

International Journal Research Publication Analysis

Page: 01-07

ORGANIZATIONAL CLIMATE AS A CORRELATE OF TEACHERS' MOTIVATION: A QUANTITATIVE INVESTIGATION

*¹Ladielou D. Camañan, ²Joyce D. Esrael, EdD

¹DepEd-Cotabato Division-Paco Central Elementary School.

²*Cotabato Foundation College of Science and Technology, Doroluman, Arakan, Cotabato, Philippines.*

Article Received: 28 March 2026

*Corresponding Author: Ladielou D. Camañan

Article Revised: 18 April 2026

DepEd-Cotabato Division-Paco Central Elementary School.

Published on: 08 May 2026

DOI: <https://doi-doi.org/101555/ijrpa.8620>

ABSTRACT

This quantitative study examined the organizational climate as a correlate of teachers' motivation among 108 elementary school teachers in District 4, Kidapawan City Division, for the school year 2025–2026. Employing a descriptive-correlational design, data were gathered through a self-developed and validated questionnaire (Cronbach's alpha: 0.854 and 0.813) and analyzed using mean, Spearman rho correlation, and multiple linear regression. The study found that organizational climate in terms of leadership support (WM=4.45), open communication (WM=4.57), mutual trust and respect (WM=4.70), and adequate working conditions (WM=4.57) were all rated as highly practiced. Teachers were likewise highly motivated across all dimensions: passion for teaching (WM=4.70), commitment to student learning (WM=4.78), initiative to improve teaching (WM=4.79), and positive attitude toward duties (WM=4.79). Spearman rho analysis revealed a highly significant relationship between organizational climate and teachers' motivation. Regression analysis confirmed that mutual trust and respect and adequate working conditions were the most consistent and significant predictors of teacher motivation. These findings underscore the critical role of a positive and supportive organizational climate in sustaining teachers' professional motivation and instructional effectiveness.

KEYWORDS: *Organizational Climate, Teachers' Motivation, Leadership Support, Mutual Trust and Respect, Adequate Working Conditions, Descriptive-Correlational*

INTRODUCTION

In recent years, concerns about declining teacher motivation have been prevalent across educational systems, particularly in developing countries. Teachers often face challenges such as inadequate support, lack of recognition, and limited opportunities for collaboration—all of which contribute to low morale and reduced professional engagement (Kumar & Bhattacharya, 2022). Organizational climate, defined as the school's overall atmosphere encompassing leadership, communication, decision-making, and teacher support, has been identified as a key factor influencing motivation and performance (Tran et al., 2023).

Research consistently demonstrates the impact of organizational climate on teachers' professional behavior. Ahmad et al. (2021) found that a supportive school environment enhances motivation and engagement. However, most existing research focuses on urban or well-resourced settings, leaving rural schools underexplored (Li & Wang, 2023). Moreover, most studies emphasize individual factors such as salary and workload, with limited attention to the school's collective atmosphere and culture (Hernandez et al., 2022).

Given the crucial role of motivated teachers in improving student outcomes and fostering effective learning environments (De Guzman & Reyes, 2023), this study investigated how specific dimensions of organizational climate—leadership support, open communication, mutual trust and respect, and adequate working conditions—relate to and predict teachers' motivation in terms of passion for teaching, commitment to student learning, initiative to improve teaching, and positive attitude toward duties.

MATERIALS AND METHODS

Research Design

A descriptive-correlational design was employed (Creswell & Creswell, 2018). This design allowed the researcher to describe the levels of both organizational climate and teachers' motivation, and to determine the nature and strength of the relationship and influence between these two constructs.

Participants

Using complete enumeration (Australian Bureau of Statistics, 2025), all 108 elementary school teachers in District 4, Kidapawan City Division, served as respondents. Schools included Calaocan Elementary School (n=8), Datu Pananggom E. Andgkit Elementary School (n=6), Datu Sumin IP School (n=6), Junction Elementary School (n=8), Kalaisan Elementary School (n=8), Macebolig Integrated School (n=8), Mateo Olodin MES (n=8),

New Bohol Elementary School (n=8), Paco Central Elementary School (n=18), San Miguel Elementary School (n=7), Sikitan Elementary School (n=8), Sto. Niño Elementary School (n=8), and Sumbac Elementary School (n=7). Inclusion criteria required current employment as an elementary teacher in District 4, with at least one year of service, and willingness to participate.

Research Instrument

A self-developed, two-part questionnaire was used. Part I assessed Organizational Climate across four dimensions (leadership support, open communication, mutual trust and respect, adequate working conditions), each with five items rated on a 5-point Likert scale (1=Least Practiced to 5=Highly Practiced; $\alpha=0.854$). Part II assessed Teachers' Motivation across four dimensions (passion for teaching, commitment to student learning, initiative to improve teaching, positive attitude toward duties), each with five items (1=Least Motivated to 5=Highly Motivated; $\alpha=0.813$). Instrument validity and reliability were established through expert panel review and pilot testing.

Statistical Analysis

Weighted means were computed to determine the levels of organizational climate and teacher motivation. Spearman rho correlation was used to assess the direction and magnitude of the relationship between the two constructs. Multiple linear regression analysis was applied to identify the significant predictors of teacher motivation from among the organizational climate dimensions (Skinner et al., 2024).

RESULTS AND DISCUSSION

Level of Organizational Climate

All four dimensions of organizational climate were rated as highly practiced. Mutual trust and respect obtained the highest mean (WM=4.70), followed by open communication (WM=4.57), adequate working conditions (WM=4.57), and leadership support (WM=4.45). These results indicate that teachers in District 4, Kidapawan City Division perceive a consistently positive school environment characterized by fair leadership, transparent communication, professional respect, and adequate support.

Table 1. Summary of Organizational Climate Levels.

Organizational Climate Dimension	Weighted Mean	Description
Leadership Support	4.45	Highly Practiced
Open Communication	4.57	Highly Practiced
Mutual Trust and Respect	4.70	Highly Practiced
Adequate Working Conditions	4.57	Highly Practiced

These findings align with Liu et al. (2022), who found that fairness, transparency, and respect in leadership foster a culture of trust that positively influences teachers' well-being and organizational commitment. The high ratings for adequate working conditions also conform to Kraft et al. (2020), who emphasized that access to sufficient instructional materials and clean environments contributes to teacher motivation and engagement.

Level of Teachers' Motivation

Teachers demonstrated high levels of motivation across all four dimensions. Initiative to improve teaching and positive attitude toward duties both registered the highest means (WM=4.79), followed by commitment to student learning (WM=4.78), and passion for teaching (WM=4.70). All dimensions were described as highly motivated.

Table 2. Summary of Teachers' Motivation Levels.

Teachers' Motivation Dimension	Weighted Mean	Description
Passion for Teaching	4.70	Highly Motivated
Commitment to Student Learning	4.78	Highly Motivated
Initiative to Improve Teaching	4.79	Highly Motivated
Positive Attitude Toward Duties	4.79	Highly Motivated

These findings are consistent with Frenzel et al. (2020), who noted that teachers who exhibit enthusiasm and a strong sense of purpose are more likely to implement engaging instructional strategies. The high initiative scores resonate with Avalos (2020), who emphasized that teachers who reflect, innovate, and adapt are more effective in meeting diverse student needs.

Relationship between Organizational Climate and Teachers' Motivation

Spearman rho analysis revealed significant relationships between organizational climate dimensions and teachers' motivation. Mutual trust and respect and adequate working conditions were significantly correlated with all four motivation dimensions ($p < 0.01$). Leadership support was significantly correlated with passion for teaching ($r = 0.314$, $p = 0.001$),

commitment to student learning ($r=0.197$, $p=0.040$), and initiative to improve teaching ($r=0.231$, $p=0.016$). Open communication was significantly correlated with passion for teaching ($r=0.311$, $p=0.001$), commitment to student learning ($r=0.249$, $p=0.009$), and positive attitude toward duties ($r=0.214$, $p=0.025$).

Table 3. Correlation Matrix (Spearman Rho) of Organizational Climate and Teachers' Motivation.

Organizational Climate	Passion for Teaching	Commitment to Learning	Initiative to Improve	Positive Attitude
Leadership Support	0.314** (0.001)	0.197* (0.040)	0.231* (0.016)	ns (0.750)
Open Communication	0.311** (0.001)	0.249** (0.009)	ns (0.093)	0.214* (0.025)
Mutual Trust & Respect	0.414** (0.000)	0.396** (0.000)	0.435** (0.000)	0.372** (0.000)
Adequate Working Cond.	0.468** (0.000)	0.436** (0.000)	0.411** (0.000)	0.304** (0.001)

** $p<0.01$; * $p<0.05$; ns=not significant

Influence of Organizational Climate on Teachers' Motivation

Multiple regression analyses confirmed the significant collective influence of organizational climate on all motivation dimensions. For passion for teaching ($F=7.043$, $p=0.000$, $R^2=0.213$), mutual trust and respect ($\beta=0.210$, $p=0.031$) and adequate working conditions ($\beta=0.173$, $p=0.013$) emerged as significant predictors. For commitment to student learning ($F=4.624$, $p=0.002$, $R^2=0.151$), adequate working conditions was the sole significant predictor ($\beta=0.187$, $p=0.015$). For initiative to improve teaching ($F=6.876$, $p=0.000$, $R^2=0.209$), mutual trust and respect ($\beta=0.253$, $p=0.008$) and adequate working conditions ($\beta=0.192$, $p=0.005$) were both highly significant predictors. For positive attitude toward duties ($F=5.116$, $p=0.001$, $R^2=0.164$), leadership support ($\beta=0.183$, $p=0.037$) and mutual trust and respect ($\beta=0.324$, $p=0.002$) were significant predictors.

These results support Skaalvik and Skaalvik (2020), who found that environments characterized by mutual respect and well-maintained facilities produce higher teacher engagement and dedication. They also align with Slegers et al. (2020), who noted that supportive relationships and adequate resources promote teachers' engagement in reflective practices and professional development.

CONCLUSION

This study confirms that organizational climate is a significant correlate and predictor of teachers' motivation in District 4, Kidapawan City Division. Mutual trust and respect and adequate working conditions emerged as the most consistent predictors across all motivation dimensions, while leadership support and open communication also contributed significantly to specific aspects of motivation. These findings establish that a positive, supportive, and well-resourced school climate is essential in sustaining and elevating teachers' professional motivation. School leaders should prioritize cultivating trust, ensuring transparent communication, and improving physical and material working conditions as strategic interventions for enhancing teacher motivation, engagement, and ultimately student learning outcomes.

ACKNOWLEDGEMENTS

The researchers extend sincere gratitude to the Schools Division Office of Kidapawan City Division, the district supervisor of District 4, the school principals, and all teacher-respondents for their cooperation and invaluable participation. Special appreciation is given to the Graduate School of Cotabato Foundation College of Science and Technology for the support rendered throughout this study.

REFERENCES

1. Ahmad, R., Khalid, S., & Malik, A. (2021). Impact of school environment on teachers' motivation and performance. *Journal of Educational Research and Practice*, 11(2), 45–58.
2. Avalos, B. (2020). Teacher professional development in teaching and learning: A global perspective. *Educational Research Review*, 31, 100369.
3. Bubb, S., & Earley, P. (2022). Creating effective school environments: The role of working conditions. *Educational Management Administration & Leadership*, 50(2), 230–247.
4. Burić, I., & Moe, A. (2020). Teacher well-being and job attitudes: The role of positive work-related behaviors. *Teaching and Teacher Education*, 91, 103043.
5. Collie, R. J., Shapka, J. D., & Perry, N. E. (2020). School climate and teacher well-being: The mediating role of leadership support. *Teaching and Teacher Education*, 91, 103028.
6. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
7. Day, C., Gu, Q., & Sammons, P. (2020). The impact of leadership and teacher commitment on student learning. *School Effectiveness and School Improvement*, 31(2), 123–142.

8. De Guzman, M., & Reyes, A. (2023). Motivating teachers for sustainable education. *International Journal of Educational Leadership*, 15(1), 34–49.
9. Frenzel, A. C., Becker-Kurz, B., Pekrun, R., Goetz, T., & Lüdtke, O. (2020). Teaching this class drives me nuts! Examining person and context specificity of teacher emotions. *PLoS ONE*, 15(6), e0234526.
10. Gu, Q., & Day, C. (2020). Teachers' resilience and commitment in challenging work environments. *Teaching and Teacher Education*, 92, 103050.
11. Hernandez, J. P., Santos, M. L., & Villanueva, R. (2022). Exploring teachers' collaboration and motivation in low-resource schools. *Asian Education Review*, 8(3), 112–129.
12. Ingersoll, R., & May, H. (2020). Teacher turnover and teacher attitudes: The role of leadership and school climate. *Educational Leadership*, 77(7), 42–48.
13. Kim, T., & Lee, Y. (2020). Principal instructional leadership for teacher participation in PLCs. *Educational Management Administration & Leadership*, 48(4), 1–18.
14. Kraft, M. A., Simon, N. S., & Lyon, M. A. (2020). Sustaining a sense of success. *Journal of Educational Psychology*, 112(8), 1–16.
15. Kumar, S., & Bhattacharya, D. (2022). Challenges to teacher motivation in developing countries. *Global Education Studies*, 14(1), 78–95.
16. Li, H., & Wang, Y. (2023). Peer collaboration as a driver for teacher engagement and job satisfaction. *Teaching and Teacher Education*, 125, 103952.
17. Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2022). The effect of trust in principals on teacher outcomes. *Educational Studies*, 48(5), 1–17.
18. Skaalvik, E. M., & Skaalvik, S. (2020). Job satisfaction, stress, and motivation among teachers: The role of school climate. *Social Psychology of Education*, 23(5), 1231–1250.
19. Skinner, E., Leavey, G., & Rothi, D. (2024). Assessment reform and teacher autonomy. *Teaching and Teacher Education*, 148, 104594.
20. Slegers, P., Thoonen, E., Oort, F., & Peetsma, T. (2020). The role of trust and organizational conditions in promoting teachers' professional development. *School Effectiveness and School Improvement*, 31(4), 567–584.
21. Tran, L. T., Nguyen, M. H., & Hoang, P. T. (2023). Organizational climate and teacher retention. *Journal of School Management*, 19(2), 89–105.
22. Tremblay, M., Cloutier, J., & Simard, G. (2020). Trust and respect in the workplace. *Journal of Educational Administration*, 58(5), 589–605.