

Interplay of organizational climate and global citizenship skills of public elementary school teachers in Maddela I and II districts: A basis for organization development intervention

Bareng, Liwliwa

Department of Education, Philippines (liwliwa.bareng001@deped.gov.ph)

Castriciones, Serapio

Nueva Vizcaya State University, Philippines (serapiocastriciones@gmail.com)

Vadil, Carlo ✉

Nueva Vizcaya State University, Philippines (drvadil888@yahoo.com)



ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 1 August 2022

Revised: 10 October 2022

Accepted: 23 October 2022

Available Online: 25 October 2022

DOI: 10.5861/ijrse.2022.b053

Abstract

This study was confined in determining the interplay of organizational climate and global citizenship skills of public elementary school teachers as basis for organization development intervention. This research investigation utilized the quantitative research design that involves the use of computational, statistical, and mathematical tools to derive results. The researcher employed simple random technique in selecting the 119 respondents from a total of 236 public elementary school teachers representing 50.42 percent of the total population from both districts. The quantitative description of the respondent's organizational climate and global citizenship skills and other pertinent information were elicited from documents and questionnaires. Data were treated using appropriate statistical tools and procedures, and hypotheses were tested at 0.05 level of significance. It was found out that the perceived organizational climate and global citizenship skills of the respondents in this research investigation is excellent. Moreover, there is a very high and significant correlation between the perceived organizational climate and global citizenship skills of the respondents. A training design was developed to enhance the organizational climate, and sustain the global citizenship skills of the respondents.

Keywords: organizational climate, global citizenship skills, organization development, intervention

Interplay of organizational climate and global citizenship skills of public elementary school teachers in Maddela I and II districts: A basis for organization development intervention

1. Introduction

It is essential to recognize that around the world, improvement of successful organizational does not occur in a vacuum or sterile environment. Continuous improvement or organization development occurs in human systems, organizations, which already have beliefs, assumptions, expectations, norms, and values, both idiosyncratic to individual members of those organizations and shared. What made them successful is the healthy organizational climate that they keep on manifesting through the passion and commitment of their organization members.

The concept of organizational climate was formally introduced by the human relations experts almost eight decades ago. Now it has become a very useful metaphor in the 21st century for thinking about and describing the social system in any organization around the world because it is referred to as the situational determinants or even environmental correlates which affect the human behavior. Robbins (2008), stressed that the climate of an organization is somewhat like the personality of a person. Just as every individual has a personality that makes him unique and different from other persons. Each organization has an organizational climate that clearly distinguishes it from other organizations. Basically, the organizational climate reflects a person's perception of the organization to which he belongs. It is a set of unique characteristics and features that are perceived by the employees about their organizations which serves as a major force in influencing their behavior. It is connected with the nature of beliefs and expectations about organizational life which is an indicator of whether these beliefs and expectations are being fulfilled. Thus, organizational climate in a broad sense, can be understood as the social setting of the organization.

Anent the above, Forehand and Gilmer (2014), stressed that climate consists of a set of characteristics that describe an organization, distinguish it from other organizations are relatively enduring over time and influence the behavior of people in it. This is supported by Campbell and associates (2010), on the other hand by advancing the concept that organizational climate can be defined as a set of attributes specific to a particular organization that may be induced from the way that organization deals with its members and its environment. For the individual members within the organization, climate takes the form of a set of attitudes and experiences which describe the organization in terms of both static characteristics (such as degree of autonomy), and behavior outcome and outcome- outcome contingencies.

Moreover, organizational climate is a general expression of what the organization is. It is the summary perception which people have about the organization. It conveys the impressions people have of the organizational internal environment within which they work. It is a qualitative concept because it is very difficult to explain the components of organizational climate in quantitative or measurable units. Moreover, it is built up over a period of time and is multi-dimensional. It represents a relatively enduring quality of the internal environment that is experienced by the organizational members. The various dimensions of the organizational climate are individual autonomy, authority structure, leadership style, pattern of communication, degree of conflicts and cooperation, and many others (Guion, 2013). In addition, Lawler (2016), underscore that organizational climate can affect the human behavior in the organization like schools through an impact on their performance, satisfaction and attitudes. It can also affect the way teachers and other stakeholders view their sense of belonging to the global community and common humanity, with its presumed members experiencing solidarity and collective identity among themselves and collective responsibility at the global level which is referred to as their global citizenship skills.

Four years ago, the ASEAN Integration 2015 posted challenges of globalization in the Philippines imperative of putting all levels of education in a broader and more global in context as needed -- an education that reaches beyond the confines of individual nations. The global marketplace requires graduates with basic skills, knowledge, and competencies that include critical thinking, effective communication, and most important is their global citizenship skills for them to cope with the challenges of globalization.

Dilworth (2014), stressed that while there are clearly many important ways in which education contributes to global citizenship knowledge and skills, research shows a very clear issue: Given the global, interconnected challenges of sustainable development, peaceful and inclusive society building, and climate change mitigation and adaption, it is essential to prioritize knowledge and skills that are linked to 21st century livelihoods, conflict resolution and sustainable development. These skills include critical thinking, problem solving, and relevant content knowledge like environmental and climate change education, disaster risk reduction and preparedness, sustainable consumption and lifestyles, and green technical and vocational education and training- only a committed teacher with necessary global citizenship skills can orchestrate these to students to learn better.

The need to know if teachers as facilitators of learning also possess global citizenship skills is due to the reason that the global economy is being transformed by information revolution a decade before the so-called integration. Economic activities are becoming less resource-intensive and more knowledge driven. The jobs that require a new level of education like telecommunication, computers, the information superhighway, and service-based economy have made the standard school curriculum that guided education for decades obsolete. Students need to develop new knowledge, skills, and learning experiences more advanced and complex than those of previous generations in order to function well in today's fast paced, high-tech learning environment. They cannot be globally competitive unless they upgrade our educational institutions and facilities, and retrain their teachers to possess the needed skills to train young learners as actors of the future economy including their global citizenship skills among others.

The need to possess global citizenship skills among teachers is due to the fact that the world faces global challenges, which require global solutions. These interconnected global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings. It is not enough for education to produce individuals who can read, write and count. According to Fitzgerald (2010), education must be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom they share it. Education must also be relevant in answering the big questions of the day. Technological solutions, political regulation or financial instruments alone cannot achieve sustainable development. It requires transforming the way people think and act. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st century. In nutshell, the school as an organization can deliver its function in maximum level if its organizational climate is conducive for teachers to give their best performance in meeting the goals of their organization, along with the possession of other skills necessary to function as productive and responsible members of our society where global citizenship is included.

1.1 Objectives

The main objective of this research investigation is to determine or assess the organizational climate and global citizenship skills of public elementary school teachers in the Division of Quirino specifically in Maddela I and II Districts. Specifically, it is the aim of the study to evaluate the perceived organizational climate of the respondents in terms of organization design, individual job characteristics, co-worker relations, culture/work environment, senior management, direct supervisor, work processes, communications, technology, and customer satisfaction. Specifically, this study answered the following questions:

- What is the perceive level of organizational climate of the public elementary school teachers of Maddela I and II Districts in terms of organization design, individual job characteristics, co-worker

relations, culture/work environment, senior management, direct supervisor, work processes, communications, technology, and customer satisfaction?

- What is the perception of the respondents of their global citizenship skills along valuing diversity, ethics and professionalism, global awareness, and environmental awareness?
- Is there a significant correlation between the perceived organizational climate of the respondents and the dimensions of global citizenship skills?
- Based from the results of the study, what intervention could be developed to enhance or sustain the organizational climate and global citizenship skills of the respondents.

2. Review of Literature

The term organizational climate has been used in many different ways to refer to a wide variety of constructs. In recent years some consensus about what precisely should be included in the construct—and what should not be included in the construct—has begun to emerge. Research interest in climate has remained high, despite the variety of conceptualizations of the construct, because climate is generally seen as related to a variety of important organizational outcomes, including productivity (both individual and organizational), satisfaction, and turnover. More recently, climate has come to be seen as predictive of specific organizational outcomes, depending on what aspect of climate is being assessed. Thus, climate continues to be seen as organizationally important, but the specific outcomes of interest seen to be affected by climate have shifted over time.

Organizations in the 21st century is facing more challenges than ever before. These challenges are not unique to any specific organization or industry, but affect all organizations, regardless of their structure or size. Organizational climate in particular is constantly challenged by changes impacting organizations today (Nair, 2006). To survive and outdo their competitors, organizations are constantly seeking to improve their performance. Organizational climate is becoming more important than ever before because organizations need to ensure that those individuals who add value to the bottom line will want to stay in the organization and will want to continue pouring their effort into their work to the benefit of the organization.

Venkatesh (2018), advanced that organizational climate can operate as a constraint system in both the positive and negative sense. This can be done by providing information to the employees about what kind of behavior will be rewarded, punished or ignored. Thus, behavior can be influenced by varying degrees of rewards and punishments. Such a constraint system would influence the behavior of those people who are most interested in those specific values which are assigned to different behavioral outcomes. Organizational variables may affect behavior through evaluation of self and others. In this evaluation process both the physiological and psychological variables will be associated. Such evaluation will affect the human behavior. Isaksen and Ekvall (2017), argued that dominant orientation of the organization is an important determinant of climate and it is the major concern of its members. If the dominant orientation is to adhere to established rules and regulations, the climate is characterized by control. If the orientation is to produce excellence, the climate will be characterized by achievement. The interpersonal relationships in the organizations are reflected in the way informal groups are formed and operated. The informal groups may benefit the organization also, but in some cases, it may displace the goals of the organization.

Frederiksen (2016), on the basis of laboratory studies involving 260 middle level managers concludes that different organizational climate has different impact on human performance. He found out that it appears that the amount of administrative work in the stimulated job is more predictable in a climate that encourages innovation than in one that encourages standard procedures and that in an innovative climate, greater productivity can be expected of people with skills and attitudes that are associated with independence of thought and action and the ability to be productive in free unstructured situations. This study suggests that the performance was more predictable for subjects who worked in a consistent climate than those who had to work in an inconsistent

environmental climate. Inconsistent climate was having indirect impact on productivity. Another laboratory study shows that significant differences were found in performance and satisfaction of people in varying organizational climates.

In the same research investigation Frederiksen (2016), three types of organizational climates were created like authoritarian structured, democratic friendly, and achieving business. It was found that the achieving organization produced the most in terms of money volumes, numbers of new products and cost saving innovations. People in democratic friendly environment expressed maximum satisfaction with their jobs. However, people in the authoritarian structured organization produced goods of highest quality because of right specifications put by government orders. Moreover, Bushell (2007), suggested that management should be interested in the human resource development. It should work for the welfare of employees and an improvement in their working conditions. For developing a sound organizational climate, the management should have shown concern for the people. The management should involve the employees in decision making process, particularly those decisions which are related to goal setting and affect them. Participative decision making will make the employees committed to the organization and more cooperative also.

Organizations tend to have as many specific climates as strategic directions, which makes organizational climate a relevant concept for organizations to consider. As Hunter and associates (2017), notes, once a strategic direction or focus is identified for the organization, the organizational climate regarding that strategic focus can be accessed via employees. Employees' assessment of the organization's relevant policies, practices, and procedures that support the strategic focus in the organization may serve as a measure of alignment. The strategic focus of the organization needs to be clearly and consistently represented in the organization's policies, practices, and procedures. Should an assessment of the organizational climate reveal that a strategic direction of interest is not perceived in organizational practices, then policies, practices, and procedures in the organization may need to be redesigned to better align with the strategy of interest.

In the present study, the first component of organizational climate is organization design. According to Allen (2018), organizational design is a step-by-step methodology which identifies dysfunctional aspects of work flow, procedures, structures and systems, realigns them to fit current organization realities/goals and then develops plans to implement the new changes. The process focuses on improving both the technical and people side of the organization. For most companies, the design process leads to a more effective organization design, significantly improved results (profitability, customer service, internal operations), and employees who are empowered and committed to the organization.

Another component of organizational climate in this research investigation is individual job characteristics. According to Oldham and Hackman (2010), job characteristics also known as job design, is an arrangement in the workplace that aims to overcome worker alienation and job dissatisfaction that comes from mechanical and repetitive tasks in the workplace. The goal is to boost productivity by offering workers non-monetary rewards such as satisfaction derived from a sense of greater personal achievement. Jobs are sometimes redesigned so that the worker is involved in the whole process of making a product since employee likes that sense of completeness. On the other hand, co-worker relations as a dimension organizational climate is very important because organizational culture and dynamics have a role to play in whether an individual are able to build good relationships with their coworkers or not. The policies and power structure, managerial control, the level of autonomy, all influence the extent of interaction and bonding between employees defines the kind of relationships between members of the organization.

Culture/work environment is another dimension of organizational climate. Working environment is a broad term and means all your surroundings when working like physical working environment and it also includes the psychological aspects of how work is organized and the wellbeing at work. A good working environment is one of the most important elements in making a feel good and for their activities to function and develop. The management, and staff in an organization have a responsibility to participate in the efforts to develop and

continuously improve working environment.

Organization leaders are vital to the creation and communication of their workplace culture. However, the relationship between leadership and culture is not one-sided. While leaders are the principal architects of culture, an established culture influences what kind of leadership is possible (Schein, 2010). Leaders must appreciate their role in maintaining or evolving an organization's culture. A deeply embedded and established culture illustrates how people should behave, which can help employees achieve their goals. This behavioral framework, in turn, ensures higher job satisfaction when an employee feels a leader is helping him or her complete a goal (Tsai, 2011). From this perspective, organizational culture, leadership, and job satisfaction are all inextricably linked. Leaders can create, and also be created or influenced by, many different workplace cultures.

Senior management as a dimension of organizational culture refers to the top executives of an organization. They are generally a team of individuals at the highest level of management of an organization who have the day-to-day tasks of managing that organization — sometimes a company or a corporation. Senior Managers are responsible for the overall operations and profitability of a company or institution. Their goal is to maximize this organization's efficiency, productivity, and performance, by making sure all operations are running smoothly. These professionals coordinate all business activities, meaning they are in charge of overseeing employee performance and budget control, establishing guidelines and objectives, and ensuring things are getting done in an efficient, organized, cost-efficient, and safe manner (Durkheim, 2018).

Senior Managers may be employed in a broad variety of industries throughout the public and private sectors. Understandably, their responsibilities will vary accordingly, but will also depend on the organization's type, size, and location. They may oversee the activities of a single division or department or they may manage an entire organization by themselves, sometimes working in conjunction with a board of directors. Durkheim (2018), suggested that they should have an outstanding leadership and managerial skills like being able to take the lead, pushing themselves and others to achieve results and exceed goals; being able to delegate tasks and authority to ensure operations are being handled more efficiently; striving to improve individual and organizational contributions; and being resourceful, energetic, and optimistic.

Another dimension of organizational climate is **direct supervisor** which is defined earlier as a person or middle-level manager overseeing directly the work of organization members under his unit or department and by which the he has control over and professional knowledge of the work being done. According to Guthrie (2017), direct supervisors should have an exceptional interpersonal, communication, and negotiation skills like communicating clearly, both in writing and verbally, in order to give clear instructions and to create a transparent and communicative environment with employees; being able to develop and sustain long-term relationships, both internally and externally, in order to facilitate work efforts, alignment, and collaboration; having great listening skills, treating others with respect, and remaining calm, in order to prevent or facilitate conflict resolution; handling requests and inquiries in a professional, diplomatic and tactful manner; and being able to give and respond to constructive feedback, as well as to recognize their team efforts and congratulate their employees accordingly.

In addition, every direct supervisor according to Winford (2018), should have strong organizational and time management skills manifested in prioritizing and planning organizational activities, ensuring time is managed efficiently; multitasking; being able to manage a team, produce results, and meet deadlines while dealing with a dynamic, fast-paced environment; and being able to work well under pressure, individually or as part of a team. Moreover, they must have Analytical, problem-solving, and decision-making skills like identifying issues and resolving problems in a timely manner; being able to think outside the box, using creativity and imagination to develop new insights and to apply new solutions to problems; and being able to exercise sound judgment and critical thinking.

Another dimension of organizational climate is communication. In order to have an effective communication in the workplace, Bundle (2017), stressed that managers must possess exceptional interpersonal, communication,

and negotiation skills like communicating clearly, both in writing and verbally, in order to give clear instructions and to create a transparent and communicative environment with employees; being able to develop and sustain long-term relationships, both internally and externally, in order to facilitate work efforts, alignment, and collaboration; having great listening skills, treating others with respect, and remaining calm, in order to prevent or facilitate conflict resolution; handling requests and inquiries in a professional, diplomatic and tactful manner; and being able to give and respond to constructive feedback, as well as to recognize their team efforts and congratulate their employees accordingly.

Another dimensions of organizational climate is technology which is defined earlier as a set of management tools and applications that allows organizations to manage their technological fundamentals to create competitive advantage. It is also the integrated planning, design, optimization, operation and control of technological products, processes and services, and the use of technology for human advantage. According to Langley (2016), one could argue that technology has done more to harm humans than to help them. Interactions that were once between people have been redirected toward screens—just think of office exchanges, self-checkouts and online purchases. Technology has also opened a world of possibilities that organizations could have imagined. If leveraged correctly, technology has the ability to positively influence and support every organizations. It can help engage, recognize and protect those we care about and the people who work in organizations.

Efron (2018), argued that in group settings, the office environment is automatically calibrated to increase comfort, productivity and room efficiency. Even elevators can access your calendar and take you to the floor you need without you pressing any buttons. The possibilities for making life easier and more enjoyable through technology are endless. When technology supports people in a smart way, humans can move comfortably through their days, be more productive and innovative and spend more time with family and friends. The last dimension of organizational climate is customer satisfaction which was defined earlier as the fulfillment, approval, and satisfaction of clientele/customers to the services that an organization is giving.

Organization should never ignore the importance of customer satisfaction. There are dozens of factors contributing to the success (or failure) of an organization and customer satisfaction is one of them. It is important to track this factor and work on improving it in order to make customers more loyal and eventually turn them into brand ambassadors. If organizations do not care about customers' satisfaction, do not expect them to care about their services or products. According to Kasalova (2016), customer satisfaction should be considered a vital component of any organization because it provides leaders with a metric that can be used to measure and improve organization performance from a customer perspective. Not only is it a leading indicator of consumer repurchase intentions and loyalty, but it is also a great way to understand if they will become long term repeat customers or even advocates. On the other hand, it can also provide the initial warning signs that a customer is unhappy and potentially at risk of leaving. With all this considered, customer satisfaction can provide organization with crucial information to understand what aspects are successful and where improvements need to be made.

The study of Zhang and Liu (2015), investigated the characteristics of organizational climate and its effects on organizational variables. Investigation of 419 participants including both managers and employees indicated as follows: educational level, position and length of time working for the current organization had significant main effects on organizational climate; specialty, enterprise character and enterprise size also had significant main effects on organizational climate; organizational climate had significant main effects on human resources management effectiveness such as turnover intention, job satisfaction and work efficacy; organizational climate also had significant main effects on organization effectiveness like staff members' organization commitment and collective identity.

In the study of Dalanon and associates (2016), using a cross-sectional inquiry, he made used of quantitative and thematic content analysis to determine the organizational climate (OC) with empirical and theoretical relation to the teachers' performance (TP) and management competencies (MC) of a rural, K-12, private school

in the Philippines. Analyses from a focus group discussion (FGD) was done using strengths, weaknesses, opportunities, and threats (SWOT) analysis and a balanced score card. The study revealed that the Philippine rural school's level of OC, TP, and their subdomains were high, but MC yielded basic proficiency. Under OC, it was found out that the higher the designated position the greater is the sense of teamwork. High-positioned females that have attained tenure were also found to be more committed. In terms of TP, this study also established between the ability of younger teachers with experience to better handle diverse students, master their pedagogy, do better in planning, assessing, and reporting the learners' outcomes, create better learning environments, and has social regard for learning. Male teachers tend to acknowledge better the management competence in terms of personal integrity and interpersonal effectiveness. The findings of this study are intended to supplement to the dearth of researches in the database of rural education in the Philippines.

The aim of Haseeb (2016), study is to check the relationship between Organizational climate and employee's motivation in Sialkot manufacturing industry. Organizational climate refers to a set of measurable properties of the work environment that are supposed by the people who live and work in it, and influence their behavior and motivation (Abbas et al., 2010). Motivation is the processes that account for an individual's intensity, direction and persistence of effort toward attaining a goal (Robbins, 2009). Organizational climate is directly related with motivation level and performance of the employees in any organization (Rice, 1982). This study is derived from literature that provides the basis for the study. The study reports that for the data analyses, 130 respondents were used from the manufacturing industry consists of 22 industries of Sialkot and the data was collected by using the questionnaire as a research tool by convenience sampling. The correlation analysis was used to test the hypotheses and after analysis of data, it is concluded that organizational climate has significant relationship with employee's motivation. It is also concluded that the organizational climate dimensions; Innovation, Rewards, Empowerment, Training & Development and communication have positive relationship with employee's motivation and the conflict has negative relationship with employee's motivation.

The study by Trondillo (2016), entitled "Factors Influencing Organizational Climate among Active Facebook Users" was conducted to develop a construct to assess organizational climate and explore the characteristics of the respondents' profile in relation to organizational climate. Data was gathered utilizing a structured online survey form from selected 162 online Facebook users. Exploratory factor analysis was done to develop construct for perceived organizational climate and ordinal logistic regression was carried out to explore the profile's characteristics in relation to the response in the scale used. From the original 40-item questionnaire, 16 items were extracted utilizing orthogonal rotation with five new factors that served as new construct for simulation of organizational climate (KMO= .903, Bartlett's test of Sphericity= 4045.991, $p=0.000$, <0.01). Empirical model was statistically significant at 95% ($p=0.035$, <0.05), chi-square of 17.998 which can explain 5.4% to 10.5% of the variation in respondents' perceptions. Organizational climate varies in between age groups and number of hours spent in social media. The odds of perceiving organizational climate is higher in 20 years old and below among the different age group and respondents with average of 12 to 16 hours of social media use among the five groups.

The challenges posted by the 21st century needs empowerment of teachers and learners alike to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world (Chin et al., 2022). Hence, the need for global citizenship skills. This kind of skill and education alike must be transformative, giving learners the opportunity and competencies to realize their rights and obligations to promote a better world and future. Wittmer (2012), argued that it draws upon learning from other transformative education processes including human rights education, education for sustainable development, education for inter-national / intercultural understanding, and education for peace.

Fronza (2016), advanced that citizenship skills can be seen as an ethos/metaphor rather than a formal membership. Being a psychosocial framework for collectiveness, citizenship skills can, and is expected to, generates actions and engagement among, and for, its members through civic actions in the public domain to

promote a better world and future. And it is, necessarily, based on and respects the universal values of human rights, democracy, justice, non-discrimination, diversity and sustainability, among others.

According to the **Global Citizens' Initiative (2018)**, there is an urgent need for a corps of citizen leaders who can play activist roles in forming world community. Such global citizenship engagement can take many forms, including advocating at the local and global level, for policy and programmatic solutions that address global problems; participating in the decision-making processes of global governance organizations; adopting and promoting changes in behavior that help protect the earth's environment; contributing to world-wide humanitarian relief efforts; and organizing events that celebrate cultural diversity and many others.

Arendt (2018), stressed that global citizenship skills is a way of living that recognizes our world is an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally or internationally. Global citizenship nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimize harm to our planet. Exploring global citizenship themes help teachers and learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions and behavior along (1) valuing diversity manifested by understanding and acceptance of an individual from other racial, ethnic, cultural, language, and social group; (2) ethics and professionalism which is the dedication and commitment of an individual to his profession manifested by technical and professional competence; and strong adherence, observance and practice of ethical and moral principles, standards and values; (3) global awareness which is a sense of belonging to the global community and common humanity, with its presumed members experiencing solidarity and collective identity among themselves and collective responsibility at the global level; and (4) environmental awareness which is the responsiveness of an individual for life through an understanding to preserve, conserve and utilize the environment in a sustainable manner for the benefit of present and future generations.

There are also studies reviewed by the researcher on global citizenship skills as a whole which was presented as follows. The study of Zollinger (2015), examines how mobility experiences contribute to the enhancement of the global citizenship characteristics, self-awareness, and altruism and empathy which are significant attributes for effective multicultural teachers. A qualitative thematic document analysis of teacher students' reflections at a Swiss institution has enabled to research and study the teacher students' subjective perceptions of their own mobility experiences. The findings of this thesis indicate that the students indeed acquire skills and competences that match some of the characteristics defined by global citizenship and that are relevant for the profession of a teacher. As it becomes apparent in the reports, through encounters with culturally diverse groups they sharpen their multicultural awareness, get first hand insights and experience different perspectives.

One of the components of global citizenship skills that teachers must possess in the 21st century is valuing diversity. Myers (2014), strongly affirmed that a teacher with global citizenship skills knows how to value diversity manifested by being aware of the wider world and has a sense of their own role as a world citizen, respects and values diversity, has an understanding of how the world works and is outraged by social injustice, participates in the community at a range of levels-from the local to the global, willing to act to make the world a more equitable and sustainable place, and takes responsibility for their actions.

Valuing diversity emphasizes the importance of people sharing their stories and learning from the stories of others. It acknowledges that different children have different learning styles. This approach seeks to increase diversity awareness, sensitivities, and skills so that young people are prepared to take positive action with their peers. By building positive peer influence, young people begin to change negative attitudes, perceptions, and behaviors about diversity (Backman & Speaker, 2015). It also recognizes differences between people and acknowledges that these differences are a valued asset. Multicultural education is an important component of valuing diversity. It respects diversity while teaching all children and youth to become effective and participating

members of a democracy. It respects individuality while promoting respect for others. It emphasizes the contributions of the various groups that make up the population of the world.

Furthermore, the same author stress that encouraging all educators to be more aware of how cultural diversity affects their own teaching practices, across all disciplines and faculties, is a key step in ensuring that students enjoy positive experiences of cultural diversity in their education. Teachers are encouraged to consider how they might help students develop the capacities to understand the impacts of globalization and their threats and opportunities like threats of mono-cultural nationalism and aggressive conformity; opportunities of building the diversity dividend and extending active citizenship.

Another dimension of global citizenship skill is global awareness that involves a recognition and appreciation of the size, complexity, and diversity of the earth conceived as a single entity. Teachers who are globally aware embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Brown (2014), added that teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

Global awareness as a dimension of global citizenship skills is the act of nurturing respect for all, building a sense of belonging to a common humanity, and helping learners become responsible and active global citizens. According to Hong (2009), it aims to empower teachers to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. Education for global awareness helps teachers develop the core competencies which allow them to actively engage with the world, and help to make it a more just and sustainable place. It is a form of civic learning that involves everyone their active participation in projects that address global issues of a social, political, economic, or environmental nature.

According to Hudson (2015), global awareness involves using 21st century skills to understand and address global issues, and learning from and working collaboratively with individuals representing diverse cultures, religion and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. Global awareness is about working to understand a region's geography, resources, history, economy, religions, and languages in order to gain insight into varying perspectives and ways of being and thinking around the world. Our students are part of something larger than themselves, and an understanding of this could ignite the curiosity to become culturally sensitive, responsible, and productive global citizens.

Ethics and professionalism are another dimension of global citizenship skill. Social scientists created a clear and streamlined set of professional and ethical standards to guide educators and ensure that all those they deal with have confidence in them. As professionals guided with ethical standards, they need to act with integrity to promote trust in the profession, to include respecting others, and taking responsibility.

In this world of globalization and competitive world, we are witnessing diverse changes in our educational system. Since, change is inevitable the aims and objectives of education is changing according to the need, interests and requirements of the learners, society and nation as a whole. Now, the concept of teacher and teaching also is changing day by day. A teacher in this contemporary era has many duties and responsibilities to play. Apart from having good academic and professional qualifications, they should also possess the knowledge and practice of professional ethics. Professional ethics is like a guide, which facilitates the teacher to provide quality education and inculcate good values among the learners. The professional ethics will enlighten the teachers that they have a major role in bringing desirable changes in the behavior of the students. It also helps the teachers to understand their profession as a teacher. Their role is not just to become supreme and authoritarian in front of their students and colleagues. But then they have a wider and meaningful role to play. Teacher having

the sense of professional ethics will treat their learners with love, care, affection and commitment (Sherpa, 2015).

Professionalism and work ethic demonstrated by faculty and staff in any academic environment like schools must be built around a moral system and strong code of professional ethics. It should be noted that morality and ethics usually represent the personal beliefs of teachers as workers in the education sector guided by the values of transparency, honesty and integrity. According to Wood (2015), professional work ethic may be seen as somebody “walking the walk” regarding their personal morality and ethics founded in the strength of moral values that the individual person possessed. According to Zeiger (2018), because educators have a daily influence on the lives of children, they are often held to high standards. In the midst of all of their responsibilities, they're required to serve as strong role models and demonstrate ethical behaviors as they interact with students, colleagues, parents and others. Developing and following a professional code of ethics helps make sure teachers act in a professional and ethical manner at all times. A teacher's job is to provide a quality education to all students. A professional code of ethics must address this fact, stating that teachers must not show favoritism or discriminate against students. Teachers also must interact with students appropriately, not taking advantage of students in any way, bullying students or putting them down. Contact with students outside of the classroom or school building must be kept to a minimum and must focus on school-related activities and events.

The same author stressed that teachers must maintain ethical behavior in professional practice by accurately representing and maintaining certifications, licenses and other qualifications. Applying for a teaching certificate with false information or lying about meeting the requirements to renew the certificate can lead to a loss of teaching privileges. In addition to qualifications, teachers must practice ethical behavior when it comes to reporting grades and handling assessments. In a school, teachers must collaborate with administrators, fellow teachers and other employees in order to provide a safe and positive learning experience for students. A teacher must follow the direction of administrators, even if rules or expectations seems unreasonable, in order to avoid undermining an administrator's authority and to set a positive example for students. When disagreements arise between teachers, they must handle the disagreements in private and refrain from talking negatively about colleagues in front of students. In addition, teachers must engage in appropriate relationships with colleagues, keeping personal feelings and adult behaviors out of the school (Zeiger, 2018).

Aside from colleagues, teachers have a responsibility to interact positively with parents and other stakeholders in a child's education. Contact with parents must be kept professional, free from arguments and physical contact. If a teacher has an issue with a parent, another teacher or administrator must be present during all meetings. Teachers also must avoid being unduly influenced by parents and other stakeholders when it comes to students' grades or other school-related matters. The last dimension of citizenship skills is environmental awareness which is a broad philosophy, ideology and social movement regarding concerns for environmental protection and improvement of the health of the environment, particularly as the measure for this health seeks to incorporate the concerns of non-human elements (Holmes, 2014).

In the Philippines, consistent with the policy of the State to protect and advance the right of the people to a balanced and healthful ecology in accord with the rhythm and harmony of nature, and in recognition of the vital role of the youth in nation building and the role of education to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development, the state shall promote national awareness on the role of natural resources in economic growth and the importance of environmental conservation and ecological balance towards sustained national development (Republic Act 9512).

The same law (R.A. 9512), stress that environmental education shall encompass environmental concepts and principles, environmental laws, the state of international and local environment, local environmental best practices, the threats of environmental degradation and its impact on human well-being, the responsibility of the citizenry to the environment and the value of conservation, protection and rehabilitation of natural resources and the environment in the context of sustainable development. It

shall cover both theoretical and practicum modules comprising activities, projects, programs including, but not limited to, tree planting; waste minimization, segregation, recycling and composting; freshwater and marine conservation; forest management and conservation; relevant livelihood opportunities and economic benefits and other such programs and undertakings to aid the implementation of the different environmental protection law.

According to Jao (2015), environmental awareness is to understand the fragility of our environment and the importance of its protection. Promoting environmental awareness is an easy way to become an environmental steward and participate in creating a brighter future for our children. When learning about the environment's declining health it is easy to feel discouraged, but what keeps us fighting for a healthy world is the future of our children. They should not have to inherit our environmental problems and in order to keep their future bright, spreading awareness is imperative. Before you can begin promoting environmental awareness in your own community you must first make sure that you have a thorough understanding of environmental issues. Staying up to date on environmental news and reading comprehensive books about environmental threats are both great resources for students and teachers (www.pachamama.org).

In a research study conducted by Padmanabhan and associates (2018), they stressed that the environment is the pivotal point on which the universe exists. Hence, any change in this can lead towards the total destruction of earth in particular and universe in general. The present generation is facing those disasters that the past generations have done to earth. If this prevailing situation persists, the world will face a severe disaster in the near future. It is high time that we take some stern action towards protecting our mother earth. The United Nations Decade of Education for Sustainable Development (UNDESD) emphasized that Environmental education to be introduced not only as a part of school curriculum, but also in the teacher education curriculum in order to develop necessary awareness and desirable attitude towards environment and its conservation. The present study is to find out the environmental awareness of teachers of higher education who were undergoing the Orientation Programme (OP-123), at HRDC (Human Resource Development Centre), Himachal Pradesh University, Shimla and also from students of Himachal Pradesh University, Shimla. For this, a questionnaire was prepared consisting of items pertaining to issues like atmosphere and climate change, biodiversity and forests, water, fresh water, oceans and seas, health and sanitation. It was found that teachers had high environmental awareness, whereas in the students' category, only 64.28% of students showed a high awareness pertaining to environmental issues.

3. Methodology

This research investigation is made used of quantitative research design that involves the use of computational, statistical, and mathematical tools to derive results. It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population. Moreover, this study used quantitative research rather than qualitative because it typically looks to measure extent and looking for statistical results that are interpreted objectively. Data collection is one of the most important aspects of the quantitative research process that involves having the researcher to prepare and obtain the required information from the target respondents.

Best scholarly characterized descriptive research as one which involves hypothesis formulation and testing; uses the logical methods of randomization so that error maybe estimated when referring to population characteristics from observation samples; describes variables and procedures accurately and completely; and is non-experimental for they deal with relationship between non-manipulated variables in a natural setting. This research investigation was conducted at Maddela I and II Districts of DepEd- Division of Quirino for school year 2020-2021. The researcher employed simple random technique in selecting the 119 respondents from a total of 236 public elementary school teachers representing 50.42 percent of the total population from both districts. The said figure is within the standard set for number of respondents under descriptive research, which is according to Gay (1990), a minimum of 20% of a small population size is acceptable for this type of study. To gather salient

data for the study, the following instruments were used:

Organizational Climate Survey Questionnaire. This is a 50-item survey questionnaire developed by Lurey (2018), of Plus Delta to measure the organizational climate of an organization along the categories or dimension of organization design, individual job characteristics, co-worker relations, culture/work environment, senior management, direct supervisor, work processes, communications, technology, and customer satisfaction. The instrument was scaled and respondents were offered five options to select from.

Global Citizenship Skills Checklist. This is a 28-item checklist that measured the citizenship skills of the respondents along valuing diversity, ethics and professionalism, global awareness, and environmental awareness. The instrument was developed and validated by Vadil (2015), with 0.58 as reliability coefficient. Said instrument were used by Apostol and Vadil (2015), in their research study entitled “The Amalgam of Human Rights Temperature and Global Citizenship Skills of the Ifugaos in the Milieu of ASEAN Integration-Intercultural Challenges”. The said instrument was scaled, and respondents were offered five options to select from.

4. Discussion of Results

What is the perceive organizational climate of the public elementary school teachers of Maddela I and II Districts in terms of organization design, individual job characteristics, co-worker relations, culture/work environment, senior management, direct supervisor, work processes, communications, technology, and customer satisfaction? In order to illustrate the respondents’ perception of their organizational climate, the mean was computed. Results are reflected in table 2. Data in table 2 show that the respondents have an excellent level of organizational climate as shown by 4.33 computed grand mean. The respondents have an excellent organizational climate along the dimensions of organization design (4.38), individual job characteristics (4.72), co-worker relations (4.68), culture/work environment (4.21), work processes (4.62), and customer satisfaction (4.72); and very good along the dimensions of senior management (3.48), senior supervisor (4.17), communications (4.19), and technology (4.15).

Table 2

Mean and qualitative description of the respondents’ organizational climate

Organizational Climate	Mean	Qualitative Description
Organization Design	4.38	Excellent
Individual Job Characteristics	4.72	Excellent
Co-worker Relations	4.68	Excellent
Culture/Work Environment	4.21	Excellent
Senior Management	3.48	Very Good
Direct Supervisor	4.17	Very Good
Work Processes	4.62	Excellent
Communications	4.19	Very Good
Technology	4.15	Very Good
Customer Satisfaction	4.72	Excellent
Grand Mean	4.33	Excellent

The above results only show that the respondents believed that the school as an organization can deliver its function in maximum level if its organizational climate is conducive for teachers to give their best performance in meeting the goals of their organization, along with the possession of other skills necessary to function as productive and responsible members of our society.

Organization Design. Data in table 2 shows that the respondents have an excellent organizational climate along organization design as shown by 4.38 computed area mean. The above findings could be interpreted to mean that the respondents strongly agree teachers have a shared understanding of what the organization is supposed to do because the organization’s goals and objectives are clear to them, and clear reporting structures have been established. Moreover, the same group of respondents agree that their roles and responsibilities within the group are understood, and they have the right skill sets to perform their job and functions.

Individual Job Characteristics. It is reflected in table 2 that the respondents have an excellent organizational climate along the dimension of individual job characteristics as shown by 4.72 computed area mean. The above results could be interpreted to mean that the respondents strongly agree that they gain satisfaction from their current teaching responsibilities because they have the opportunity to further develop their skills and abilities, and their work as a teacher adds value to the organization. Moreover, the same group of respondents agree that their skills and abilities are fully utilized in their current teaching job, and found that they are challenged in their current teaching role.

Co-worker Relations. Data in table 2 show that the respondents have an excellent organizational climate along the dimension of co-worker relations as shown by 4.68 computed area mean. The above findings could be interpreted to mean that the respondents strongly agree that knowledge and information sharing is a group norm across the organization, individuals appreciate the personal contributions of their co-teachers, and they always feel that their input is valued by their co-teachers. Moreover, they also agree that when disagreements occur, they are addressed promptly in order to resolve them because they consult each other when they need support.

Culture/Work Environment. It can be seen in table 2 that the respondents have an excellent culture/work environment as a dimensions of their organizational climate as manifested by 4.21 computed area mean. The above findings could be interpreted to mean that the respondents strongly agree that they feel valued as a teacher and organization members, and have a good balance between work and personal life because they enjoy very much being a part of their organization. Moreover, they also agree that teachers speak highly about the Department of Education because morale is very high among organization members.

Senior Management. It is reflected in table 2 that the respondents have a very good level of organizational climate along the dimension of senior management as shown by 3.48 computed area mean. The above results could be interpreted to mean that the respondents strongly agree that senior management sets high standards of excellence, and treats teachers fairly. Moreover, the same teacher-respondents agree that senior management encourages collaboration across the organization and because of this they trust the information they received from senior management and they agree that senior management appreciate the work they do.

Direct Supervisor. Data in table 2 revealed that the respondents under investigation have a very good organizational climate along the dimension of direct supervisor as shown by 4.17 computed area mean. The above findings could be interpreted further to mean that the respondents strongly agree that their direct supervisor gives them helpful feedback on how to be more effective, and they serve as a positive role model to them. Moreover, the same teacher respondents agree that their direct supervisor makes sure they have clear goals to achieve, listens to their ideas and concern, and appreciates the work they do.

Work Processes. It can be seen in table 2 that the teacher-respondents under investigation has an excellent work processes as a dimension of their organizational climate as shown by 4.62 computed area mean. The above findings could be interpreted to mean that the respondents strongly agree that they used efficient work processes when performing their jobs, work task are completed on time, and are aware on how to best perform their given task. Moreover, the same group of respondents agree that everyone takes responsibility for their actions, and their work groups operate effectively as a unit.

Communications. Data in table 2 revealed that the respondents have a very good level of communication as a dimension of their organizational climate as shown by 4.19 computed area mean. The respondents of this study strongly agree that their face to face meetings are productive, they received the information they need to perform their job, and they can ask others in their work group for suggestions and ideas when they need help. Furthermore, the same group of respondents under investigation agree that it is clear to them how their job supports the overall objectives of their department because they also agree that interpersonal communication and relationships contribute to the performance of the organization. It is rightly said that the success of an organization depends on the transparency between the team members and clear understanding of ideas between them. Effective communication plays a very important role in achieving organizational goals. The role of effective

communication in an organization starts from the day an employee joins the organization.

Technology. It can be seen in table 2 that the teacher-respondents under investigation have a very good organizational climate along the dimension of technology as shown by 4.15 computed area mean. The above findings could be interpreted to mean that the respondents strongly agree that the technology they use helps them get their job done because it is reliable and works when they need it to work. Moreover, they also agree that their department has adequate tools and technologies to perform their work that supports their work process, and it helps them to be efficient in completing their given task or assigned work. Usage of technology in operation management has ensured that organizations are able to reduce the cost, improve the delivery process, standardize and improve quality and focus on customization, thereby creating value for customers.

Customer Satisfaction. Data in table 2 reflect that the organizational climate of the teacher respondents under investigation along the dimensions of customer satisfaction is excellent as shown by 4.72 computed area mean. The above findings could be interpreted to mean that the respondents understand the specific needs of their customers or clients, and they deliver their services on time. Because of this, their client or customers which are the students and other school stakeholders regularly tell them that they are doing a great job. Moreover, the same group of teacher-respondents agree that they are focused on delivering high quality products and services that meet the expectation of their clients or customer.

What is the perception of the respondents of their global citizenship skills along valuing diversity, ethics and professionalism, global awareness, and environmental awareness?

Table 3

Mean and qualitative description of the respondents' global citizenship skills

Global Citizenship Skills	Mean	Qualitative Description
Valuing Diversity	4.52	Excellent
Ethics and Professionalism	4.68	Excellent
Global Awareness	4.12	Very Good
Environmental Awareness	4.85	Excellent
Grand Mean	4.54	Excellent

Data in table 3 shows that the teacher - respondents under investigation have an excellent global citizenship skill as shown by 4.54 computed grand mean. The respondents have an excellent valuing diversity (4.52), ethics and professionalism (4.68), and environmental awareness (4.85); and very good along global awareness with 4.12 computed area mean. The above results is also supported by the claim that the challenges posted by the 21st century needs empowerment of teachers and learners alike to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. Hence, the need for global citizenship skills. This kind of skill and education alike must be transformative, giving learners the opportunity and competencies to realize their rights and obligations to promote a better world and future.

Valuing Diversity. Data in table 3 show that the teacher-respondents of this present research investigation have an excellent global citizenship skill along the dimension of valuing diversity as shown by 4.52 computed area mean. The above results could be interpreted to mean that the respondents always recognizes multi-cultural background of learners when providing learning opportunities, help students to appreciate indigenous knowledge, skills and attitudes as a prerequisite of respecting the culture of other people, guide students to understand their cultural differences as a benchmark for unity in diversity, and always initiate the infusion of various cultures, ethnicities, and other identities to be represented/ integrated in classroom discussions. Moreover, the same group of respondents often encourage a culturally creative school-climate that inspires students and colleagues to respect and understand others coming from varying cultural orientation, promotes the cultivation of a school environment that celebrates diversity and supports mutual acceptance of human differences, and often design lessons and implement activities that promote positive images of ethnic groups and improve intergroup relations.

Ethics and Professionalism. It can be seen in table 3 that the respondents have an excellent global citizenship skill along the dimensions of ethics and professionalism as shown by 4.68 computed area mean. The above results could be interpreted to mean that the respondents under investigation always practices ethical and professional behavior and conduct taking into account the impact of one's actions and decisions, uphold the highest possible standards of quality education by giving one's best at all times in the practice of the teaching profession, displays emotional maturity and enthusiasm in the workplace especially in dealing with clientele and other school stakeholders, and always maintains a professional image by being trustworthy, regularity in attendance and punctuality, and observance of good grooming. Furthermore, the same group of teacher-respondents perceived that they often make personal sacrifices to meet the goals and objectives of the organization, and acts with a sense of urgency and responsibility to meet organization's needs, improves systems, and help others improve their effectiveness. However, it worthy to note that they sometimes participate in continuing professional education program to improve one's efficiency, strengthen competence, and enhance the prestige of the profession.

Global Awareness. Data in table 3 indicate that the respondents' global citizenship skills along the dimension of global awareness is very good as shown by 4.12 computed area mean. The above findings could be interpreted to mean that the public elementary school teachers under investigation are very much aware that the world faces global challenges, which require global solutions. This interconnected global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings; peace and harmony continue to elude the world because man has refused to acknowledge that we are indispensable to each other, if a calamity besets one nation, others cannot escape sharing the consequences; and that the world has become a global village with the aid of advanced technology; hence it is inevitable that people of different nationality, race or religion cannot escape living and working together. Moreover, they are also aware that global citizens possess cross-cultural skills for them to understand that differing values, languages, and customs do not equate to differing goals for the world; all human beings are global citizens by virtue of rights and duties which we all have as human beings"; and competence when communicating with other cultures is often challenging to learn but is necessary in order to become tolerant and empathetic with a wide range of people. Furthermore, they are somewhat aware that technological solutions, political regulations or financial instruments alone cannot achieve sustainable development. It requires transforming the way people think and act; and the survival of humanity is highly dependent on learning how to live together, beginning by understanding and accepting other people and their history, cultures, traditions and values.

Environmental Awareness. It can be seen in table 3 that the global citizenship skills of the respondents along environmental awareness is excellent as shown by 4.85 computed area mean. The above results could be interpreted to mean that the respondents of the present research investigation are very much aware that natural and human resources are interdependent and the use or misuse of one will affect the other; people should actively participate in the formulation and implementation of environmental policies; cooperation among all sectors of society is necessary in planning and managing the environment; and the usefulness of resources is determined by the values held by the people and their availability. Furthermore, the same group of teacher-respondents are aware that the development and proper utilization of alternatives, including recycling can minimize resource depletion; that a simple lifestyle reduces demands for resources and environmental stresses since nature has limits beyond which its resources can no longer support populations; and economic efficiency should be measured in terms of sustainability of natural resources and protection of the environment.

Is there a significant correlation between the perceived organizational climate of the respondents and the dimensions of global citizenship skills?

It can be gleaned from in table 4 below that there is a very high positive correlation between the perceived organizational climate and global citizenship skills of the respondents along the dimension of valuing diversity

as shown in the computed r-value of 0.735 which is very much higher than the critical r-value of 0.18 at 117 degrees of freedom with 54.02 percent as coefficient of determination. Hence, the null hypothesis that there is no significant relationship between the perceived organizational climate and global citizenship skills of the respondents along the dimension of valuing diversity is rejected.

Table 4

Correlation coefficient between the perceived organizational climate and valuing diversity

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Organizational Climate vs Valuing Diversity	0.735 (<i>Very high positive correlation</i>)	0.18	54.02%	Very Significant
Degrees of Freedom: 117		Alpha Level: 0.05		

It can be inferred from the above table that perceived organizational climate can predict global citizenship skills of the respondents along the dimension of valuing diversity at about 54.02 percent. The rest of the characteristics of global citizenship skills of the respondents along the dimension of valuing diversity can only be predicted by factors other than the perceived organizational climate of the respondents. In other words, 54.02 percent of the variance of global citizenship skills of the respondents along the dimension of valuing diversity can be explained by the variance of perceived organizational climate of the respondents. Furthermore, 45.98 percent of the variance of global citizenship skills of the respondents along the dimension of valuing diversity can be explained by the variance of other variables. This is known as the coefficient of alienation. It can be seen in table 5 that there is a very high positive correlation between the perceived organizational climate and global citizenship skills of the respondents along the dimension of ethics and professionalism as shown in the computed r-value of 0.802 which is very much higher than the critical r-value of 0.18 at 117 degrees of freedom with 64.32 percent as coefficient of determination. Hence, the null hypothesis that there is no significant relationship between the perceived organizational climate and global citizenship skills of the respondents along the dimension of ethics and professionalism is rejected.

Table 5

Correlation coefficient between the perceived organizational climate and ethics and professionalism

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Organizational Climate vs Ethics and Professionalism	0.802 (<i>Very high positive correlation</i>)	0.18	64.32%	Very Significant
Degrees of Freedom: 117		Alpha Level: 0.05		

It can be inferred from the above table that perceived organizational climate can predict global citizenship skills of the respondents along the dimension of ethics and professionalism at about 64.32 percent. The rest of the characteristics of global citizenship skills of the respondents along the dimension of ethics and professionalism can only be predicted by factors other than the perceived organizational climate of the respondents. In other words, 64.32 percent of the variance of global citizenship skills of the respondents along the dimension of ethics and professionalism can be explained by the variance of perceived organizational climate of the respondents. Furthermore, 35.68 percent of the variance of global citizenship skills of the respondents along the dimension of ethics and professionalism can be explained by the variance of other variables. This is known as the coefficient of alienation.

Table 6*Correlation coefficient between the perceived organizational climate and global awareness*

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Organizational Climate vs Global Awareness	0.682 (<i>Very high positive correlation</i>)	0.18	46.51%	Very Significant
Degrees of Freedom: 117		Alpha Level: 0.05		

It can be seen in table 6 that there is a very high positive correlation between the perceived organizational climate and global citizenship skills of the respondents along the dimension of global awareness as shown in the computed r-value of 0.682 which is very much higher than the critical r-value of 0.18 at 117 degrees of freedom with 40.51 percent as coefficient of determination. Hence, the null hypothesis that there is no significant relationship between the perceived organizational climate and global citizenship skills of the respondents along the dimension of global awareness is rejected.

It can be inferred from the above table that perceived organizational climate can predict global citizenship skills of the respondents along the dimension of global awareness at about 40.51 percent. The rest of the characteristics of global citizenship skills of the respondents along the dimension of global awareness can only be predicted by factors other than the perceived organizational climate of the respondents. In other words, 40.51 percent of the variance of global citizenship skills of the respondents along the dimension of global awareness can be explained by the variance of perceived organizational climate of the respondents. Furthermore, 64.32 percent of the variance of global citizenship skills of the respondents along the dimension of global awareness can be explained by the variance of other variables. This is known as the coefficient of alienation.

Table 7*Correlation coefficient between the perceived organizational climate and environmental awareness*

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Organizational Climate vs Environmental Awareness	0.875 (<i>Very high positive correlation</i>)	0.18	76.56%	Very Significant
Degrees of Freedom: 117		Alpha Level: 0.05		

Data in table 7 show that there is a very high positive correlation between the perceived organizational climate and global citizenship skills of the respondents along the dimension of environmental awareness as shown in the computed r-value of 0.875 which is very much higher than the critical r-value of 0.18 at 117 degrees of freedom with 76.56 percent as coefficient of determination. Hence, the null hypothesis that there is no significant relationship between the perceived organizational climate and global citizenship skills of the respondents along the dimension of environmental awareness is rejected.

It can be inferred from the above table that perceived organizational climate can predict global citizenship skills of the respondents along the dimension of environmental awareness at about 76.56 percent. The rest of the characteristics of global citizenship skills of the respondents along the dimension of environmental awareness can only be predicted by factors other than the perceived organizational climate of the respondents. In other words, 76.56 percent of the variance of global citizenship skills of the respondents along the dimension of environmental awareness can be explained by the variance of perceived organizational climate of the respondents. Furthermore, 23.44 percent of the variance of global citizenship skills of the respondents along the dimension of environmental awareness can be explained by the variance of other variables. This is known as the coefficient of alienation.

5. Conclusions

Based on the foregoing significant findings, hereunder are the conclusions.

- The perceived organizational climate of the respondents in this research investigation is excellent.
- The respondents have an excellent global citizenship skill.
- There is a very high and significant correlation between the perceived organizational climate and global citizenship skills of the respondents.
- A training design was developed to enhance the organizational climate, and sustain the global citizenship skills of the respondents.

5.1 Recommendations

Based on the significant findings and conclusions presented, the following recommendations are offered:

- Strengths and weaknesses identified from the dimensions of organizational climate and global citizenship skills of the respondents could serve as basis for developing programs and activities in the school level for the professional development of teachers aside from attending seminars and training at the national and international level to be funded by the Department of Education-Division of Quirino.
- Senior managers and direct supervisors which are usually in the top level management, and school principals are encouraged to be more of coaching and mentoring to their teachers as a way of improving socio-psychological and academic interaction that will lead to the creation of a healthier school climate.
- Both school administrator and teachers should take the initiative to communicate effectively with each other for better understanding as well as increased productivity in the school. Effective managerial communication and the utilization of proper technology in the classroom enables the flow of information and knowledge among faculty, staff, and students in its desired form and results.
- Further studies should be conducted among the public school teachers in the Division of Quirino both elementary and secondary, using the same instruments to cross validate the findings of this research study and enhance the authenticity of the data gathered.
- Future researchers in the field of organization development (OD) are encouraged to conduct an in-depth investigation and triangulation method along factors that have significant effect on the variables considered in this research investigation.
- The developed intervention program should be funded by the Provincial Local Government Unit of Quirino if congressional support is not available through the utilization of the Special Education Fund (SEF) and should be integrated as a regular activity of Department of Education - Division of Quirino.

6. References

- Barkman, S. J., & Hannah L. Speaker (2015). *Social Competencies in valuing diversity*. Retrieved at http://ag.arizona.edu/sfcs/cyfernet /nowg/sc_valdiv.html
- Benis, K. (2015). Features of active participation as applied to organizational life. *American Psychological Association*. <https://doi.org/10.1037/12169-012>
- Berberoglu, A. (2018) Impact of organizational climate on organizational commitment and perceived organizational performance: empirical evidence from public hospitals. *BMC Health Services Research*, 399. <https://doi.org/10.1186/s12913-018-3149-z>

- Brown, G. (2015). *Global awareness in the 21st century and beyond*. Retrieved at <http://ncees.ncdpi.wikispaces.net/Global+Awareness>
- Bundle, Y. (2017). *Work processes in an organization: the secret of efficiency*. Retrieved at www.chromeinfotech.net/our-process/work-process.html
- Cardoso, M. D., UY, Caroline C. (2015). Organizational Climate: It's implication to job satisfaction and performance of personnel in state universities and colleges (SUCs) in Eastern Visayas Philippines. *Countryside Development Research Journal*, 3(2), 55-62.
- Chin, J. M.-C.; Ching, G. S., del Castillo, F., Wen, T.-H., Huang, Y.-C., del Castillo, C. D., Gungon, J. L., & Trajera, S. M. (2022) Perspectives on the barriers to and needs of teachers' professional development in the Philippines during COVID-19. *Sustainability*, 14, 470. <https://doi.org/10.3390/su14010470>
- Choi, S. (2018). Education for peace and sustainable development. UNESCO Global Citizenship Education.
- Dalanon, J., Diano, L. M., Belarmino, M. P., Hayama, R., Miyagi, M., & Matsuka, Y. (2018). A Philippine rural school's organizational climate, teachers' performance, and management competencies. *International Journal of Research - Granthaalayah*, 6(1), 248-265. <https://doi.org/10.5281/zenodo.1164141>
- Davy, B, Ulrike, D., & Leisering, L. (2014). The global, the social and rights. New perspectives on social citizenship. *International Journal of Social Welfare*, 22, 1-14.
- Durkheim, K. (2018). *Attitude Problems in the workplace: lead by example*. Retrieved at <http://smallbusiness.chron.com/tactics-increase-attitude>
- Efron, L. (2018). *How technology can transform workplace humanity*. Retrieved at <https://www.forbes.com/sites/louisefron>
- Farahani, F. (2015). *The study on professional ethics components among faculty members in the engineering*. www.sciencedirect.com/science/article/pii/S1877042814005412
- Frederiksen, J. (2016). Organizational climate: Its homogeneity within organizations. *Journal of Applied Industrial Psychology*, 62(1), 38-42.
- Glisson, C., & James, L. R. (2015). The cross-level effects of culture and climate in human service teams. *Journal of Organizational Behavior*, 23(6), 767-794.
- Global Citizens' Initiative. (2018). *Being part of an emerging world community*. Retrieved from <https://www.theglobalcitizensinitiative.org/>
- Guthrie K. (2017). *Wanted: direct supervisors with an exceptional interpersonal, communication, and negotiation skills*. <https://www-ns.iaea.org/downloads/ni/training/man-sys-mod4.pdf>
- Halpin, A. W., & Croft, D. B. (1963). *The organizational climate of schools*. Chicago, IL: Midwest Administration Center of the University of Chicago.
- Haseeb, M. (2016). *Relationship, motivation and organizational climate: A case of sustainability*. http://hrmars.com/hrmars_papers/Relationship_Motivation_and_Organizational_Climate
- Heathfield, S. (2018). *How to develop effective work relationships*. <https://www.thebalancecareers.com/developing-effective-work-relationships-1919386>
- Hong, S. C. (2009). *Factor influencing job satisfaction of government secondary school teachers in the district of Petaling, Selangor* (Master's thesis, Universiti Putra Malaysia).
- Hudson, J. (2015). *Global awareness involves using 21st century skills*. www.jstor.org/journal/hudsonreview
- Hunter, S. T., Bedell, K. E., & Mumford, M. D. (2017). Climate for creativity: A quantitative review. *Creativity Research Journal*, 19(1), 69-90.
- Isaksen, S. G., & Ekvall, G. (2017). *Assessing the context for change: A technical manual for the Situational Outlook Questionnaire*. Orchard Park, NY: The Creative Problem Solving Group.
- Israel, R. (2015). *What does it mean to be a global citizen?* <https://www.opendemocracy.net/ourkingdom>
- Jonsson, H. (2016). *Effective work processes in an organization*.
- Kasalová, K. (2016). *The Importance of Customer Satisfaction*. Retrieved at <https://www.forbes.com/sites/louisefron>
- Langley, T. (2016). *Technology in the workplace: impact to organizational climate*. Retrieved at www.forbes.com/sites/forbeshumanresourcescouncil/2018/05/30
- Lawler, E.E. III. (2016). Job design and employee motivation. In M.M. Gruneberg (Ed.), *Job satisfaction: A*

- reader, (pp. 90–98). London: MacMillan.
- Macquarie, J. (2015). *Three key principles for valuing cultural diversity*. Retrieved at https://mq.edu.au/on_campus/diversity on October 24, 2015.
- Ozden, M. (2018). Environmental awareness and attitudes of student teachers: An empirical research. *International Research in Geographical and Environmental Education*, 17(1)
- Padmanabhan, J. (2018). *Environmental awareness among teachers and students of higher education*. Retrieved at <http://ndpublisher.in/admin/issues/EQv8no3f.pdf> 2018
- Reynolds, C.A. (2016). Perceptions of organizational climate and job satisfaction among full-time and part-time community college faculty http://etd.fcla.edu/UF/UFE0017562/reynolds_c.pdf
- Sharma, S. (2016). A study of environmental awareness of student teachers and teachers in relation of their emotional intelligence. <https://www.scirp.org/journal/PaperInformation>
- Sia-ed, A. (2017). Organizational School Climate and Organizational Health of Mountain Province State Polytechnic College. Mountain Province State Polytechnic College. Bontoc, Mountain Province, Philippines
- Singh, A. (2016). The Impact of Environmental Awareness on Teachers' Attitude towards Environmental Education. <http://essence-journal.com/wp-content>
- Temel, C. (2016). A study of global citizenship skills of Turkish university students according to different variables (youth camp leaders' sample). Retrieved on June 4, 2018 at www.britishcouncil.ph/sites/default/files/21st_century
- Trondillo, J. (2016). Factors Influencing Organizational Climate among Active Facebook Users. *Journal of Educational Psychology*.
- Venkatesh, F. (2018) Organisational Climate: Meaning, Characteristics and Factors/ <http://www.yourarticlelibrary.com/organization>
- Waldo, Dwight (1978), "Organization Theory: Revisiting the Elephant," *Public Administration Review*, 38 (November/December): p. 597
- Winford (2018). Organizational and time management skills of direct supervisors. www.amanet.org/training/articles/how-to-cultivate-senior-management-skills.aspx
- Wood, W. (2015). *Teacher Working Conditions That Matter: Evidence for Change*, Published by the Elementary Teachers' Federation of Ontario.
- Zeiger, S. (2018). Professional code of ethics for teachers. Retrieved on July 01, 2018 at <https://work.chron.com/professional-code-ethics-teachers-4132.html>
- Zhang, J. and Liu, Y. (2015). Organizational Climate and its Effects on Organizational Variables: An Empirical Study. Retrieved on January 23, 2019 at <http://www.ccsenet.org/journal/index.php/ijps/article/view/8522>
- Zollinger, C.F. (2015). *Teaching students and global citizenship: A study from the University of Teacher Education Zürich*.

