LEADERS' BEHAVIOUR OF ADMINISTRATORS AND SCHOOLS ORGANIZATIONAL CLIMATE OF MADAMBA DISTRICT; LANAO DEL SUR

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ABSTRACT

This research study examined the leaders' behavior of administrators and school's organizational climate of Madamba District, Lanao del Sur. The full Range Leaders Behavior Model developed by Andrew Halpin (1963) was the first employed as the basis for the theoretical framework through which two leaders' behavior components were measured, namely: Consideration and Initiating Structure. The Organizational Climate Model developed by Adrian Furnham and Leonard D Goodstein was the second employed, through which fourteen level of agreement components were measured, namely: Role Clarity; Respect; Communication; Reward System; Career Development; Planning and Decision Making; Innovation; Relationship; Teamwork and Support; Quality of Service; Conflict Management; Commitment and Morale; Training and Learning; and Direction. The Leaders' Behavior of Administrators by Andrew Halpin (1963) and Organizational Climate by Adrian Furnham and Leonard D Goodstein (1997) served as the research data gathering instrument for the 200 respondents. Descriptive correlational statistical analysis was employed to examine and analyses the gathered data. The school administrators tended to exhibit more on initiating structure than consideration. In the field of education where schools are extremely vulnerable to various factors, effective leadership facilitates the attainment of organizational success and performance. School administrators need to transform into school leaders who can motivate their subordinates to perform beyond expectations.

Keywords: Administration, Leader's Behavior, Organizational Climate, Madamba District.

INTRODUCTION

The primary aim of education is to enable the individual young person to develop and become a better person who can be an asset to his society and who can lead an ideal and happy life. This, in a way, is reflected in the DepEd Commitment "Bayan Muna Bago Ang Sarili". Schools have been established to carry out this purpose by exercising their function effectively to the extent of providing quality education. The attainment of quality education is a joint responsibility of qualified teachers and effective leadership of administrators. They provide conductive environmental conditions and quality instruction to the learners. The success or failure of an educational system partly lies in the leadership of administrators who are responsible for the creation of proper and adequate environment. In other words, a good leader must provide favorable climate and conditions conductive to good teaching and learning, if the desired aims are to be attained.

It seems clear that organizational climate represents the group way of life. It can have a major influence on employee motivation, performance, and job satisfaction. This climate is derived from an organizational behavior in a system that includes the philosophy and goals of leadership, formal and informal organization and the social environment. In fact, climate is a system concept that reflects the entire lifestyle of organization. When that lifestyle can be improved, measurable gains in performance are likely to occur (Davis, 1982:118).

In other words, both employer and employees wish for more favorable climate to work with, because of the benefits they will enjoy, like better performance, job satisfaction and others. Educationally speaking, a school administrator as a leader must create a favorable climate in which teachers are encouraged to release their potentials that will lead to better performance and to share ideas so that instruction will improve. Moreover, it is the paramount role of a principal to provide moral support to teachers. Research shows that a positive climate and overall atmosphere is essential for the improvement of the teaching – learning process. The strong conviction that is held by the researcher of the significance of leadership behavior and organizational climate in improving the educational system provided the motivation to explore the areas of leadership behavior of the elementary and secondary school administrators of Madamba District and the organizational climate of their schools in relation to leadership efficiency. It it the interest of this study to be able to come up with a leadership behavior profile of the administrators of this district as well as to identify adequacies and inadequacies obtaining in the organizational climate of their school, thus improving an emphatical baseline for change.

1. What is the respondents' profile of teachers in terms of Age; Gender; Civil Status; Educational Attainment; and Number of years of teaching experience?

Table 1.1 Distribution of Respondents' Age

Age	Frequency	Percent
20-25	28	14.0
26-30	29	14.5
31-35	34	17.0
36-40	37	18.5
41-45	20	10.0
46-50	20	10.0
51 and above	32	16.0
Total	200	100.0

Table 1.1 is the frequency distribution of the respondents in terms of Age. It can be seen that the highest percentage of the respondents, 18.5%, fall within the age range of 36 to 40 year old. The lowest percentage of the respondents, 10.0% fall within the age ranges of 41 to 45 year old and 46 to 50 years old. Further analysis shows that almost one-half of the respondents, 45.5%, whose age falls within the age range of 35 years old and below. This means that the respondents are almost equally divided into young and middle-aged adults.

This implication supports the proponent of Wiley (2000) on Leadership styles of public secondary school administrators that the new generation of employees find teaching as a profitable profession. At the same time, since it is characteristic of young workers to engage in a profession where they can find meaning and idealism, the data shows that the young workersfind the teaching profession as meaningful and full of idealism. The other half of the respondents whose age range is above 35 years old implies that teaching is not a stepping stone kind of a profession. Teaching as a profession is engaging such that most teachers leave the profession only upon retirement. With the passing of the years, the experience that a teacher amasses makes him/her capable of further honing his/her teaching skills to a point of mastery and art.

1.2 **Profile on Gender**

Table 1.2 Distribution of Respondents' Gender

Gender	Frequency	Percent
Male	24	12.0
Female	176	88.0
Total	200	100.0

Table 1.2 is the frequency distribution of the respondents in terms of Gender. It can be gleaned that most of the respondents, 88%, is Female. It is four times greater than the male respondents which is only 12%.

In the Philippine setting in the past, the teaching position was relegated to the women. But now, the male sector has already joined the teaching force since teaching has already become a profession that can also be appropriate for the male sector. At the turn of the 21st century, the younger set of teachers in the Department of Education shows a characteristic of a fast rising percentage of male teachers which is consistent with how the Philippine society has viewed the teaching profession.

This implication supports the proponent of Sultan (2008) on The Psycho-Social characteristics of school administrators in Lanaodel Sur that the Philippines gained a momentum in minimizing its gender bias in the teaching profession. The entry of the male sector into the teaching profession has shown that in engaging in teaching, one can still maintain his masculinity. This is a good sign that gender sensitivity is slowly being practiced in our country, thus creating opportunities for both genders to engage in the teaching profession.

Table 1.3 Distribution of Respondents' Civil Status

Civil Status	Frequency	Percent
Married	174	87.0
Separated	6	3.0
Single	15	7.5
Widow	5	2.5
Total	200	100.0

Table 1.3 is the frequency distribution of the respondents in terms of civil status. It presents that majority of the respondents -174 respondents or 87% - are married. As reflected in the age profile of the respondents, more than seventy percent (70%) of the respondents are above 28 years old. According to Birch (2015), this is the typical age to get married.

This implication supports the proponent of Ali &Waqar (2013) on Teachers' Organizational citizenship behavior working under different leadership styles. Pakistan Journal of Psychological Research that the culture of family and family relations is strong in the Philippines. Family life in the Philippines is the best source of inspiration to its citizens. The decision to get married and start a family is rooted in the long Philippine tradition of placing a big importance to family and family life. At the same time, their getting married and staying in a married life are testament to how Filipinos value family and family relations.

With regards to the 15 respondents who are single, the data on age profile shows that most of them are in the age range of 35 years old and below. Most of these respondents are still in the period of finding their perfect match to become their partners for life.

Table 1.4 Distribution of Respondents' Educational Attainment

Educational Attainment	Frequency	Percent
MA Grad	11	5.50
BSE	26	13.00
AB	2	1.00
BSEED	151	75.50
BSE with Education Units	6	3.00
Elementary Teacher Certificate	4	2.00
Total	200	100.0

Table 1.4 is the frequency distribution of the respondents in terms of Education Attainment. It can be seen that three-fourths of the respondents, 75%, are graduates of Bachelor of Science in Elementary Education.

It is worth mentioning that despite the distance from their workplace and residence to Masteral Schools, 11 respondents managed to finish their masteral degree. In the Department of Education, for a teacher to have higher chances of promotion, one must enroll in graduate studies.

The data presented above implies that the Filipinos find it easier to find employment with the Department of Education in the Public Elementary Schools by obtaining a BSEED or BSE degree. The Department of Education disqualifies applicants who have not taken a subject on Practice Teaching. This particular subject is not included in the curriculum of the Bachelor of Arts. Another implication that one can get from the data is that there are few respondents who are BSE degree holder. This is in line with the delineation in the Department of Education where the BSEED degree holders are for the Elementary Education while the BSE degree holders are for the Secondary Education. The number of BSE degree holders in the Elementary Education is dwindling because of this delineation. Another implication supports the proponent of Santiago (2000) of Leadership styles of public secondary school administrators that one can get from the data is that some respondents are master's degree holders. This is a testament to DepEd's drive towards professionalizing its ranks. Because of this, throughout the country, teachers are enrolling in graduate studies.

Table 1.5 Distribution of Respondents' Number of Years in Teaching

Years of Teaching Experience	Frequency	Percent
1-3 years	55	27.5
4-6 years	39	19.5
7-9 years	35	17.5
10-12 years	23	11.5
16-18 years	21	10.5
19-21 years	27	13.5
Total	200	100.0

Table 1.5is the frequency distribution of the respondents in terms of Number of Years in Teaching. It can be seen that the highest percentage of 27.5% goes to a teaching experience of less than four years. The lowest percentage of 21% goes to a teaching experience of 16 to 18 year.

Further analysis of the data reveals that there are 129 respondents, or 64.5%, whose number of years in teaching is less than 10 years. This is consistent with the age profile of the respondents where almost one-half of the respondents, 45.5%, are in the age range of 35 years old and below.

The data implies that in less than a decade, there is a massive hiring in the Department of Education because of the growing number of students in the country. This scenario spreads to the present where the K-12 Senior High School will be implemented in the school year 2016-2017. As some existing DepEd teachers transfer from the Junior High School to the Senior High School, massive hiring will happen. Another implication can be drawn from the percentage of respondents, 35.5%, whose teaching experience is more than 10 years. It implies that the Department of Education is a good employer where security of tenure and good salary are

enjoyed by the teachers. Staying on in a particular organization needs motivation to do so. But in the Department of Education, most teachers who serve in public schools stay on to their jobs up to their retirement. This was not the scenario before the Salary Standardization Law was implemented. Now, the salary of public teachers far outweighs the salary of teachers in private schools. It is a complete 180 degree change from the past where private schools offered higher salaries than the government. Now, the facilities in public schools are improving, hence the teachers find lesser problems in their teaching job compared to the past scenario. And this translates into loyalty by the teachers to the Department of Education.

2. What is the level of Agreement School's Organization Climate as perceived by the respondents in terms of Role Clarity; Respect; Communication; Reward System; Career Development; Planning and Decision Making; Innovation; Relationship; Teamwork and Support; Quality of Service; Conflict Management; Commitment and Morale; Training and Learning; and Direction?

Table 2.1 Perception of the respondents on the Level of Agreement to the School's Organizational Climate in terms of Role of Clarity

Indicators	Mean	Description
1. I have clear goals and objectives for my job.	6.55	Strongly Agree
2. I am clear about my priorities at work.	6.59	Strongly Agree
3. I know what my responsibilities are.	6.48	Strongly Agree
4. I know exactly what is expected of me.	6.28	Strongly Agree
5. I know what most people in the company do.	6.86	Strongly Agree
6. Work in the company makes best use of people's experience.	6.17	Agree
7. I know what most people around me do.	6.02	Agree
8. I know what most departments do.	6.25	Strongly Agree
9. The company has good quality workers.	6.36	Strongly Agree
Overall Mean	6.39	Strongly Agree

Table 2.1 is the perception of the respondents on the level of agreement to the school's organizational climate in terms of Role of Clarity. It shows that the indicator "*I know what most people around me do*" has the lowest mean score of 6.02 and is described as "*Agree*". The indicator "*I know what most people in the company do*" earned the highest mean score of 6.86 and is described as "*Strongly Agree*". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Role Clarity with a score of 6.39 which is described as "*Strongly Agree*".

Data implication supports the proponent of Erdogan (2002) on The Impact of School Climate on School Outcomes that the respondents are clear with the organizational climate of the school. Meaning to say that they know how to act and react towards each other within the organization. The thrust of the Department of Education towards a holistic service makes a teacher know what other teachers are doing in terms of plans and programs for the year through meetings, in-house trainings, and other related activities organized on a school level. In this case, support and cooperation among teachers are easily achievable. The new appraisal system used in the government service –Results-Based Performance Management System- has produced its required result of clarity of appraisal where the subordinate knows how he or she will be evaluated.

Table 2.2 Perception of the respondents on the Level of Agreement to the School's Organizational Climate in terms of Respect

Indicators	Mean	Description
10. I feel valued by my colleagues in the department.	6.27	Strongly Agree
11. I value my colleagues in the department.	6.00	Agree
12. I feel valued by my colleagues in the company as a whole.	6.15	Agree
13. I value my colleagues in the company as a whole.	6.06	Agree
14. My department respects other departments.	6.39	Strongly Agree
15. My department is respected by other departments.	6.16	Agree
Overall Mean	6.17	Agree

Table 2.2 is the perception of the respondents on the level of agreement to the school's organizational climate in terms of Respect. It shows that the indicator "*I value my colleagues in the department*" has the lowest mean score of 6.00 and is described as "*Agree*". The indicator "*My department respects other departments*" earned the highest mean score of 6.39 and is described as "*Strongly*

Agree". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Respect with a score of 6.17 which is described as "*Agree*".

Data implication supports the proponent of Bauer (2011) on Organizational climate and student achievement in Belizean elementary school that there is a need to improve the valuing system of the organization. This is different from having a good interpersonal relations. Valuing is deeper than interpersonal relations as it touches the core of the human being since valuing accepts one as he is. This is an eye-opener to the head of office because on a personal note, the respondents find it hard to value others and they feel not valued by their colleagues in the division-wide.The respect comes when one is valued by others. Hence, since the respondents do not feel as very well valued, their respect for others is affected.

**Table 2.3 Perception of the respondents on the Level of Agreement to the
School's Organizational Climate in terms of Communication**

Indicators	Mean	Description
16. I receive all the information I need to carry out my work.	6.35	Strongly Agree
17. People in this company do not spend too much time on unessential.	6.29	Strongly Agree
18. I am kept adequately informed about significant issues in the company as a whole.	6.45	Strongly Agree
19. I am kept appropriately informed by the grapevine and other informal means.	6.05	Agree
20. My department works well with other departments.	6.41	Strongly Agree
21. My department receives all the information it needs to carryout its function well.	6.04	Agree
22. My department is kept adequately informed about significant issues in the company as a whole.	6.17	Agree
23. I understand clearly how I can contribute to the general goals of the company.	6.17	Agree
24. I have adequate opportunities to express my views in the department.	6.19	Agree
25. My colleagues are generally eager to discuss work matterswith me.	6.17	Agree
26. In general, communication is effective in this company.	6.37	Agree
work effectively because other employees communicateregularly with me.	6.35	Strongly Agree
Overall Mean	**6.25**	**Strongly Agree**

Table 2.3 is the perception of the respondents on the level of agreement to the school's organizational climate in terms of Communication. It shows that the indicator "*My department receives all the information it needs to carry out its functions well*" has the lowest mean score of 6.04 and is described as "*Agree*". The indicator "*I am kept adequately informed about significant issues in the company as a whole*" earned the highest mean score of 6.45 and is described as "*Strongly Agree*". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Communication with a score of 6.25 which is described as "*Strongly Agree*".

Data implication supports the proponent of Perry (2005) on Elementary principal emotional intelligence, leadership behavior, and openness: an exploratory study that there is a good communication in the organization. Once the communication comes from the official sources and disseminated in the official process, the grapevine and other informal means become unnecessary. Communication is key to a good organizational climate. And it is important to nurture the communication process within the organization so that misunderstanding and demotivation will not grow in that organization. When the grapevine and other informal means of getting information thrive, more problems within the organization will arise.

**Table 2.4 Perception of the respondents on the Level of Agreement to the
School's Organizational Climate in terms of Reward System**

Indicators	Mean	Description
28. Good work is recognized properly.	6.41	Strongly Agree
29. I think my boss is too tolerant of poor performers.	6.19	Agree
30. Work that is not of highest importance is dealt with appropriately.	6.23	Strongly Agree
31. In general, people are adequately rewarded in this company.	6.43	Strongly Agree
32. In my opinion, the company's pay scale is competitive with similar companies.	6.20	Strongly Agree
33. I receive an appropriate salary.	6.27	Strongly Agree
34. I receive appropriate benefits.	6.29	Strongly Agree

35. There is an appropriate difference between the pay awarded to good and bad performers.	6.08	Agree
36. I feel a strong sense of job satisfaction.	6.04	Agree
37. Virtually everyone in the company receives an appropriate salary.	6.05	Agree
Overall Mean	**6.22**	**Strongly Agree**

Table 2.4 is the perception of the respondents on the level of agreement to the School's Organizational Climate in terms of Reward System. It shows that the indicator "*I feel a strong sense of job satisfaction*" has the lowest mean score of 6.05 and is described as "*Agree*". The indicator "*Good work is recognized properly*" earned the highest mean score of 6.41 and is described as "*Strongly Agree*". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Reward System with a score of 6.22 which is described as "*StronglyAgree*".

The data implication supports the proponent of Santiago (2000) on Leadership styles of public secondary school administrator that the respondents find the reward system of the school as fair and acceptance to all. This is an affirmation to the Civil Service Commission's thrust of promoting workers based on merit. At the same time, the pay scheme is strongly agreeable with them because they are receiving salaries far beyond the salaries of their counterparts in private schools. But it is noteworthy to mention that the feeling of job satisfaction within the organization has the lowest mean score. This just highlights the saying that money is not the only determinant to job satisfaction.

**Table 2.5 Perception of the respondents on the Level of Agreement to the
School's Organizational Climate in terms of Career Development**

Indicators	Mean	Description
38. My work is regularly reviewed with my development in mind.	6.18	Agree
39. I understand how the appropriate system works.	6.34	Strongly Agree
40. There is an adequate means of appraising my performance.	6.34	Strongly Agree
41. I can develop my career in this company.	6.40	Strongly Agree
42. I have an opportunity to see my appraisal report and discuss it to my supervisor.	6.25	Strongly Agree
43. In general, there is an adequate system for career development in the company.	6.29	Strongly Agree
44. There is an opportunity to work for this company until I retire.	6.04	Agree
45. People are promoted fairly in this company.	6.26	Strongly Agree
46. My current job makes full useof my talents.	6.13	Agree
47. Career development is taken seriously in the company.	6.20	Strongly Agree
Overall Mean	**6.24**	**Strongly Agree**

Table 2.5 is the perception of the respondents on the level of agreement to the School's Organizational Climate in terms of Career Development. It shows that the indicator "*There is an opportunity to work for this company until I retire*" has the lowest mean score of 6.04 and is described as "*Agree*". The indicator "*I can develop my career in this company*" earned the highest mean score of 6.40 and is described as "*Strongly Agree*". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Career Development with a score of 6.24 which is described as "*Strongly Agree*".

Data implies that the respondents strongly agree with the school's organizational climate from the point of view of Career Development. They have a perception that the appraisal system used by the school which is the Revised Performance-Based Management System is fair and objective and that it leads to fair and justifiable individual Career Development. The promotion system in the Department of Education is anchored on the principle of performance and merit. The respondents know what are needed of them to be promoted from Teacher 1 to higher teaching positions in DepEd. Another implication supports the proponent of Santiago (2000) on Leadership style of public secondary school administrators that once the system of appraisal and promotion is clear, the members of the organization develop a sense of trust in the organization and that the career development of each member is possible if one strives towards it. In fact, they decide to retire in the said organization because they feel that they are very well taken care of.

Table 2.6 Perception of the respondents on the Level of Agreement to the
School's Organizational Climate in terms of Planning and Decision Making

Indicators	Mean	Description
48. The work of departments is well-coordinated.	6.14	Agree
49. People here rarely start new projects without deciding in advance how they will proceed.	6.26	Strongly Agree
50. In general, planning is carried out appropriately in the company.	6.14	Agree
51. I am allowed to participate sufficiently in significant decisions that affect my work.	6.26	Strongly Agree
52. I am delegated work and authorityappropriate to my expertise.	5.32	Slightly Agree
53. I am made responsible only for thosethings I can influence.	6.22	Strongly Agree
54. My supervisor likes me to consult him/her before I take action.	5.92	Agree
55. I have confidence in the process by which important decisions are made in the company.	6.30	Strongly Agree
56. I'm kept well enough informed for me to make decisions well.	6.00	Agree
57. I felt that I have the right amount of authority over my subordinates.	6.57	Strongly Agree
58. In general, delegations, responsibility and decision making areall handled well in this company.	6.32	Strongly Agree
Overall Mean	**6.22**	**Strongly Agree**

Table 2.6 is the perception of the respondents on the level of agreement to the School's Organizational Climate in terms of Career Development. It shows that the indicator "*I am delegated work and authority appropriate to my expertise*" has the lowest mean score of 5.32 and is described as "*Slightly Agree*" . The indicator "*I felt that I have the right amount of authority over my subordinates*" earned the highest mean score of 6.57 and is described as "*Strongly Agree*". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Planning and Decision Making with a score of 6.22 which is described as "*Strongly Agree*".

The findings imply that the respondents are satisfied with the way the decision in the school is arrived at. They also feel empowered when the decision leads to the delegation of tasks to them. Meaning to say, they feel capable to do things since they are being trusted to do the tasks which the leader normally does. It is a good training for the subordinates especially those whose number of years of experience is still quite a few. Another implication supports the proponent of Santiago (2000) on Leadership style of public secondary school administrators that can be gathered from the data is that the respondents are given the authority to exercise leadership in their respective departments and classrooms. This can be construed as trust from the leader since the respondents are given a free rein in doing their day to day activities during school days. The seminars that the Department of Education is giving to the teachers throughout the school year have produced good results and have provided a paradigm shift in them in the sense that they are willing to accept more responsibilities according to what has been planned in the school.

Table 2.7 Perception of the respondents on the Level of Agreement to the
School's Organizational Climate in terms of Innovation

Indicators	Mean	Description
59. I am encouraged to be innovative in my work.	6.33	Strongly Agree
60. My department is encouraged to innovate.	6.17	Agree
61. The company plans adequately for the future.	6.20	Strongly Agree
62. The company responds promptly to new commercial and technical innovations.	6.32	Strongly Agree
63. Work methods here are quickly changed to meet new conditions.	6.07	Agree
Overall Mean	6.22	Strongly Agree

Table 2.7 is the perception of the respondents on the level of agreement to the School's Organizational Climate in terms of Innovation. It shows that the indicator "*Work methods here are quickly changed to meet new conditions*" has the lowest mean score of 6.07 and is described as "*Agree*". The indicator "*I am encouraged to be innovative in my work*" earned the highest mean score of 6.33 and is described as "*Strongly Agree*". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Innovation with a score of 6.22 which is described as "*Strongly Agree*".

The data implies that the practice of using new strategies and technologies in the teaching-learning process is highly encouraged in the school. This is very strongly connected to the present requirement of the Department of Education that for a teacher to be promoted to higher teaching position, one must engage into research. Hence, they enroll themselves to graduate studies and get better ideas on research writing. The graduate schools are very efficient in requiring their students for the submission of a full blown research before one can become a full pledge master's degree holder. Most of the researches done by teachers are along the

area of teaching strategies and other school-related concerns for their own personal improvement in teaching and for the improved academic performance of their students as well.

Table 2.8 Perception of the respondents on the Level of Agreement to the
School's Organizational Climate in terms of Relationship

Indicators	Mean	Description
64. Worker's needs are well met by this company.	6.38	Strongly Agree
65. The needs of women and minority employees are greatly respected here.	6.30	Strongly Agree
66. Virtually everybody in the company is aware of people's special needs.	6.41	Strongly Agree
67. This company is flexible in order to meet people's needs.	6.16	Agree
68. The ways in which women and minority employees are treated in this company is likely to attract other women and minority workers.	6.30	Strongly Agree
Overall Mean	6.31	Strongly Agree

Table 2.8 is the perception of the respondents on the level of agreement to the School's Organizational Climate in terms of Relationship. It shows that the indicator "*This company is flexible in order to meet people's needs*" has the lowest mean score of 6.16 and is described as "*Agree*" . The indicator "*Workers needs are well met by this company*" earned the highest mean score of 6.38 and is described as "*Strongly Agree*". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Relationship with a score of 6.31 which is described as "*Strongly Agree*".

This implication supports the proponent of Chin (2013) on How ethical leadership encourages employee voice behavior in china: The mediating role of organizational harmony. International Business that the good relationship within the organization comes from the school's honest recognition of the individual inputs of its members. This also shows that the school practices Gender and Development (GAD) since the needs of the female sector is taken into consideration. The school is the defender of the Filipino values and the teacher of these values to the young generation. Once the value of respect for women is evident in the school, the students are in a better position to imbibe the same value because of good modelling by the school employees themselves. This makes the school even more credible in its function as the seat of Filipino Values and the best instrument to hand it down to next generations. Once the teacher experiences good relationship with his co-workers, the feeling permeates even to the classroom level which positively affects the students.

Table 2.9 Perception of the respondents on the Level of Agreement to the
School's Organizational Climate in terms of Teamwork and Support

Indicators	Mean	Description
69. My department collaborates well with other departments.	6.30	Strongly Agree
70. By and large, people in my group pull their weight.	6.28	Strongly Agree
71. I am rarely put under undue work pressure by my colleagues.	6.14	Agree
72. People here generally support each other well.	5.93	Strongly Agree
73. I usually do not have to put in long hours to complete my work.	6.28	Strongly Agree
74. I do not feel that the pressure of work is excessive.	6.13	Agree
75. Work rarely piles up faster that I can complete it.	5.95	Slightly Agree
76. There is rarely too much work and too little time.	6.22	Strongly Agree
77. In general, this is a caring and cooperative organization.	6.26	Strongly Agree
Overall Mean	**6.16**	**Agree**

Table 2.9 is the perception of the respondents on the level of agreement to the School's Organizational Climate in terms of Teamwork and Support. It shows that the indicator "*People here generally support each other well*" has the lowest mean score of 5.39 and is described as "*Agree*" . The indicator "*My department collaborates well with other departments*" earned the highest mean score of 6.30 and is described as "*Strongly Agree*". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Teamwork and Support with a score of 6.16 which is described as "*Agree*".

The data showing that the respondents simply agree that there is teamwork and support inside the organization implies that most of the work of a teacher are done individually as set up by the Department of Education itself. Most of their tasks are classroom-related like teaching, administering tests and checking test papers, recording ratings, and making the cards, among others, are accomplished individually, according to the proponent of Watamama (1992) on School organizational culture of Pualas district and teachers perception of leadership styles of Pualas district administrators state that the DepEd curriculum dictates the speed at which a teacher may linger or hover over a topic since the time allocation per topic is already preset. Hence, from the point of view of accomplishing individual tasks, teamwork and support is not very strongly experienced by the respondents.

Table 2.10 Perception of the respondents on the Level of Agreement to the School's Organizational Climate in terms of Quality of Service

Indicators	Mean	Description
78. When it comes to the provision of our services, we do the best.	6.08	Agree
79. We are proud of the quality of service our company provides.	6.28	Strongly Agree
80. We are proud of the quality of service in our department.	6.07	Agree
81. This company has quality standards that are higher thanthose of its competitors.	6.28	Strongly Agree
Overall Mean	**6.18**	**Agree**

Table 2.10 is the perception of the respondents on the level of agreement to the School's Organizational Climate in terms of Quality of Service. It shows that the indicator "*We are proud of the quality of service in our department*" has the lowest mean score of 6.07 and is described as "*Agree*" .The indicators "*We are proud of the quality of service our company provides*" and "*This company has quality standards that are higher than those of its competitors"* with a mean score of 6.28 and is described as "*Strongly Agree*". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Quality of Service with a score of 6.18 which is described as "*Agree*".

This implication supports the journey of Conrad (2000) on Leadership Behavior and Organizational Climate: An Empirical Study in a Non-profit Organizational that the Quality of Service that the respondents perceive has a room for improvement. This can be due to the lack of classrooms, and other teaching-learning related facilities like student chairs, computers, and instructional materials, among others. The poor conduciveness of classrooms to the teaching-learning process - like poor ventilation and lack of lighting facilities - can also be a reason for this perception.

Table 2.11 Perception of the respondents on the Level of Agreement to the School's Organizational Climate in terms of Conflict Management

Indicators	Mean	Description
82. Conflicts are constructively/positively resolved in this company.	6.33	Strongly Agree
83. We are generally encouraged to resolve our conflictsquickly rather than let them simmer.	6.23	Strongly Agree
84. There are helpful ways of preventing conflicts from gettingout of hand in the company.	6.27	Strongly Agree
85. There is little conflict between departments.	6.09	Agree
86. In general, conflict is managed well here.	6.19	Agree
Overall Mean	**6.22**	**Strongly Agree**

Table 2.11 is the perception of the respondents on the level of agreement to the School's Organizational Climate in terms of Conflict Management. It shows that the indicator "*There is little conflict between departments*" has the lowest mean score of 6.09 and is described as "*Agree*" . The indicator "*Conflicts area constructively/positively resolved in this company*" earned the highest mean score of 6.33 and is described as "*Strongly Agree*". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Conflict Management with a score of 6.22 which is described as "*Strongly Agree*".

This implies that there is harmony in the organization as seen by the length of service of some respondents which may reach more than 20 years. For as long as the minor problems within the organization are managed immediately, then there is little possibility for the problems to increase in intensity and difficulty. As a profession, teaching is modelling and the more the teachers model good behavior inside the school, the more the students are likely to develop it within themselves. At the same time the data implication supports the proponent of Adersen 2010) on Public versus private managers: How public and private manager differ in leadership behavior? Public administration review that the respondents are able to resolve their personal conflicts since there is a good communication within the organization. For as long as communication lines remain open, there will always be the possibility of being able to talk through whatever misunderstanding or conflict one might have against another.

Table 2.12 Perception of the respondents on the Level of Agreement to the School's Organizational Climate in terms of Commitment and Morale

Indicators	Mean	Description
87. Motivation is kept at high levels in the company.	6.14	Agree
88. Morale is high in most departments.	6.04	Agree
89. Morale is high in my department.	6.15	Agree
90. My personal morale is high.	6.06	Agree
91. The commitment of the staff is high in this company.	6.25	Strongly Agree
92. The company solves the vast majority of its important problems.	6.25	Strongly Agree
93. I am proud to be part of this company.	6.10	Agree
94. I feel bad that I am a valued member of the company.	6.29	Strongly Agree
95. In general, people are strongly committed to the company.	6.24	Strongly Agree
Overall Mean	**6.18**	**Agree**

Table 2.12 is the perception of the respondents on the level of agreement to the School's Organizational Climate in terms of Commitment and Morale. It shows that the indicator "*Morale is high in most departments*" has the lowest mean score of 6.04 and is described as "*Agree*" . The indicator "*I feel bad that I am a valued member of the company*" earned the highest mean score of 6.29 and is described as "*Strongly Agree*". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Commitment and Morale with a score of 6.18 which is described as "*Agree*".

Analysis of the data shows that the respondents strongly agree to their commitment to the organization. They perceive their morale a little lower than their commitment even at the personal and school level. This evident in their ratings on indicators on Commitment where they rated them as "Strongly Agree". On the other hand, most of the indicators on Morale were rated as "Agree". Personality and Leadership Styles of Administrations of the RVM higher education institution that the morale at work is not only determined by the commitment that each member gives to the organization. Other determinants like school facilities, attendance to trainings and seminars, exposure to good practices in other schools, also have input towards their morale. As a worker, one can become committed to his work because most of the work that a teacher does inside the school are individual-based. This means to say that the individual teacher does it on his own without a necessity for inputs from other teachers in order for him to perform well in his individual responsibilities. This is the underlying reason for the high ratings that the respondents gave to the indicators on Commitment. But on the level of Morale and is more encompassing than commitment. Individually, one may be committed to his work but may not necessarily have a high morale in the organization.

Table 2.13 Perception of the respondents on the Level of Agreement to the School's Organizational Climate in terms of Training and Learning

Indicators	Mean	Description
96. Most departments review their work on a regular basis.	6.43	Strongly Agree
97. There are appropriate orientations procedures in this company.	6.37	Strongly Agree
98. I have received the training I need to do a good job.	6.13	Agree
99. Most of us in this company are committed to helping oneanother learn from our work.	6.33	Strongly Agree
100. In general, this company learns as much as is practicallypossible from its activities.	6.11	Agree
101. The training I receive is of high quality.	6.16	Agree
102. I get the training I need to further develop my skills.	6.26	Strongly Agree
Overall Mean	**6.25**	**Strongly Agree**

Table 2.13 is the perception of the respondents on the level of agreement to the School's Organizational Climate in terms of Training and Learning. It shows that the indicator "*In general, this company learns as much as is practically possible from its activities*" has the lowest mean score of 6.11 and is described as "*Agree*". The indicator "*Most departments review their work on a regular basis*" earned the highest mean score of 6.43 and is described as "*Strongly Agree*". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Training and Learning with a score of 6.25 which is described as "*Strongly Agree*".

The data shows that the respondents rated the indicators involving personal training as "Agree" which is lower than their rating on the indicators involving the organization as a whole. The personal training can be construed as the training they underwent while studying education course in college. The data therefore implies that the respondent's training in college may have been below par because of their unmindfulness and lack of direction as characteristics of young students. It is only during work when they realize that the theories and concepts that are needed in teaching are indeed useful for a good teaching performance. But their spirit of camaraderie is visible when they started helping one another in the performance of their functions which may be done by coaching and mentoring. It is here where the more experienced teachers, usually the Master Teachers, become mentors to young teachers.

Table 2.14 Perception of the respondents on the Level of Agreement to theSchool's Organizational Climate in terms of Direction

Indicators	Mean	Description
103. The future of this company has been well communicated to all employees.	6.45	Strongly Agree
104. We all feel part of the company.	6.44	Strongly Agree
105. I am clear about the part I can play in helping this company achieve its goals.	6.15	Agree
106. The future objectives of the company are consistent with personal objectives.	6.33	Strongly Agree
107. The future of this company is bright.	5.96	Agree
108. The vast majority of the employees share a clear understanding of where the company is going and what it is trying to achieve.	6.19	Agree
Overall Mean	**6.25**	**Strongly Agree**

Table 2.14 is the perception of the respondents on the level of agreement to the School's Organizational Climate in terms of Direction. It shows that the indicator "*The future of this company is bright*" has the lowest mean score of 5.96 and is described as "*Agree*". The indicator "*The future of this company has been well communicated to all employees*" earned the highest mean score of 6.45 and is described as "*Strongly Agree*". On the overall, the respondents rated the Level of Agreement of School's Organizational Climate in terms of Direction with a score of 6.25 which is described as "*Strongly Agree*".

Data shows that youthfulness of almost 50% of the respondents as seen in their Age profile has led them to focus themselves to their individual classroom duties since they are still new to the organization. It is evident from their ratings on the indicators "*I am clear about the part I can play in helping this company achieve its goals*"; "*The future of this company is bright*"; and "*The vast majority of the employees share a clear understanding of where the company is going and what it is trying to achieve*".

This implication supports the proponent of Erdogan (2008) on the Impact Of School Climate on School Outcome that as the young respondents work in the organization, they would rather master the art of teaching and become nurturing teachers to their students. In doing so, they failed to see the bigger picture of the organization. Hence, they inadvertently missed to update themselves of the direction at which the school is headed and failed to grasp the bigger objectives of the school. But the overall mean rating of "*Strongly Agree*" implies that there is a general understanding of the direction at which the school is headed. Because of this, the respondents became committed to their service and have forged a strong relationship toward each other. Although the direction where public schools are headed to are mandated by the Department of Education, but the personal interpretation of the Principal on such mandate creates the difference from school to school. This personal interpretation gives color to the organization climate of the school, hence producing positive results to the members of the organization.

2.15. Summary Results of the Respondents' Level of Agreement on Schools' Organizational Climate

Dimensions	Mean	Description
Role of Clarity	6.39	Strongly Agree
Respect	6.17	Agree
Communication	6.25	Agree
Reward System	6.22	Agree
Career Development	6.24	Strongly Agree
Planning and Decision-Making	6.22	Strongly Agree
Innovation	6.22	Strongly Agree
Relationship	6.31	Strongly Agree
Teamwork and Support	6.16	Agree

Quality of Service	6.18	Agree
Conflict Management	6.22	Strongly Agree
Commitment and Morale	6.18	Agree
Training and Learning	6.25	Strongly Agree
Direction	6.25	Strongly Agree
Grand Mean	**6.23**	**Strongly Agree**

Table 2.15 is the summary of the results of the Level of Agreement on School's Organizational Climate of the respondents. It can be seen that the lowest rating of 6.16 is on the parameter "Teamwork and Support" and is described as "Agree". The highest rating of 6.39 is on the parameter "Role of Clarity" and is described as "Strongly Agree". The grand mean rating for the respondent's level of agreement on the school's organizational climate is 6.23 and is described as "Strongly Agree". The parameter on "Teamwork and Support" has the lowest mean rating shows that most of the tasks of teachers are classroom based. The first thing that the teacher is responsible to is the nurturing of students inside the classroom. In a such as there is no team teaching that is practiced in the schools of the respondents, the respondents rated this parameter as lowest compared to the rest of the parameters on school's organizational climate.

The parameter on "Role on Clarity" has the highest mean rating is a testament to the school's organizational climate where each member of the teaching force in the Department of Education is clear with what is expected from each of them and at the same time, due to the similarity of job functions, each member also knows what is expected of other teachers. As an institution which is the government's official repository of knowledge and official agency to share this knowledge to coming new generations, it is clear that it has attained its goal since the teachers know exactly what are expected of them. The overall mean rating of 6.23 which is described as "Strongly Agree" shows that the respondents level of agreement on their school's organizational climate is very high. This implies that the respondents have high employee morale and they are happy with their work since they have good relationship among themselves and a good working communication line which is open to all the members of the organization.

3. Is there a significant difference on the respondents' perception on the Level of Agreement of School's Organizational Climate when grouped according to their Profile?

Table 3.1 Test of Significant Difference On The Respondents' Perception On The Level Of Agreement of School's Organizational Climate When Grouped According To Their Age

School's Organizational Climate	Age in Years							
	20-25 Mean	26-30 Mean	31-35 Mean	36-40 Mean	41-45 Mean	46-50 Mean	Above 50 Mean	p-Value
Role of Clarity	6.29	6.38	6.39	6.36	6.71	6.29	6.39	0.39^{ns}
Respect	6.04	6.13	6.10	6.18	6.38	6.32	6.16	0.13^{ns}
Communication	6.23	6.26	6.29	6.24	6.19	6.26	6.26	0.97^{ns}
Reward System	6.31	6.25	6.18	6.10	6.33	6.24	6.18	0.19^{ns}
Career Development	6.26	6.21	6.25	6.30	6.27	6.27	6.12	0.46^{ns}
Planning and Decision-Making	6.16	6.15	6.16	6.28	6.24	6.29	6.28	0.185^{ns}
Innovation	6.18	6.17	6.11	6.34	6.29	6.11	6.29	0.28^{ns}
Relationship	6.34	6.16	6.32	6.37	6.26	6.30	6.36	0.49^{ns}
Teamwork and Support	6.20	6.15	6.13	6.16	6.19	6.25	6.12	0.89^{ns}
Quality Service	6.23	6.22	6.15	6.23	6.19	6.09	6.09	0.92^{ns}
Conflict Management	5.99	6.21	6.24	6.25	6.30	6.39	6.23	0.07^{ns}
Commitment and Morale	6.20	6.20	6.23	6.20	6.20	6.03	6.17	0.62^{ns}
Training and Learning	6.16	6.30	6.21	6.27	6.24	6.26	6.31	0.78^{ns}
Direction	6.24	6.17	6.23	6.36	6.28	6.28	6.19	0.56^{ns}
Overall	6.20	6.21	6.21	6.26	6.29	6.24	6.22	0.08^{ns}

Table 3.1 is a test of significant difference on the respondents' perception on the Level of Agreement of School's Organizational Climate when grouped according to their Age. It can be seen that there is no significant difference in the perception of the respondents on the level of Agreement of School's Organizational Climate when grouped according to their Age since the p-value of all the indicators are more than the 0.05 level of significance.

Therefore, the null hypothesis which states that there is no significant difference on the respondents' perception on the Level of Agreement of School's Organizational Climate in all indicators when grouped according to their Age is not rejected. This means that Age does not make a difference in the perception of the respondents on the School's Organizational Climate. This may be attributed to their exposure to the Department of Education's Organizational Climate even way back to their student days as aspiring teachers. There are subjects that bring the student teachers to different public schools in order to observe the interaction

between students and teachers. Being exposed to this culture do prepares them for their eventual employment with the Department of Education. Hence, the young and the old respondents do not differ in their perception on the school's organizational climate.

Table 3.2 Test of Significant Difference On The Respondents' Perception On The Level Of Agreement of School's Organizational Climate When Grouped According To Their Gender

| School's Organizational Climate | Gender | | | | p-Value |
| | Male | | Female | | |
	Mean	Desc	Mean	Desc	
Role of Clarity	6.70	SA	6.35	SA	**0.01***
Respect	6.20	SA	6.16	A	0.71^{ns}
Communication	6.26	SA	6.25	SA	0.77^{ns}
Reward System	6.34	SA	6.20	SA	0.07^{ns}
Career Development	6.31	SA	6.23	SA	0.27^{ns}
Planning and Decision-Making	6.19	A	6.22	AS	0.62^{ns}
Innovation	6.16	A	6.23	SA	0.49^{ns}
Relationship	6.31	SA	6.31	SA	0.99^{ns}
Teamwork and Support	6.26	SA	6.15	A	0.14^{ns}
Quality Service	6.06	A	6.19	A	0.31^{ns}
Conflict Management	6.27	SA	6.21	SA	0.59^{ns}
Commitment and Morale	6.10	A	6.19	A	0.24^{ns}
Training and Learning	6.13	A	6.27	SA	0.09^{ns}
Direction	6.26	SA	6.25	SA	0.87^{ns}
Overall	6.25	SA	6.23	SA	0.32^{ns}

Table 3.2 is the test of Significant Difference on the respondents' Perception on the Level of Agreement of School's Organizational Climate when grouped according to their Gender. It can be seen that there is no significant difference in perception of the respondents on the School's Organizational Climate when grouped according to their Gender except on the indicator on "*Role of Clarity*" since its p-value of 0.01 is less than the 0.05 level of significance. This means that the female respondents' perception on the indicator "*Role of Clarity*" is different from the male respondents' perception. The school's organizational climate is how each member of the school act and react towards one another. Inside the school campus, utmost respect and obedience to the Civil Service Commission's Rules and Regulations as well as the DepED's memoranda and circulars which are the pillars of the school's organizational climate. The law and circulars do not single out any gender for its implementation. Rather, the law is for all. But this particular indicator shows that there is a difference in perception between Genders. Hence, when it comes to perception on the school's organizational culture, there is a difference in perception along Gender lines.

Therefore, the null hypothesis which states that there is no significant difference on the respondents' perception on the Level of Agreement of School's Organizational Climate in all indicators except the indicator on "*Role of Clarity*" when grouped according to their Gender is not rejected. The null hypothesis which states that there is no significant difference on the respondents' perception on the Level of Agreement of School's Organizational Climate on the indicator on "*Role of Clarity*" when grouped according to their Gender is rejected.

Table 3.3 Test of Significant Difference On The Respondents' Perception On The Level Of Agreement Of School's Organizational Climate When Grouped According To Their Civil Status

| School's Organizational Climate | Civil Status | | | | | | | | p-Value |
| | Married | | Separated | | Single | | Widow | | |
	Mean	Desc	Mean	Desc	Mean	Desc	Mean	Desc	
Role of Clarity	6.39	SA	6.65	SA	6.64	SA	6.40	SA	0.78^{ns}
Respect	6.17	A	6.86	SA	6.17	A	6.40	SA	0.25^{ns}
Communication	6.26	SA	6.20	SA	6.17	A	6.30	SA	0.71^{ns}
Reward System	6.21	SA	6.40	SA	6.20	SA	6.18	A	0.63^{ns}
Career Development	6.24	SA	6.22	SA	6.29	S	6.16	A	0.88^{ns}
Planning and Decision-Making	6.23	SA	6.35	SA	6.06	A	6.07	A	0.06^{ns}
Innovation	6.22	SA	6.40	SA	6.03	A	6.36	SA	0.23^{ns}

Relationship	6.30	SA	6.50	SA	6.33	SA	6.32	SA	0.72^{ns}
Teamwork and Support	6.17	A	6.98	SA	6.18	A	6.18	A	0.66^{ns}
Quality Service	6.17	A	6.42	SA	6.12	A	6.35	SA	0.63^{ns}
Conflict Management	6.23	SA	6.33	SA	5.99	A	6.40	SA	0.15^{ns}
Commitment and Morale	6.18	A	6.09	A	6.19	A	6.23	SA	0.91^{ns}
Training and Learning	6.25	SA	6.24	SA	6.13	A	6.54	SA	0.22^{ns}
Direction	6.26	SA	6.05	A	6.20	SA	6.27	SA	0.64^{ns}
Overall	6.23	SA	6.26	SA	6.17	A	6.30	SA	0.09^{ns}

Table 3.3 is a test of significant difference on the respondents' perception on the level of agreement of School's Organizational Climate when grouped according to their Civil Status. It can be seen that there is no significant difference in perception of the respondents on the School's Organizational Climate when grouped according to their Civil Status since the p-value of all the indicators are more than the 0.05 level of significance. This means that the respondents' perception on the school's Organizational Climate has no difference despite the difference in their civil status. It is usually an accepted norm that married persons become more attuned to the environment that he or she is inside because of the level of maturity that he or she has accumulated through the years.

In this particular case, there is no significant difference in their perception because the teaching profession requires them to be in their most acceptable behavior in order to become good role models to their students. Imbibing the school's organizational climate becomes a must for single or married, separated or widow teachers alike so that they can hold on to their credibility in front of their students. In an educational system, the credibility of teachers counts a lot towards the degree of learning that a student may accumulate through the years.

Therefore, the null hypothesis which states that there is no significant difference on the respondents' perception on the Level of Agreement of School's Organizational Climate in all indicators when grouped according to their Civil Status is not rejected.

Table 3.4 Test of Significant Difference On The Respondents' Perception On The Level Of Agreement of School's Organizational Climate When Grouped According To Their Educational Attainment

School's Organizational Climate	Educational Attainment						
	MA Grad	BSE	AB	BSEED	BSE with Educ Units	Elem. Teacher Cert	p-Value
Role of Clarity	6.58	6.29	6.78	6.38	6.48	6.55	0.84^{ns}
Respect	6.13	6.09	6.42	6.18	6.19	6.38	0.82^{ns}
Communication	6.23	6.21	6.34	6.26	6.26	6.42	0.64^{ns}
Reward System	6.32	6.27	6.30	6.21	6.10	6.18	0.84^{ns}
Career Development	6.29	6.23	6.20	6.25	6.12	6.10	0.93^{ns}
Planning and Decision-Making	6.22	6.22	6.96	6.22	6.20	6.37	0.74^{ns}
Innovation	6.22	6.22	6.60	6.22	6.40	6.10	0.44^{ns}
Relationship	6.48	6.24	6.30	6.29	6.33	6.80	0.10^{ns}
Teamwork and Support	5.97	6.21	6.28	6.15	6.35	6.20	0.09^{ns}
Quality Service	6.22	6.36	6.13	6.15	6.17	5.94	0.67^{ns}
Conflict Management	6.34	5.96	6.80	6.26	6.13	6.20	**0.00***
Commitment and Morale	6.14	6.27	6.13	6.18	6.11	6.10	0.91^{ns}
Training and Learning	6.40	6.16	6.15	6.14	6.25	6.48	0.32^{ns}
Direction	6.13	6.21	6.17	6.25	6.44	6.46	0.61^{ns}
Over-all	6.27	6.21	6.25	6.23	6.27	6.28	0.76^{ns}

Table 3.4 is a test of significant difference on the respondents' perception on the level of agreement of School's Organizational Climate when grouped according to their Educational Attainment. It can be seen that there is no significant difference in perception of the respondents on all the indicators of the School's Organizational Climate when grouped according to their Educational Attainment except on the indicator "*Conflict Management*" since its p-value of 0.00 is less than the 0.05 level of significance. This means that the perception of the respondents on the School's Organizational Climate differ when their Educational Attainment is taken into consideration.

This is understandable because the higher the educational attainment one gets, the more one increases his or her knowledge on conflict management. Enrolling in a graduate study makes one more exposed to theories and application of those theories in his or her day to day interaction with his co-teachers or principal. On the opposite, the lower the educational attainment in the field of education makes one less exposed to important theories that explain the right attitude and action towards conflict management.

Therefore, the null hypothesis which states that there is no significant difference on the respondents' perception on the Level of Agreement of School's Organizational Climate in all indicators except the indicator on "*Conflict Management*" when grouped according to their Educational Attainment is not rejected. On the other hand, the null hypothesis which states that there is no significant difference on the respondents' perception on the Level of Agreement of School's Organizational Climate on the indicator on "Conflict Management" when grouped according to their Educational Attainment is rejected.

Table 3.5 Test of Significant Difference On The Respondents' Perception On The Level Of Agreement of School's Organizational Climate When Grouped According To Their Number of Years in Teaching

School's Organizational Climate	Years in Teaching Experience						p-Value
	1-3 Mean	4-6 Mean	7-9 Mean	10-12 Mean	16-18 Mean	19-21 Mean	
Role of Clarity	6.34	6.34	6.35	6.70	6.28	6.38	0.23^{ns}
Respect	6.06	6.16	6.18	6.36	6.25	6.16	0.15^{ns}
Communication	6.23	6.27	6.27	6.21	6.31	6.32	0.90^{ns}
Reward System	6.29	6.17	6.08	6.35	6.21	6.19	**0.04^{*}**
Career Development	6.23	6.27	6.30	6.27	6.26	6.10	0.24^{ns}
Planning and Decision-Making	6.16	6.16	6.26	6.23	6.31	6.29	0.11^{ns}
Innovation	6.17	6.18	6.29	6.28	6.17	6.25	0.79^{ns}
Relationship	6.29	6.28	6.37	6.30	6.34	6.32	0.94^{ns}
Teamwork and Support	6.14	6.19	6.15	6.19	6.22	6.12	0.92^{ns}
Quality Service	6.27	6.09	6.30	6.08	6.08	6.11	0.37^{ns}
Conflict Management	6.10	6.22	6.27	6.27	6.34	6.27	0.25^{ns}
Commitment and Morale	6.20	6.20	6.22	6.20	6.07	6.15	0.67^{ns}
Training and Learning	6.26	6.18	6.29	6.23	6.22	6.34	0.62^{ns}
Direction	6.19	6.19	6.41	6.25	6.33	6.18	0.10^{ns}
Overall	6.21	6.21	6.27	6.28	6.24	6.22	0.04^{ns}

*Legend: ns-not significant at 0.05 level of significance * - significant at 0.05 level of significance SA-Strongly Agree, A-Agree*

Table 3.5 is a test of significant difference on the respondents' perception on the level of agreement of School's Organizational Climate when grouped according to their Number of Years in Teaching. It can be seen that there is no significant difference in perception of the respondents on all the indicators of the School's Organizational Climate when grouped according to their Educational Attainment except on the indicator "*Reward System*" since its p-value of 0.04 is less than the 0.05 level of significance. This means that the perception of the respondents on the School's Organizational Climate differ when their Number of Years in Teaching is taken into consideration. This is understandable because the longer one works in the organization, the more are his or her experiences in life as a teacher.

The reality in the Department of Education where a principal may be transferred to another school after a stint of 3 years in a particular school leaves an impression in the lives of the teachers. Those with more number of years in teaching also have more number of principals whom they have been reporting to. And they can compare one principal from another, depending on the fairness of the Reward System that the principal shows. On the other hand, those with less number of years in teaching do not have a sizeable data bank to draw comparisons and conclusions on the fairness of the Rewards System that one principal may have. Hence, they may perceive differently from those with more number of years in teaching experience.

Therefore, the null hypothesis which states that there is no significant difference on the respondents' perception on the Level of Agreement of School's Organizational Climate in all indicators except the indicator on "*Reward System*" when grouped according to their Number of Years in Teaching is not rejected. On the other hand, the null hypothesis which states that there is no significant difference on the respondents' perception on the Level of Agreement of School's Organizational Climate on the indicator on "*Reward System*" when grouped according to their Number of Years in Teaching is rejected.

4. What is the respondents' Description of their Leaders' Behavior in terms of Consideration; Initiating Structure; and Summary Results on Respondents' Descriptions of their Leaders' Behavior.

Table 4.1 Description of the respondents on their Leader's Behavior in terms of Consideration

Indicators	Mean	Description
1. Does personal favors for group members.	3.11	Average
3. Does little things to make it pleasant to be a member of the group.	4.01	Above Average
5. Is easy to understand.	4.21	Above Average
7. Finds time to listen to group members.	3.95	Above Average
9. Keeps to himself/herself. *	3.97	Above Average
11. Looks out for the personal welfare of individual group members.	3.65	Above Average
13. Refuses to explain his/her action. *	3.45	Average
15. Acts without consulting the group. *	3.34	Average
17. Backs up the members in their actions.	3.98	Above Average
19. Treats all group members as his/her equals	4.06	Above Average
21. Is willing to make changes.	3.96	Above Average
23. Is friendly and approachable.	4.17	Above Average
25. Makes group members feel at ease when talking with them.	3.89	Above Average
27. Puts suggestions made by the group into operation.	3.92	Above Average
29. Gets group approval in important matters before going ahead.	4.03	Above Average
Overall Mean	**3.84**	**Above Average**

Table 4.1 is the description of the respondents on their Leader's Behavior in terms of Consideration. It shows that the indicator "*Does personal favors for group members*" has the lowest mean score of 3.11 and is described as "*Average*" . The indicator "*Is easy to understand*" earned the highest mean score of 4.21 and is described as "*Above Average*". On the overall, the respondents described their Leader's Behavior in terms of Consideration with a score of 3.48 which is described as "*Above Average*".

Analysis on the gathered data show that the leader has a minor inclination to use autocratic management towards his subordinates because the respondents rated as "*Average*" the indicators "*Does personal favors for group members*"; "*Refuses to explain his/her actions*"; and "*Acts without consulting the group*". The hierarchical nature of the Department of Education may provide the principal with the temptation to deal with one's subordinates in an autocratic manner. But the respondents gave an "*Above Average*" rating to the rest of the indicators.

This implication supports the proponent of Erdogan (2008) on the Impact Of School Climate on School Outcome that there is a general atmosphere of good morale since the respondents described their leader's behavior as being considerate. And there has to be a balance between being considerate and favoritism because once the leader is more considerate to some members of the organization, the rest of the members of the organization will feel demotivated to work. But this can be seen from the respondent's rating on the indicator "Does personal favors for group members" which is "*Average*". Meaning to say that the leader plays no favorites in the organization.

Table 4.2 Description of the respondents on their Leader's Behavior in terms of Initiating Structure

Indicators	Mean	Description
2. Makes his/her attitudes clear to the group	4.41	Excellent
4. Tries out his/her new ideas with the group.	4.05	Above Average
6. Rules with an iron hand.	3.70	Above Average
8. Criticizes poor work.	2.70	Average
10. Speaks in a manner not to be questioned.	3.83	Above Average
12. Assigns group members to particular tasks.	4.09	Above Average
14. Schedules the work to be done.	3.95	Above Average
16. Maintains definite standards of performance.	3.93	Above Average
18. Emphasizes the meeting of deadlines.	3.96	Above Average
20. Encourages the use of uniform procedures.	4.12	Above Average
22. Makes sure that his/her part in the organization is understood by group members.	4.02	Above Average
24. Asks that group members follow standard rules and regulations.	4.10	Above Average

26. Lets group members know what is expected of them.	3.91	Above Average
28. Sees to it that group members are working up to capacity.	4.14	Above Average
32. Sees to it that the work of group members is coordinated.	4.21	Excellent
Overall Mean	**3.94**	**Above Average**

Table 4.2 is the description of the respondents on their Leader's Behavior in terms of Initiating Structure. It shows that the indicator "*Criticizes poor work*" has the lowest mean score of 2.70 and is described as "*Average*". This result is a sign that the respondents want to improve on whatever weakness they may have and are sending a strong message to the principal that they are welcome to criticism when they perform poorly. This is a sign that the group is matured which is a characteristic of DepED schools.

The indicator "*Makes his/her attitudes clear to the group*" earned the highest mean score of 4.41 and is described as "*Above Average*". This shows that the respondents appreciate principals who are transparent in their attitude and behavior so that they can react appropriately. A group becomes a high performing group when the members know their leader from the point of view of his attitude. Understanding is easily achieved when group members can see clearly the attitude of their principal. On the overall, the respondents described their Leader's Behavior in terms of Initiating Structure with a score of 3.94 which is described as "*Above Average*". This means that the respondents see their principal as somebody who initiates structures or procedures for the improvement of the overall performance of the school.

Analysis of the gathered data show that the Leader has a strong command over his subordinates since he has a high rating on "*Initiating Structure*". That is why the respondents rated the Leader as "Above Average" in the indicator "*Rules with an iron hand*" and "*Speaks in a manner not to be questioned*". The leader also maintains definite standards of performance and makes his/her attitude clear to the group. But their leader is just doing his part in ensuring that the work of the group members is coordinated.

This implication supports the proponent of Coonnelly**.** (2010) on the Impact Of School Climate on School Outcome that as a leader, one must exercise a tradeoff between consideration and performance of duties. Although the Leader is described to be considerate in Table 4.1, but a good measure of discipline is needed so that all the members of the organization will perform their duties. In the Department of Education, the burden of achieving the organizational goal rests on the shoulders of the Leader. Hence, the leaders cannot just aim to be considerate but he must also aim to be able to lead his subordinates into action towards the attainment of the organizational goals.

Table 4.3 Summary Results on Respondents' Descriptions on their Leader's Behavior

Dimensions	Mean	Description
Consideration	3.84	Above Average
Initiating Structure	3.94	Above Average
Grand Mean	**3.89**	**Above Average**

The grand mean rating of 3.89 implies that the respondents find their leader's behavior as considerate and has the skills in initiating structure. A considerate leader is one of the management characteristics that seldom come in an organization. This implies that the respondents are not always putting their guards up but that there are times when they can stay relaxed even in the presence of their leader. This is part due to their being members of the same community since teachers and their principals usually reside in the same community especially in areas that are far away from the big cities. This further implies that the self enhancement and management trainings provided by the Department of Education to the principals are effective down the line. The respondents see their leader as one who initiates structure. This implies that the leader is "on top of the situation". The leader is aware of whatever is happening inside the organization and is able to provide support when needed. It also implies that the leader knows what is expected of him, and that is the reason why he is able to keep the manage the members of the organization towards the attainment of the school's organizational goal.

5. Is there a significant difference on the respondents' Description of their Leaders' Behavior when grouped according to their Profile?

Table 5.1 Test of Significant Difference On The Respondents' Description of theirLeader's Behavior When Grouped According To Their Age

Leader's Behavior	Age in Years							p-Value
	20-25 Mean	26-30 Mean	31-35 Mean	36-40 Mean	41-45 Mean	46-50 Mean	Above 50 Mean	
Consideration	3.51	3.53	3.67	3.63	3.75	3.64	3.58	0.16^{ns}
Initiating Structure	3.85	3.84	3.98	3.94	4.02	4.02	3.96	0.38^{ns}

Table 5.1 is a test of significant difference on the respondents' description of their Leader's Behavior when grouped according to their Age. It can be seen that there is no significant difference in the respondent's description of their Leader's Behavior when grouped according to their Age since the p-value of all the indicators are more than the 0.05 level of significance.

This means that Age does not make a difference in the description of the respondents on their Leader's Behavior. It also shows that the young and old respondents see their leader in almost the same perspective. There is a pervading culture of respect and awe to higher authorities exercised by teachers in the schools in the Department of Education. The principal is a person considered as a higher authority and their leader in the school. Hence, the respondents, with the same awe and respect to higher authorities, do not differ in the description of their Leader's Behavior. Being in the teaching profession, their Age has not differentiated their description of their Leader's Behavior because they are supposed to espouse the values of fairness and objectivity in describing their Leader's Behavior. Therefore, the null hypothesis which states that there is no significant difference in the respondent's Description of their Leader's Behavior in both parameters of "*Consideration*" and "*Initiating Structure*" when respondents are grouped according to their Age is not rejected.

Table 5.2 Test of Significant Difference On The Respondents' Description of their Leader's Behavior When Grouped According To Their Gender

Leaders' Behavior	Gender Male Mean	Desc	Female Mean	Desc	p-value
Consideration	3.69	AA	3.60	AA	0.07^{ns}
Initiating Structure	3.95	AA	3.94	AA	0.40^{ns}

Legend: AA – Above Average   ns – not significant at 0.05

This means that Gender does not make a difference in the description of the respondents on their Leader's Behavior. It also shows that the Male and Female respondents see their leader in almost the same perspective. Teachers are considered second parents of the students. The generic use of the word "parents" goes to show that no trace of gender bias must be exhibited by the teachers. In this line of reasoning, there is also no trace of gender bias when dealing with their leader, hence, they describe their Leader's Behavior no differently along the lines of Gender.

Therefore, the null hypothesis which states that there is no significant difference in the respondent's Description of their Leader's Behavior in both parameters of "*Consideration*" and "*Initiating Structure*" when respondents are grouped according to their Gender is not rejected.

Table 5.3 Test of Significant Difference OnThe Respondents' Description Of theirLeader's Behavior When Grouped According To Their Civil Status

Leaders' Behavior	Civil Status Married Mean	Desc	Separated Mean	Desc	Single Mean	Desc	Widow Mean	Desc	p-value
Consideration	3.61	AA	3.66	AA	3.50	AA	3.65	AA	0.58^{ns}
Initiating Structure	3.95	AA	3.88	AA	3.85	AA	3.83	AA	0.61^{ns}

Legend: AA – Above Average   ns – not significant at 0.05

Table 5.3 is a test of significant difference on the respondents' description of their Leader's Behavior when grouped according to their Civil Status. It can be seen that there is no significant difference in the respondent's description of their Leader's Behavior when grouped according to their Civil Status since the p-value of all the indicators are more than the 0.05 level of significance.

This means that the Civil Status of the respondents do not contribute to any difference in description of their Leader's Behavior. This also shows that the Civil Status of the respondents do hinder them from describing their Leader's Behavior objectively. In the Philippine Educational System, more specifically in the Department of Education, the Civil Status of the respondents do not play a major role on how they act and react with each other inside the school. Rather, they are required to act most appropriately at all times, unmindful of their Civil Status. That is also the reason why the teachers are always reminded to leave their personal problems and worries at home so that their performance as teachers will not be affected. In this line of reasoning, the way they describe their Leader's Behavior is also along the line of appropriateness and objectivity, hence posing no significant difference. Therefore, the null hypothesis which states that there is no significant difference in the respondent's Description of their Leader's Behavior in both parameters of "*Consideration*" and "*Initiating Structure*" when respondents are grouped according to their Civil Status is not rejected.

**Table 5.4 Test of Significant Difference On The Respondents' Description
of Leader's BehaviorWhen Grouped According To Their Educational Attainment**

Leader's Behavior	Educational Attainment												p-value
	MA Graduate		BSE		AB		BSEED		BSE with Educ. Units		Elementary Teacher Certificate		
	Mean	Desc	Mean	Desc	Mean	Desc	Mean	Desc	Mean	Desc	Mean	Desc	
Consideration	3.85	AA	3.55	AA	4.03	AA	3.62	AA	3.61	AA	3.40	A	0.28^{ns}
Initiating Structure	4.14	AA	3.87	AA	4.00	AA	3.94	AA	3.96	AA	3.93	AA	0.8^{ns}

Legend: AA – Above Average   ns – not significant at 0.05

Table 5.4 is a test of significant difference on the respondents' description of their Leader's Behavior when grouped according to their Educational Attainment. It can be seen that there is no significant difference in the respondent's description of their Leader's Behavior when grouped according to their Educational Attainment since the p-value of all the indicators are more than the 0.05 level of significance. This means that the Educational Attainment of the respondents do not make any difference in description of their Leader's Behavior. This also shows that the Educational Attainment of the respondents do pose problems when describing their Leader's Behavior objectively. The teacher's training while in college added to the training one gets while employed with the Department of Education makes him or her even keeled right from the start of employment. The teacher's training in college dictates that a candidate teacher must exercise utmost respect and consideration when dealing with their leaders, in this case, the school principal. The teacher's graduate studies provides him with the ability to hone his skills in assessing people, more specifically in this study, the principal. This means that a fine tuning of his assessing skills is achieved with the acquisition of a masteral degree but it does not necessarily mean more skills compared to non-masteral degree holders.

Therefore, the null hypothesis which states that there is no significant difference in the respondent's Description of their Leader's Behavior in both parameters of "*Consideration*" and "*Initiating Structure*" when respondents are grouped according to their Educational Attainment is not rejected.

**Table 5.5 Test of Significant Difference On The Respondents' Description of their Leader's Behavior When Grouped
According To Their Years of Teaching Experience**

Leader's Behavior	Years in Teaching Experience						p-Value
	1-3 Mean	4-6 Mean	7-9 Mean	10-12 Mean	16-18 Mean	19-21 Mean	
Consideration	3.52	3.71	3.55	3.75	3.63	3.59	**0.03***
Initiating Structure	3.87	3.97	3.89	4.03	3.97	4.01	0.34^{ns}

Legend: AA – Above Average   ns – not significant at 0.05   significant at 0.05

There is a significant difference on the respondent's description of their Leader's Behavior in terms of "*Consideration"* when grouped according to their Years of Teaching Experience since its p-value of 0.03 is less than the 0.05 level of significance. This means that the Years of Teaching Experience makes a difference in the respondent's description of their Leader's Behavior in terms of "*Consideration*". Those respondents with lower number of years of teaching experience of less than seven years comprise almost one-half of the respondents. Their experience with different principals may be shorter than those with more than seven years of teaching experience. The periodic changing of school principals makes an impression upon individual teachers and those who have been under a lot of principals have amassed more experience working with different personalities. Hence, from the point of view of the indicator "*Consideration*", the lesser number of years of teaching experience exhibit different description of their Leader's Behavior compared to those who have more years of teaching experience.

Therefore, the null hypothesis which states that there is no significant difference on the respondents' Description of their Leader's Behavior in terms of "*Consideration*" when grouped according to their Years of Teaching Experience is rejected. The null hypothesis which the null hypothesis which states that there is no significant difference on the respondents' Description of their Leader's Behavior in terms of "*Initiating Structure*" when grouped according to their Years of Teaching Experience is not rejected.

6. Test of Significant Relationship between School's Organizational Culture and Leader's Behavior

Table 6. Test of Significant Relationship Between the Respondents' Level of Agreement on School's Organizational Climate and Description of their Leader's Behavior

School's Organizational Climate	Leader's Behaviour					
	Consideration Correlation Coefficient	Descriptive equivalent	p-value	Initiating Structure Correlation Coefficient	Descriptive equivalent	p-value
Role of Clarity	0.05	Weak Positive Relationship	0.46^{ns}	-0.03	Weak Negative Relationship	0.66^{ns}
Respect	0.09	Weak Positive Relationship	0.20^{ns}	0.01	Weak Positive Relationship	0.84^{ns}
Communication	-0.06	Weak Negative Relationship	0.42^{ns}	0.04	Weak Positive Relationship	0.57^{ns}
Reward System	-0.05	Weak Negative Relationship	0.50^{ns}	-0.01	Weak Negative Relationship	0.86^{ns}
Career Development	-0.09	Weak Negative Relationship	0.19^{ns}	-0.02	Weak Negative Relationship	0.76^{ns}
Planning and Decision-Making	-0.00	Weak Negative Relationship	0.98^{ns}	0.06	Weak Positive Relationship	0.38^{ns}
Innovation	-0.02	Weak Negative Relationship	0.77^{ns}	0.11	Weak Positive Relationship	0.13^{ns}
Relationship	-0.01	Weak Negative Relationship	0.85^{ns}	-0.01	Weak Negative Relationship	0.13^{ns}
Teamwork and Support	-0.02	Weak Negative Relationship	0.77^{ns}	-0.00	Weak Negative Relationship	0.98^{ns}
Quality of Service	-0.01	Weak Negative Relationship	0.82^{ns}	-0.03	Weak Negative Relationship	0.61^{ns}
Conflict Management	0.09	Weak Positive Relationship	0.19^{ns}	0.08	Weak Positive Relationship	0.23^{ns}
Commitment and Morale	-0.01	Weak Negative Relationship	0.85^{ns}	0.06	Weak Positive Relationship	0.40^{ns}
Training and Learning	0.05	Weak Positive Relationship	0.50^{ns}	-0.07	Weak Negative Relationship	0.32^{ns}
Direction	-0.06	Weak Negative Relationship	0.38^{ns}	-0.02	Weak Negative Relationship	0.74^{ns}
Overall	0.001	Weak Positive Relationship	0.99^{ns}	0.01	Weak Positive Relationship	0.85^{ns}

Legend: ns – not significant at 0.05 level of confidence

Table 6 is a test of significant relationship between the respondents' Level of Agreement on School's Organizational Climate and the Description of their Leader's Behavior. It can be seen that there is no significant relationship between the respondents' Level of Agreement on School's Organizational Climate and the Description of their Leader's Behavior since the p-values of all the indicators are less than the 0.05 level of significance.

This means that the respondent's Level of Agreement on School's Organizational Climate does not affect and is not affected by their description of their Leader's Behavior. This shows that even if the Level of Agreement on School's Organizational Climate is described as "*Strongly Agree*", it cannot influence the way they give description of their Leader's Behavior. On the other hand, even if the description on their Leader's Behavior is described as "Above Average" in both parameters of "*Consideration*" and "*Initiating Structure*", it cannot influence their Level of Agreement on School's Organizational Climate.

Therefore, the null hypothesis which states that there is no significant relationship between the respondent's Level of Agreement on School's Organizational Climate and the Description of their Leader's Behavior is not rejected.

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