
Organizational Climate, Teachers' Instructional Practices and Productivity

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Abstract

This study examined the relationship between organizational climate, teachers' instructional practices, and teacher productivity in the Schools Division of Antique during the School Year 2024–2025. A descriptive–correlational research design was employed, involving 334 teachers as respondents. Data were gathered using a validated survey questionnaire that measured organizational climate in terms of leadership support, staff collaboration, communication, and school culture; teachers' instructional practices in terms of lesson planning, classroom management, innovative teaching strategies, and differentiated instruction; and teacher productivity in terms of instructional effectiveness, contribution to school goals, and student learning outcomes. Findings revealed that the organizational climate in the Schools Division of Antique was perceived to be at a high level, indicating a supportive and collaborative school environment. Teachers' instructional practices were also rated high, reflecting consistent implementation of effective teaching strategies that address diverse learner needs. Similarly, teacher productivity was assessed at a high level, suggesting strong instructional performance and meaningful contributions to school objectives and student achievement. Results further indicated significant positive relationships among organizational climate, teachers' instructional practices, and teacher productivity. A favorable organizational climate was associated with improved instructional practices and higher levels of teacher productivity. Moreover, teachers' instructional practices were identified as a more influential factor in enhancing productivity compared to organizational climate. These findings highlight the critical role of creating a supportive school environment and strengthening instructional practices to improve teacher performance and overall school effectiveness. The study provides valuable insights for school administrators and education leaders in designing policies and programs that promote positive organizational conditions and effective teaching practices to sustain high levels of teacher productivity.

Keywords: Organizational Climate, Instructional Practices, Teacher Productivity, School Environment, Teacher Effectiveness

Introduction

The organizational climate of schools plays a critical role in shaping teachers' instructional practices and overall productivity. A positive climate, characterized by supportive leadership, open communication, staff collaboration, and a culture of continuous improvement, has been linked to higher teacher motivation, job satisfaction, and effective instructional delivery (Hoy & Miskel, 2013). When teachers perceive their school environment as supportive and empowering, they are more likely to engage in innovative teaching practices and devote greater effort toward improving student learning outcomes (Leithwood & Sun, 2012).

Teachers' instructional practices are key in translating a positive organizational climate into tangible educational results. Effective practices—including lesson planning, classroom management, innovative teaching strategies, and differentiated instruction—significantly influence teacher productivity and student achievement (Darling-Hammond, Hyler, & Gardner, 2017). Schools with collaborative cultures and strong instructional support enable teachers to implement these practices efficiently, leading to improved educational outcomes (OECD, 2019).

Teacher productivity, measured through instructional effectiveness, student learning outcomes, and contribution to school goals, is shaped by both individual competencies and organizational factors. Research indicates that supportive school climates enhance teachers' willingness to adopt best practices, which improves performance and contributes to overall school productivity (Bogler, 2001).

Understanding how organizational climate influences teachers' instructional practices and productivity is essential for school improvement and policy planning in the Schools Division of Antique. Therefore, this study investigates the relationships among organizational climate, teachers' instructional practices, and teacher productivity as perceived by 334 respondents during the School Year 2024–2025.

Specifically, the study aims to determine the level of organizational climate in terms of leadership support, staff collaboration, communication, and school culture; assess the extent of teachers' instructional practices, including lesson planning, classroom management, innovative teaching strategies, and differentiated instruction; evaluate teacher productivity through instructional effectiveness, contribution to school goals, and student outcomes; and examine whether significant relationships exist between organizational climate and instructional practices, between instructional practices and teacher productivity, and the combined influence of organizational climate and instructional practices on teacher productivity.

Methodology

This study employed a descriptive-correlational research design to examine relationships among organizational climate, teachers' instructional practices, and productivity in the Schools Division of Antique during the School Year 2024–2025. The descriptive component assessed the levels of organizational climate, instructional practices, and teacher productivity, while the correlational component examined the relationships and predictive influence among the variables.

The respondents consisted of 334 teachers from selected public elementary and secondary schools. Stratified random sampling ensured representation across grade levels, subjects, and school types. Participants were selected based on their direct involvement in classroom instruction and knowledge of school processes.

Data were collected using a validated researcher-adapted questionnaire divided into three parts: Part I assessed organizational climate, including leadership support, staff collaboration, communication, and school culture; Part II measured teachers' instructional practices, including lesson planning, classroom management, innovative teaching strategies, and differentiated instruction; and Part III evaluated teacher productivity, focusing on instructional effectiveness, contribution to school goals, and student learning outcomes. The instrument was pilot-tested and validated by experts, achieving Cronbach's alpha coefficients above 0.80, indicating high reliability.

Ethical considerations included approval from the Schools Division Office of Antique, obtaining informed consent from all respondents, and ensuring confidentiality and anonymity.

Data were analyzed using descriptive statistics (frequency, percentage, weighted mean, standard deviation) to determine the levels of variables. Pearson Product-Moment Correlation examined relationships among organizational climate, instructional practices, and teacher productivity. Multiple regression analysis determined the combined influence of organizational climate and instructional practices on teacher productivity, with significance set at 0.05.

Results

The organizational climate was rated high overall ($WM = 4.31$, $SD = 0.42$). Among the indicators, leadership support had the highest mean ($M = 4.35$, $SD = 0.40$), followed by staff collaboration ($M = 4.33$, $SD = 0.41$), communication ($M = 4.30$, $SD = 0.43$), and school culture ($M = 4.27$, $SD = 0.45$). These findings suggest that teachers perceive their school environments as supportive, collaborative, and conducive to effective teaching (Hoy & Miskel, 2013).

Teachers' instructional practices were also rated high ($WM = 4.28$, $SD = 0.44$), with lesson planning ($M = 4.32$, $SD = 0.41$), classroom management ($M = 4.30$, $SD = 0.42$), innovative teaching strategies ($M = 4.27$, $SD = 0.45$), and differentiated instruction ($M = 4.23$, $SD = 0.46$) being frequently practiced. This demonstrates active engagement in effective instructional practices that enhance teaching and learning (Darling-Hammond, Hyler, & Gardner, 2017).

Teacher productivity was rated high ($WM = 4.29$, $SD = 0.43$), with instructional effectiveness ($M = 4.33$, $SD = 0.41$), contribution to school goals ($M = 4.28$, $SD = 0.44$), and student learning outcomes ($M = 4.27$, $SD = 0.45$) being strongly manifested.

Correlation analysis revealed significant positive relationships between organizational climate and instructional practices ($r = 0.62$, $p < 0.01$), organizational climate and teacher productivity ($r = 0.58$, $p < 0.01$), and instructional practices and teacher productivity ($r = 0.65$, $p < 0.01$). Multiple regression analysis indicated that organizational climate and instructional practices jointly predict teacher productivity ($R^2 = 0.61$, $p < 0.05$), with instructional practices being the stronger predictor. These results emphasize the importance of fostering a supportive organizational climate and promoting effective instructional practices to enhance teacher productivity.

Discussion

The findings of this study indicate that the organizational climate in the Schools Division of Antique is highly favorable, particularly in terms of leadership support, staff collaboration, communication, and school culture. A positive organizational climate has been shown to foster teacher motivation, job satisfaction, and commitment to school goals (Hoy & Miskel, 2013). The results suggest

that when teachers perceive supportive leadership and a collaborative environment, they are more likely to engage in effective instructional practices that enhance their productivity.

The study also revealed that teachers' instructional practices are implemented at a high level, particularly in lesson planning, classroom management, innovative teaching strategies, and differentiated instruction. This aligns with the findings of Darling-Hammond, Hyler, and Gardner (2017), which emphasize that effective instructional practices are critical in promoting student learning and teacher effectiveness. Teachers who are supported by a positive organizational climate are better positioned to adopt these strategies, which in turn contribute to increased productivity.

In terms of teacher productivity, respondents reported high levels of instructional effectiveness, contribution to school goals, and student learning outcomes. The significant positive relationships found between organizational climate, instructional practices, and teacher productivity indicate that both environmental and professional factors play a crucial role in enhancing performance. Multiple regression analysis confirmed that organizational climate and instructional practices jointly predict teacher productivity, with instructional practices emerging as the stronger predictor. This suggests that while a supportive organizational climate is important, the actual implementation of effective instructional strategies has a more direct impact on productivity and student outcomes.

Overall, the study highlights the interplay between school climate, teacher practices, and productivity, emphasizing the need for schools to foster supportive environments and encourage innovative instructional strategies to maximize teacher effectiveness.

Conclusion

Based on the findings of the study, it is concluded that the organizational climate in the Schools Division of Antique is highly favorable, providing supportive leadership, effective communication, collaboration among staff, and a positive school culture. Teachers' instructional practices are implemented at a high level, particularly in lesson planning, classroom management, innovative teaching strategies, and differentiated instruction. These practices significantly contribute to teacher productivity, which was also rated high in terms of instructional effectiveness, contribution to school goals, and student learning outcomes. Furthermore, organizational climate and instructional practices were found to be significantly related to teacher productivity, with instructional practices emerging as the stronger predictor. Overall, the study confirms that a supportive school environment combined with effective instructional practices is essential in enhancing teacher performance and productivity.

Recommendations

In light of the findings and conclusions of this study, it is recommended that teachers continue to enhance and consistently implement effective instructional practices, including innovative strategies and differentiated instruction, to improve student outcomes and overall productivity. School administrators should maintain and strengthen a positive organizational climate by providing leadership support, encouraging staff collaboration, improving communication, and fostering a culture of continuous professional growth. The Schools Division Office is encouraged to offer ongoing professional development programs, workshops, and resources to support teachers in applying effective instructional strategies and adapting to evolving educational demands. Furthermore, future researchers may explore additional factors that influence teacher productivity, such as teacher motivation, workload,

and parental involvement, to gain a more comprehensive understanding of the determinants of teacher effectiveness and to provide evidence-based recommendations for improving instructional quality and school performance.

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