine Professional Standards for School Heads (PPSH) emphasized building and strengthening a network of stakeholders for school and people effectiveness. This principle requires school heads to build and strengthen a network of organizational supports, the professional capacity of teachers and staff, the professional community in which they are able to learn and work, family and community engagement, and effective, efficient management and operations of the school (National Policy Board for Educational Administration, 2015, p. 4).

Moreover, stated in Republic Act No. 9155, Sec. 7, under School Level, consistent with the national educational policies, plans and standards, the school heads shall have authority, accountability and responsibility in setting the school mission, vision, goals and objectives. They shall make an environment that is favourable to teaching and learning, enacting the school curriculum and accountable for higher learning outcomes, enable to develop school education program and school development plan, offer educational programs, projects and services which provide equitable opportunities for all learners in the community, introduce new and innovative modes of instruction to achieve higher learning outcomes, administer and manage all personnel, physical and fiscal resources of the school, recommend the staffing complement of the school based on its needs, encouraging staff development, and establish school and community networks and reassure the active participation of teachers organizations, non-academic personnel of public schools, and parents-teachers-community associations.

More so, the school heads professional attributes contribute to the factors in the effectiveness of one's organization and how it affects the organizational climate as well. Thus, the researcher aims to conduct this study to determine the impact of professional standards of Public Elementary School Heads towards organizational climate and effectiveness of the teachers in the workplace.

2. Background of the Study

Professionalism has a significant impact on an organization. More often, it is continually being observed and questioned. It establishes honesty, strength, liability and upright behaviour. It's the ability to take the lead and uphold efficient work habits. It significantly influences the leadership practices of school

heads. Professional standards of school heads can be measured from various dimensions, from the perceptions of students, teachers, parents, communities and their superiors. (Sharma, 2011).

For instance, one of the numerous factors influencing a school's effectiveness is teachers' perceptions of their administrators' management. Teachers' morale also correlates favourably with how they see their principals' leadership styles. Teachers' assessments of principals as leaders provide a valuable perspective on assessing a leader's capabilities. In his opinion, it is crucial to comprehend how teachers view their principal's leadership abilities to provide evidence for school leadership reform. (Sharma, 2011).

In addition, Karatas (2019) expressed that professionalism derives from the term profession, which denotes the work that a person desires or will pursue. A profession is also described as a specialized position that demands unique knowledge and abilities earned from extensive academic education; hence, a profession is a career that requires specific competence. This indicates that just nobody can undertake a job considered a profession but requires preparation via particular education and training. More so, professionalism is a kind of accuracy in carrying out a task by a person to be an extra source of income for life that involves knowledge and abilities that satisfy particular quality standards or norms and requires professional education.

Organizational effectiveness is the degree to which an organization accomplishes its intended goals using the available resources and tools without unnecessarily burdening its members. The five domains of leadership, decision-making and structure, people, work processes and systems, and culture are all strong points in highly productive businesses. Organizational effectiveness refers to how successfully an organization achieves the results it wants to accomplish. On the other hand, it is believed that a significant factor in the success of the school is the efficacy of the instructors.

According to research by Mahulae et al. (2020), performance issues include responsibility for tasks, interest in and appreciation for assignments, opportunities for professional growth, attention from school principals, interpersonal relationships with other teachers, facilitated discussion groups, and library services. High levels of professionalism will enhance performance; professional educators appropriately offer their expertise while being truthful in their instruction. When a teacher is sincere in their desire to teach, they are committed to doing so without being forced to do so. This connection to their responsibilities as teachers can lead to the assumption of responsibility for the growth of knowledge.

3. Theoretical Framework

This study is based on a continuum from open to closed of Halpin and Croft (1999) identified organizational climates. The six organizational climates are open, autonomous, regulated, familiar, paternal, and closed. Halpin and Croft discovered that a school with an open environment, which they considered to be the most effective, was a living organization, advancing toward its goals while also giving happiness to the members of the organization. The views of the leader held by the group he is working with and the group's perceptions are essential factors in an organization's effective leadership.

The study by Prastiawan et al. (2020) states that managers who operate in open environments do better than those who operate in closed environments. Prastiawan clarified that the organizational environment impacts motivation, performance, and work satisfaction. Consequently, it may be claimed that organizational atmosphere influences organizational effectiveness.

Opit & Warouw (2019) stated in their study that the organizational climate is just one factor that affects how well school administrators' function. Principals, instructors, and students can innovate and improvise in schools regarding the curriculum, learning, management, and other challenges that arise from their activity, creativity, and professionalism.

Moreover, Hussin et al. (2015) expressed in their study that school principalship development refers to the policies and activities aimed at enhancing school principals' specialized knowledge, abilities, and attitudes. Enhancing school efficacy, educational effectiveness, and student learning success depend on school

leaders' knowledge and abilities, which can only be done through ongoing professional development. Principals should have access to training opportunities to perform their duties to the necessary standard and caliber. The professionals are taught to operate autonomously and to self-govern their jobs, and they have a high level of specialization within their respective fields of expertise.

School administrators must consider their personal and professional growth as they work to advance their employees' welfare and professional development to enhance their leadership and development methods. They ought to provide opportunities for growth in various ways, including learning, introspection, leadership, and professional progress. The five domains serve as a conceptually large field of leadership activities for all school heads. The framework's centralization of the student emphasizes the critical role that school administrators play in enhancing student performance. The fourth domain of the Philippine Professional Standards for School Heads contains the standards that are necessary for personal and professional development, professional reflection and learning, professional networks, performance management, professional development of school personnel, leadership development for individuals and teams, general human resource welfare, and rewards and recognition mechanisms.

The study of organizational success is usually disregarded at the school district level, despite being heavily debated at the school level. Nevertheless, it is asserted that the latter is crucial to the management of schools since school districts choose the school's head and set its mission and goals. The level of organizational effectiveness in a school district has also been connected to professional attributes (De Witte & Schiltz, 2018).

Companies continuously look for ways to increase teachers' job efficacy. Although there is growing conceptual evidence and support for the idea that teacher involvement is a key factor in organizational success and performance, no one has yet produced empirical data that links teacher engagement to organizational efficacy. In reality, current works have concentrated more on individual-level employee engagement analysis. The study addressing teachers' engagement and its organizational implications in terms of organizational success has seldom been explored in engagement literature. Most research examining engagement's effects from an internal viewpoint has studied how engagement impacts instructors' attitudes and performance (Osborne & Hammoud, 2017).

Teachers' efficacy is heightened if there is a model leader that they work with. If the school leader is good at work, the more the teachers become empowered, and greater efficacy in the organization can be realized (Osborne & Hammoud, 2017). Organizational efficacy can be realized if its measures are to be observed among the teachers in one organization. They must possess good Engagement, Competence, Accountability, innovation, Performance and Motivation.

4. Results and Discussion

Part I. Test of Significance

Table 1. Test of Significant Relationship between Professional Standards of School Heads and Organizational Climate

Professional Standards of School Heads	Organizational Climate					
	Open	Autonomous	Controlled	Familiar	Paternal	Closed
Personal and Professional Development	.724**	.705**	.396**	.202*	.691**	.601**
Professional Reflection and Learning	.764**	.731**	.383**	.144	.761**	.682**
Professional Networks	.782**	.716**	.405**	.118	.807**	.727**
Performance management	.827**	.781**	.468**	.179*	.780**	.706**
Professional development of school personnel	.736**	.707**	.370**	.101	.738**	.649**
Leadership development in individuals and teams	.817**	.769**	.487**	.172	.782**	.709**
General welfare of human resources	.776**	.725**	.396**	.148	.798**	.721**

Rewards and recognition mechanism	.723**	.707**	.446**	.151	.725**	.671**
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** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The table shows that there is a positive significant relationship between the professional standards of school heads and organizational climate. It shows that school heads professional standards serve as a public statement of professional responsibility of school heads. Dursun et al. (2022) stated that the manner in which the principals carry out a task, as well as their attitudes, actions, and abilities, are the major variables impacting the climate type of the business. Additionally, the leadership style of a company's leaders has an impact. School administrators' top priorities include establishing and sustaining a positive school atmosphere.

However, it is shown that professional reflection and learning, professional networks, professional development of school personnel, leadership development in individuals and teams, the general welfare of human resources and rewards and recognition mechanism have no significant relationship to a familiar climate since the focus of the familiar climate is only the needs and interests of individuals in the school rather than achieving the school objectives, the school heads neglect to assess and improve themselves in terms of leadership practices and skills.

Table 2. Test of Significant Relationship between Professional Standards of School Heads and Organizational Efficacy

Professional Attributes of School Heads	Organizational Efficacy					
	Engage ment	Competenc e	Accountabili ty	Innovativen ess	Performan ce	Motivati on
Personal and Professional Development	.586**	.562**	.541**	.413**	.536**	.586**
Professional Reflection and Learning	.583**	.585**	.584**	.522**	.616**	.624**
Professional Networks	.563**	.613**	.588**	.489**	.578**	.590**
Performance management	.592**	.631**	.590**	.457**	.579**	.617**
Professional development of school personnel	.530**	.535**	.524**	.488**	.581**	.589**
Leadership development in individuals and teams	.536**	.553**	.543**	.482**	.566**	.581**
General welfare of human resources	.597**	.575**	.569**	.489**	.618**	.647**
Rewards and recognition mechanism	.455**	.428**	.432**	.413**	.444**	.513**

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

* . Correlation is significant at the 0.05 level (2-tailed).

The table depicts that there is a significant relationship between the professional standards of school heads and organizational efficacy. This implies that school heads' standards of professionalism impact teachers' engagement, competence, accountability, innovativeness, performance and motivation. Kiral (2020) stated that school administrators might empower instructors by assisting them, fostering a vision, making them feel sufficient, and considering their opinions on activities. Additionally, they empower their instructors by impacting them, fostering a sense of professionalism and competence, allowing them to engage in school events actively, and providing support in various endeavours. Administrators give teachers purposeful autonomy since they know that doing so increases their performance, productivity, and willingness and enthusiasm to work.

Table 3. Test of Significant Relationship between Organizational Climate and Organizational Efficacy

Organizational Climate	Organizational Efficacy					
	Engagement	Competence	Accountability	Innovativeness	Performance	Motivation
Open Climate	.641**	.651**	.626**	.547**	.591**	.652**
Autonomous Climate	.616**	.592**	.549**	.544**	.606**	.663**
Controlled Climate	.310**	.284**	.322**	.320**	.298**	.347**
Familiar Climate	.054	.034	.042	.063	.077	.159
Paternal Climate	.654**	.644**	.660**	.571**	.640**	.631**
Closed Climate	.559**	.559**	.599**	.537**	.570**	.603**

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

* . Correlation is significant at the 0.05 level (2-tailed).

The test of the hypothesis between organizational climate and organizational efficacy, clearly showing a correlation or significant relationship. It depicts that the quality of the organization's internal environment affects the teachers' efficacy in terms of engagement, competence, accountability, innovativeness, performance and motivation. Khan (2019) asserted that effective leadership is essential for increasing teacher commitment and involvement in school reforms. Effective leaders impact the workplace by making choices, offering positive and productive feedback, establishing positive connections, creating an environment favourable to creativity, promoting professional growth, and fostering collaborative behaviour. In addition, good leadership is seen as a key aspect that inspires instructors for individual and collaborative learning and leads to school performance. To establish a healthy learning environment, administrators must express their vision and motivate and inspire teachers to pursue professional development. As a result, teachers who receive support and cooperation from their leaders are more devoted to the overall success of their schools. Similarly, the principal's leadership style is connected to teacher job performance and organizational commitment. He adds that teacher dedication is the most significant element in enhancing student accomplishment.

However, familiar climate shows no significant relationship to organizational efficacy. This denotes that school principals whose primary concern is maintaining a friendly atmosphere at the expense of task accomplishment have nothing to do with teachers' effectiveness. Yuan & Chayanuvat (2022) stated that with the growing demand for accountability in the education sector, school leaders and teachers could not be overlooked as key players. Teachers must devote significant time and effort to completing work outside of inspection teaching, which has a greater impact on teacher job satisfaction, administrators' consideration for teachers, and establishing a transparent and systematic management system. The soundness of the school system is an important factor in creating a positive school environment. At the same time, the school system should foster mutual cooperation and respect among teachers, which is an effective way to improve teacher satisfaction. Holzberger & Schiepe-Tiska (2021) indicated that school climate and teacher performance **are** essentials for student performance.

Part 2. Mediating Effects of Organizational Climate

Table 4. Mediation Analysis of Organizational Climate to the Relationship between Professional Attributes of the School Heads and the Organizational Efficacy

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Direct	0.2854	0.0751	0.1368	0.4340	3.8017	0.0002
Indirect	0.1762	0.0805	0.0092	0.3035	2.1888	0.0002
Total	0.4616	0.0516	0.3595	0.5638	8.9438	0.0000

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Prof. Attribute --> Org. Climate	0.6839	0.2403	0.4824	1.4338	3.9866	0.0001
Prof. Attribute --> Org Efficacy	0.2854	0.0751	0.1368	0.4340	3.8017	0.0002
Org Climate--> Org Efficacy	0.2576	0.0821	0.0951	0.4202	3.1387	0.0021
PA --> OC --> OE	0.1762	0.0805	0.0092	0.3035	2.1888	0.0002

The mediating role of organizational climate on the relationship between the professional standards of school heads and organizational efficacy. The results revealed a significant indirect effect of professional attributes of school heads and organizational efficacy through organizational climate ($t=2.1888$, $p<0.0002$). The study also found a significant direct effect of professional attributes of school heads on organizational efficacy ($t=3.8017$, $p<0.0002$). Thus, organizational climate partially mediated the relationship between the professional attributes of school heads and organizational climate.

Batlolona et al. (2018) articulated that the institution for the school's environment is essentially its atmosphere. An institution's organizational environment can have a big impact on the teachers and students involved in teaching and learning activities. To do this, a principal should pay attention and create a pleasant working environment at their school. This is essential in light of how much the school atmosphere affects how people behave, including staff, students, instructors, and all other parties involved in educational activities.

In addition, Permarupan et al., 2013, stated that Organizational climate is genuinely connected to the personalities that are experienced and kept within the parameters of work, which may influence organizational members' conduct. Organizational climate, including school climate, may be seen as a physical and non-physical environment that individuals observe and perceive in the organization. A nice organizational climate may positively impact how well people perform when given duties inside the business; as a result, this is the setting in which the organization's workers operate. Through the setting of employee expectations about the outcomes of certain behaviours, it may also have an impact on motivation, success, and work satisfaction. To create a beautiful workspace and make each individual or association part feel terrific and content while working on hierarchical execution, every person within the school association interacts and forms human connections. In this manner, it is quite likely that the amicability of work, agreeableness, and tranquillity in conducting authoritative mentalities will become discouraged, supposing some individuals display inappropriate behaviour in the atmosphere of connection or human relations.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, significant findings and interpreted data, conclusion and corresponding recommendations.

Summary of Findings

The following are the salient findings of the study;

1. Assessment of the respondents as to the professional standards of school heads.

Professional standards of school heads such as Personal and Professional Development (4.30), Professional reflection and learning (4.30), Professional Networks (4.33), Performance management (4.27), Professional development of school personnel (4.31), Leadership development in individuals and teams (4.34), General welfare of human resources (4.32), and Rewards and recognition mechanism (4.40) were evident as assessed by the respondents with their respective overall mean.

2. Assessment of the respondents as to how the Organizational Climate in their school is being described.

The organizational climate in the school as Open Climate (4.14), Autonomous Climate (4.06), Controlled Climate (3.79), Familiar Climate (3.26), Paternal Climate (4.20), and Closed Climate (4.03) were described by the respondents as evident.

3. Assessment of the respondents as to organizational efficacy.

The organizational efficacy as to Engagement (4.42), Competence (4.39), Accountability (4.44), Innovativeness (4.47), Performance (4.49), and Motivation (4.43) were assessed as evident by the respondents.

4. Based on the result, school heads' professional standards impact the organizational climate in the school. The professional practice of the school heads is determined by the organizations' behavior, skills, competence and performance; thus, it is shaped according to the style of their leaders.

5. It is presented in the study that organizational efficacy is also significantly affected by the professional standards of school heads. Teachers are empowered by school heads who support them, create a professional environment, make them feel adequate, and listen to their opinions. They also empower their teachers by influencing them, making them feel competent and professional, enabling them to get involved actively in school activities, and encouraging them in various activities.

6. It is revealed in the study that there is a significant relationship between organizational climate and organizational efficacy.

7. Organizational climate significantly mediates the relationship between the school heads' professional standards and organizational efficacy.

Conclusions

Based on the findings of the study, the researcher concluded that:

1. The hypothesis stating that there is no significant relationship between the professional standards of School heads and organizational climate is not sustained.
2. The hypothesis stating that there is no significant relationship between the professional standards of School heads and organizational efficacy is not sustained.
3. The hypothesis stating that no significant relationship exists between organizational climate and organizational efficacy is not sustained.
4. The hypothesis stating that the organizational climate does not significantly mediate the relationship between the school heads' professional standards and the organizational efficacy is not sustained.

Recommendations

In light of the findings and conclusions of the study, the following recommendations are offered:

1. The school heads are encouraged to assess and reflect on their professional standards for further development and improvement of their professional skills. The school heads are also encouraged to conduct self-evaluation through their Office Performance Commitment and Review (OPCR), the Philippine Professional Standards for School Heads guide.
2. The school heads are encouraged to create a school climate conducive to the teachers. They are also encouraged to pursue even a Masteral Degree to further execute leadership practices in school.
3. School heads shall assess teachers' effectiveness through their leadership practices. They may help teachers widen their teaching-learning skills, set standards for their professional growth, understand their accountability and motivate them to make innovations.
4. School heads and teachers are encouraged to work hand in hand on a conducive school climate where an open climate is evident rather than a closed climate.
5. Future researchers may consider analyzing other variables mediating the relationship between school heads' professional attributes and organizational efficacy.

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