

Organizational climate as correlates of human relations skills: Perspectives of public elementary school teachers in Kasibu West District, Northern Philippines

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Abstract

This research investigates the organizational climate and human relations skills in Kasibu West District's public elementary schools for the 2023-2024 academic year. It examines principal behaviors (supportive, directive, restrictive) and teacher behaviors (collegiality, intimacy, disengagement), alongside teachers' human relations skills (self-esteem, self-motivation, goal setting, self-confidence, relations with colleagues, clients, supervisors, and creative resiliency). The study includes 126 permanent teachers, representing 67.02% of the district's total teachers, selected through scientific sampling. Using statistical tools like mean and Pearson r, the findings reveal a positive organizational climate with high ratings for principal support, guidance, and teacher collegiality. Despite some restrictive principal behaviors, disengaged teacher behavior is low. Teachers' human relations skills are rated "very good." A significant correlation ($r = 0.892$) between organizational climate and human relations skills is identified. Consequently, the study proposes a tailored training program to enhance these aspects, based on respondent feedback. This highlights a favorable organizational climate and strong human relations skills among teachers.

Keywords: organizational climate, human relations skills, elementary school teachers

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1. Introduction

Leo Buscaglia once remarked, "Too often, we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring—all of which have the potential to turn a life around." This statement underscores the profound impact of seemingly small actions on individuals' lives. In a professional setting, these gestures—such as a simple smile, a thoughtful comment, or attentive listening—play a crucial role in shaping interpersonal dynamics among employees, managers, and clients. By expressing empathy and compassion, individuals can significantly influence workplace morale and job satisfaction. When people feel genuinely cared for, they are more likely to reciprocate with positive behaviors, enhancing workplace relationships and fostering a harmonious environment.

A smile, a commendatory remark, or a sincere compliment contributes not only to individual well-being but also to a positive organizational ethos. Recognizing and valuing others' efforts fosters a culture of acknowledgment and support, which in turn nurtures a sense of inclusion and motivates continued excellence. According to Ramos and Torres (2018), attentive listening is fundamental for effective communication. It demonstrates respect and empathy, facilitates open dialogue, fosters understanding, and builds trust. Employees who feel engaged and understood are more likely to actively participate, share ideas, and collaborate towards common goals.

The potential of these modest actions to effect significant life changes cannot be overstated. In professional settings, they enhance individual well-being, nurture positive relationships, and contribute to a supportive and inclusive environment. Organizations increasingly acknowledge that teamwork and collaboration drive long-term success more effectively than rigid hierarchical structures. Effective leaders recognize that their institutions are social systems comprising committed individuals working towards shared goals. They prioritize positive relationships and a supportive climate as essential aspects of human relations practice (Ragunadan & Chandrasekar, 2020).

In the Kasibu West District, educators are committed to creating an environment where both teachers and students can thrive. By valuing collaboration, professional growth, and effective communication, they enhance the organizational climate and foster a shared sense of purpose. Successful leaders in healthy organizational climates treat each member as an individual, promoting mutual respect, understanding, trust, and cooperation. Goleman (1998) emphasizes that these leaders exhibit fairness, open-mindedness, and approachability, ensuring effective communication and problem-solving. In any organization, including schools, human interactions are crucial for meeting individual needs and collective aspirations, leading to a more meaningful and impactful experience for all involved.

Human relations skills are essential for strategic planning and achieving outstanding results. Individuals with strong human relations skills gain the trust and respect of their colleagues through genuine understanding and empathy. By valuing the power of small gestures and genuine care, these skills help create a positive environment that supports teaching, learning, and effective communication. As a public elementary school teacher in Kasibu West District, the researcher has encountered minor challenges related to human relations and the organizational climate. Issues such as communication gaps among staff, resistance to change, and heavy workloads are common. However, the district's commitment to addressing these challenges through open dialogue, professional development, and support systems is commendable. Efforts to streamline administrative processes and promote a culture of trust and respect contribute to a positive and conducive learning environment.

The researcher believes that human relations skills encompass confidence, trust, respect, interest, and enthusiasm. Empowering individuals to participate in decision-making processes is crucial for creating a healthy organizational climate. Understanding the impact of relationships on the school environment is vital, as teachers and administrators significantly influence the prevailing school climate. Participation in seminars and training sessions has highlighted the importance of human relations in fostering a healthy organizational climate. However, some colleagues have observed that certain school leaders prioritize authority over cultivating strong relationships. Inspired by these observations, the researcher undertook a study based on the Department of Education's Basic Education Research Agenda. The study aims to develop a management intervention program designed to enhance the organizational climate and human relations skills among public school teachers in Kasibu West District. By fostering a more positive and supportive school environment, this initiative seeks to improve overall school effectiveness and teacher satisfaction.

The primary aim of this research investigation is to examine the significant influence of organizational climate on the human relations skills of public elementary school teachers in Kasibu West District. This study will specifically focus on the following objectives:

- Assessing the prevailing organizational climate within public elementary schools in Kasibu West District by considering various dimensions such as supportive principal behavior, directive principal behavior, restrictive principal behavior, collegial teacher behavior, intimate teacher behavior, and disengaged teacher behavior.
- Investigating the perceived human relations skills of the respondents based on dimensions including self-esteem, self-motivation, goal setting, self-confidence, co-worker relations, client relations, supervisor's relations, and creative resiliency.
- Establishing a correlation between the perceived organizational climate and human relations skills of the respondents. This analysis will shed light on the determining role of the organizational climate in the manifestation of human relations skills among the teachers involved in this study.
- Developing a comprehensive management intervention program that incorporates the significant findings derived from this research investigation. This program aims to enhance and sustain positive human relations skills within the school environment, thus promoting a conducive and supportive atmosphere.

By addressing these objectives, this study aims to contribute valuable insights into the interplay between organizational climate and human relations skills among public elementary school teachers in Kasibu West District. The findings will serve as a basis for developing practical strategies to improve the overall work environment and foster positive relationships within the educational community.

2. Related Literature

This research study draws upon three prominent theories that offered valuable guidance for the researcher. The first theory is the Field Theory, proposed by Kurt Lewin in 1951, who is widely recognized as the Father of Social Psychology. This theory explores the interplay between individuals and their environment, emphasizing that human behavior is influenced by various internal and external factors. The Field Theory provides insights into how individuals' attitudes, motivations, and behaviors are shaped by their social and organizational contexts.

The second theory is the Human Relations Theory, which originated from the groundbreaking Hawthorne Studies conducted by Elton Mayo and his colleagues in the 1920s. Mayo's research examined the impact of social and psychological factors on employee productivity and satisfaction. The findings from the Hawthorne Studies revealed that employees' performance was strongly influenced by their relationships with colleagues, supervisors, and the overall work environment. The Human Relations Theory highlights the importance of

fostering positive interpersonal relationships, effective communication, and employee participation in decision-making processes to enhance organizational performance.

Additionally, this research study draws insights from Theory X and Theory Y, proposed by Douglas McGregor. Theory X suggests that individuals are inherently lazy and require close supervision and control, while Theory Y takes a more positive view, assuming that individuals are self-motivated and can thrive in environments that provide autonomy and empowerment. Understanding the underlying assumptions of Theory X and Theory Y can shed light on different management approaches and their impact on employee motivation, engagement, and organizational success. By incorporating these theories into the research framework, this study aims to gain a comprehensive understanding of the organizational climate and human relations skills within public elementary schools. These theories will guide the analysis and interpretation of the research findings, providing a solid foundation for the exploration of the research constructs and their interconnections.

Organizational climate, as defined by Chiavenato (2022), encompasses the measurable properties of the perceived work environment. It is shaped directly or indirectly by individuals who inhabit and work in that environment and significantly impacts their motivation and behavior. Notably, organizational climate is a concept that is subjectively perceived by employees, and their individual value judgments can vary, thus influencing productivity, motivation, and employee behavior. Hasan (2019) emphasizes the importance of a supportive behavior from school principals and collegial behavior among teachers in fostering a healthy organizational climate within a school setting. When principals exhibit supportive and considerate behavior, and teachers engage in collegial interactions, the school experiences a high degree of integration and authentic behavior. In such an environment, employees work collaboratively without conflicts or grievances, fostering intimacy and friendship among team members. Teachers are not burdened with excessive workloads and find motivation to overcome challenges and frustrations. This positive climate leads to job satisfaction and a sense of pride in being associated with the school or institution.

The foundation of this research investigation also rests on the Human Relations Theory, which was pioneered by Elton Mayo during the Hawthorne Experiment in the 1920s. Mayo's theory emphasizes the significance of social factors such as job satisfaction, a sense of belonging, and involvement in decision-making, as key drivers of worker productivity and performance. He recognized that employees are not mere machines but individuals with unique preferences and needs. According to Ward (2021), a key principle of human relations is for organizations to consider individual factors and how they can be leveraged to enhance motivation. This involves initiatives aimed at improving an employee's personal circumstances both within and outside the workplace, as well as addressing their personal desires, perceptions, and attitudes. Ward emphasizes the importance of promoting positive group values and relationships within an organization, as this creates social pressure that fosters teamwork and cultivates positive employee attitudes and behaviors.

By integrating the insights from Lewin's Field Theory and Mayo's Human Relations Theory, this research study aims to provide a comprehensive understanding of the interplay between organizational climate and human relations skills within public elementary schools. It recognizes the multifaceted nature of individuals and the importance of considering social factors, group dynamics, and individual needs to promote a positive and productive work environment. Furthermore, Baker (2018) emphasizes that employee motivation is influenced by both individual and group factors, as well as the actions of managers and supervisors. The Hawthorne studies demonstrated that supervisors' behaviors can significantly impact worker attitudes, emotions, and behaviors. Interactions with supervisors and coworkers can lead to stress and fatigue, while disagreements with company policies or excessively close alliances with workers can hinder production and performance. Therefore, organizations must ensure that managers and supervisors fulfill their leadership roles and work in the best interests of the organization.

Aligned with these concepts, Black and Bright (2019) argue that organizations should create working conditions that promote positive individual and group attitudes toward work. This includes providing safe and

conducive physical working environments, establishing social and related conditions that enhance employee productivity, offering appropriate compensation and benefits, equipping managers and supervisors with effective leadership skills, incorporating input from managers, supervisors, and employees into organizational policies and procedures, and aligning the interests of all parties involved.

Another theory where this present investigation is of Douglas McGregor, a renowned psychologist and management theorist, proposed two contrasting approaches to understanding employee motivation and management styles: Theory X and Theory Y. These theories provide different perspectives on how managers perceive and interact with their employees. Theory X assumes that employees are inherently lazy, dislike work, and need to be closely supervised and controlled. According to this view, people are primarily motivated by external factors such as money, rewards, and punishments. Managers who subscribe to Theory X tend to adopt an autocratic leadership style, making decisions on behalf of their employees and closely monitoring their work. They believe that employees must be coerced or compelled to perform their job duties effectively.

On the other hand, Theory Y takes a more positive and optimistic stance on employee motivation. It assumes that employees are self-motivated, responsible, and capable of self-direction. Theory Y managers believe that work is inherently satisfying and that employees seek out opportunities to contribute and grow. They provide employees with autonomy, trust, and empowerment, allowing them to participate in decision-making processes and take ownership of their work. Theory Y managers see employees as valuable resources and focus on creating a supportive and engaging work environment. By integrating Theory X and Y into the research study, researcher can gain a comprehensive understanding of the organizational climate and human relations skills within public elementary schools in Kasibu West District. The theories offer a lens through which to examine the beliefs, attitudes, and behaviors of teachers and school administrators, helping to identify potential areas of improvement and inform strategies for enhancing the overall work environment and interactions among stakeholders. Furthermore, the findings of the study can contribute to the broader understanding of the applicability of Theory X and Y in educational settings. It can shed light on the extent to which these theories align with the realities and dynamics of public elementary schools and provide insights for future research and the development of effective interventions and policies aimed at improving organizational climate and human relations skills in educational institutions.

3. Methodology

Research Design. This research study utilized a quantitative research design, focusing on theory testing through the collection and analysis of data via a deductive approach. This design was chosen to gain a deeper understanding of the social world. Quantitative methods are used to observe and analyze situations or events affecting individuals, resulting in objective data that can be presented through statistics and numerical analysis. The systematic and scientific nature of this approach ensures that other researchers can replicate the studies in the future. Using a quantitative research design to investigate the human relations skills and organizational climate of elementary schools in Kasibu West District offers several key advantages. Firstly, it promotes objectivity and enhances the generalizability of the findings. Numerical data collection methods and statistical analyses minimize biases, allowing researchers to draw conclusions applicable to the broader population of elementary schools in the district. The study employed a descriptive research method, using a structured questionnaire as the primary data-gathering tool. This method was chosen to systematically and accurately describe a population, situation, or phenomenon, addressing what, where, when, and how questions. It relies on observation to measure findings rather than manipulating variables. This study was conducted among public elementary schools in Kasibu West District in the municipality of Kasibu, Nueva Vizcaya.

Respondents and Sampling Procedure. The researcher employed a simple random sampling technique to select 126 respondents from a total population of 188 public elementary school teachers, representing approximately 67.02 percent of the total. This sample size was calculated using the Slovin Formula, which accounts for the desired level of confidence and margin of error, ensuring statistical robustness and reliability of

the results.

In selecting respondents, ethical considerations were rigorously observed to uphold the integrity of the research process. All participants were chosen through a random sampling method to ensure fairness and eliminate selection bias. Prior to participation, informed consent was obtained from each respondent, clearly explaining the study's purpose, the voluntary nature of their involvement, and their right to withdraw at any time without repercussions. Additionally, the confidentiality of respondents was strictly maintained, with personal identifiers removed from the data to protect their privacy and ensure that their responses remained anonymous. These ethical practices were crucial in fostering trust and cooperation from participants while ensuring the research adhered to ethical standards and contributed to a respectful and inclusive study environment.

Research Instruments. This study made use of the Human Relations Descriptive Questionnaire. This research questionnaire consists of 40 items designed to assess human relations skills. The questionnaire was originally developed and validated by Vadil in 2016, demonstrating a reliability coefficient of 0.873. This reliability coefficient of obtained for this questionnaire indicates the extent to which the responses consistently reflect the true underlying traits or skills being measured. In simpler terms, it signifies the degree of confidence one can have in the questionnaire's ability to yield consistent results if administered multiple times or by different individuals. This level of reliability suggests that the questionnaire reliably captures and measures the intended aspects of human relations skills, offering a strong level of trustworthiness and consistency in assessing these dimensions across various contexts or participants. The questionnaire covers various dimensions, including self-esteem, self-motivation, goal setting, self-confidence, coworker relations, client relations, supervisor relations, and creative resiliency. Furthermore, Doral utilized and revalidated this research instrument in her doctoral dissertation in 2019, resulting in a reliability coefficient of 0.892. The questionnaire was carefully scaled, and respondents were presented with five options to choose from for each item:

Item	Qualitative Description
5	Always
4	Often
3	Sometimes
2	Seldom
1	Never

The grand mean of each dimension has a verbal description based on the following numerical guide that it is align with a commonly used Likert-type rating scale, which is a widely accepted method in social science research and surveys:

Scale	Qualitative Description
4.51-5.00	Excellent HRS
3.51-4.50	Very Good HRS
2.51-3.50	Good HRS
1.51-2.50	Poor HRS
1.0 - 1.50	Very Poor HRS

Moreover, this study also made use of the Organizational Climate Descriptive Questionnaire for Elementary Schools. This 42-item questionnaire was established and validated by Hoy, Tarter, and Kottkamp in 1991.

Data Gathering Procedure. In accordance with office protocol, the researcher followed the necessary steps to conduct her research study, which included obtaining permission from the Schools Division Superintendent (SDO) Nueva Vizcaya through a recommendation letter from her school principal and the District-In-Charge. The official permission, dated August 19, 2022, was acquired from Dr. Rachel R. Lllana, the Schools Division Superintendent of SDO Nueva Vizcaya. Once the researcher received the official permission, the research proposal was successfully presented on February 18, 2023 before a panel of examiner at the NVSU-Bambang Graduate School. After which, she personally administered the research instruments to the respondents during the months of June and July 2023.

Before the actual administration, the respondents were informed about the study's nature, objectives, and its significance to the organization. To ensure the credibility and validity of the study's results and findings, the researcher encouraged the respondents to provide honest and open responses to the different sets of questionnaires. Following the collection of responses from the respondents, the answers were tallied, tabulated, and subjected to statistical analysis. This statistical treatment was conducted to interpret the data and address the specific research questions posed in the first chapter of this research study.

In conducting research on organizational climate and human relations skills among public elementary school teachers in Kasibu West District, several ethical considerations were addressed. Informed consent was obtained from all participants, ensuring they understood the study's purpose, procedures, risks, and benefits. Participation was voluntary, with the option to withdraw at any time. Confidentiality and anonymity were protected by using codes for participant identification and securing data storage. Privacy was respected during data collection, and potential risks were minimized to avoid harm. Cultural sensitivity and respect for participants' dignity were upheld, adhering to ethical guidelines and obtaining necessary approvals from relevant authorities.

Statistical Treatment of Data. The data collected through the questionnaire were analyzed using several statistical tools to derive meaningful insights:

Mean: This measure was employed to assess the perceived human relations skills of teachers and the organizational climate. It provided an average value for these variables, helping to summarize the overall perceptions of the respondents.

Pearson's r: This correlation coefficient was used to determine and interpret the relationship between the variables. According to Garrett's interpretation, as cited by Turney (2022), the strength of the correlation was categorized as follows:

- **0.00 to 0.20:** Indicates an indifferent or negligible relationship
- **0.21 to 0.40:** Indicates a present but slight relationship
- **0.41 to 0.70:** Indicates a substantial or marked relationship
- **0.71 to 1.00:** Indicates a high to very high relationship

Coefficient of Determination: This statistical tool was utilized to further explore the correlation between the study variables. It helped to determine whether the independent variable influences the dependent variable or vice versa. All statistical inferences were tested at a significance level of 0.05 to ensure the robustness and reliability of the results.

4. Discussion of Results

Problem 1. What is the perception of the public elementary school teachers in Kasibu West District of their organizational climate along the dimensions of supportive principal behavior, directive principal behavior, restrictive principal behavior, collegial teacher behavior, intimate teacher behavior, and disengaged teacher behavior?

In order to determine the organizational climate of the respondents, the mean was utilized. Results is presented in Table 1 below. Results show that the respondents' perceptions of their organizational climate, indicating a "very good" rating with a computed grand mean of 4.18. The teachers' perception of the principal's behavior is as follows: they perceive a high level of support (4.18) and guidance (4.20) from the principal, as well as a positive collegial behavior (4.30) and a strong sense of intimacy (4.26) among teachers. On the other hand, the principal's behavior is perceived as fair yet somewhat restrictive (3.87), and the level of disengaged teacher behavior is reported as low (2.24). Moreover, based on the results presented, several discernments can be derived.

Table 1*Mean and Qualitative Description of the Respondents' Perception of their Organizational Climate*

Organizational Climate	Mean	Qualitative Description
Supportive Principal Behavior	4.18	High
Directive Principal Behavior	4.20	High
Restrictive Principal Behavior	3.87	Fair
Collegial Teacher Behavior	4.30	High
Intimate Teacher Behavior	4.26	High
Disengaged Teacher Behavior	2.24	Low
Grand Mean	4.18	Very Good

Firstly, the respondents generally perceive the organizational climate as "very good," as indicated by the computed grand mean of 4.18. This suggests that overall, the organization provides a positive environment. Regarding the principal's behavior, teachers perceive a high level of support (4.18) and guidance (4.20) from the principal. This indicates that the principal is actively involved in supporting and assisting teachers in their roles. Additionally, teachers perceive positive collegial behavior (4.30) and a strong sense of intimacy (4.26) among themselves, suggesting a supportive and collaborative atmosphere within the teacher community. However, it is worth noting that the principal's behavior is perceived as fair yet somewhat restrictive (3.87). This implies that while the principal may maintain fairness in their actions, they might also implement certain restrictions or regulations that could impact teachers' autonomy or decision-making to some extent.

It would be important to further investigate the nature of these restrictions and their potential effects on the teachers and the overall organizational climate. Furthermore, the reported level of disengaged teacher behavior is low (4.24). This indicates that teachers generally exhibit a high level of engagement and involvement in their roles, which is a positive finding for the organization. It suggests that teachers are motivated and actively participating in their duties, which can contribute to a positive and productive learning environment. The data provided reflects various dimensions of organizational climate within a school setting, focusing on principal and teacher behaviors. Each dimension was rated on a scale where "High" indicates a strong presence of the behavior, and "Fair" or "Low" indicates a less favorable perception. The grand mean offers an overall assessment of the organizational climate. Here's an explanation of each dimension based on the ratings:

Supportive Principal Behavior (4.18 - High): Supportive principal behavior refers to the extent to which school leaders provide encouragement, resources, and positive reinforcement to their staff. The rating of "High" indicates that principals are generally perceived as providing strong support to their teachers. This support fosters a positive and nurturing environment, contributing to increased teacher morale, job satisfaction, and overall effectiveness. Principals who exhibit supportive behaviors play a crucial role in creating a conducive work environment where teachers feel valued and motivated.

Directive Principal Behavior (4.20 - High): Directive principal behavior involves setting clear expectations, providing guidance, and establishing structured processes. A "High" rating suggests that principals are effective in giving clear directions and expectations, which helps in maintaining order and consistency within the school. This behavior supports organizational effectiveness by ensuring that teachers understand their roles and responsibilities, leading to better coordination and achievement of school goals.

Restrictive Principal Behavior (3.87 - Fair): Restrictive principal behavior is characterized by controlling and limiting teacher autonomy and decision-making. A rating of "Fair" indicates that while some restrictive behaviors are present, they are not overwhelmingly prominent. This level of restriction may limit teachers' flexibility and creativity but is not severe enough to significantly hinder their effectiveness. A balanced approach to restrictive behavior is important to ensure that teachers have enough autonomy to innovate while still adhering to necessary guidelines.

Collegial Teacher Behavior (4.30 - High): Collegial teacher behavior reflects the extent of cooperative and collaborative interactions among teachers. The "High" rating indicates that teachers generally engage in supportive and collaborative relationships with their colleagues. Such behavior is vital for fostering a

collaborative work environment where teachers share resources, ideas, and support, contributing to improved teaching practices and a positive school culture.

Intimate Teacher Behavior (4.26 - High): Intimate teacher behavior refers to the depth of personal connections and emotional support teachers provide to one another. A "High" rating suggests that teachers have strong, supportive relationships with their colleagues, characterized by mutual respect and understanding. These intimate relationships enhance teamwork, reduce stress, and create a supportive work environment where teachers feel connected and valued.

Disengaged Teacher Behavior (2.24 - Low): Disengaged teacher behavior is indicative of a lack of involvement, enthusiasm, or commitment to the school community. A rating of "Low" suggests that disengagement is relatively rare among teachers. This low level of disengagement is positive, as it means that most teachers are engaged and committed to their roles, contributing actively to the school environment.

Grand Mean (4.18 - Very Good): The grand mean rating of 4.18, categorized as "Very Good," reflects the overall positive perception of the organizational climate within the school. This average indicates that the general environment is supportive and conducive to effective teaching and collaboration. The high ratings for supportive and directive principal behaviors, along with collegial and intimate teacher behaviors, underscore a strong and positive organizational climate. The low level of disengaged behavior further enhances this positive outlook, suggesting a generally engaged and committed teaching staff.

In summary, the data highlights a favorable organizational climate characterized by strong support and clear direction from principals, high levels of collegial and intimate interactions among teachers, and minimal disengagement. These elements contribute to a positive and effective school environment, where both leadership and staff work collaboratively towards common goals.

Problem 2. What is perception of the respondents of their human relations skills along the dimension of self-esteem, self-motivation, goal setting, self-confidence, co-worker relations, client relations, supervisor’s relations, and creative resiliency?

Table 2 reveals that the respondents exhibited a “very good” level of human relations skills, as indicated by a computed grand mean of 4.45. They demonstrated very good human relations skills in various dimensions, including self-esteem (4.36), self-motivation (4.31), self-confidence (4.25), client relations (4.23), and supervisor's relations (4.45). Notably, the respondents displayed excellent human relations skills in goal setting (4.66), co-workers relations (4.64), and creative resiliency (4.68).

Table 2

Mean and Qualitative Description of the Respondents’ Perception of their Human Relations Skills

Human Relations Skills	Mean	Qualitative Description
Self-esteem	4.36	Very Good
Self-motivation	4.31	Very Good
Goal Setting	4.66	Excellent
Self Confidence	4.25	Very Good
Co-workers Relations	4.64	Excellent
Client Relations	4.23	Very Good
Supervisor’s Relations	4.45	Very Good
Creative Resiliency	4.68	Excellent
Grand Mean	4.45	Very Good

The data provided reflects various dimensions of human relations skills, which are crucial for effective interpersonal interactions and professional success. Here’s an explanation of each dimension based on the ratings:

Self-Esteem (4.36 - Very Good): Self-esteem is a fundamental dimension of human relations skills, reflecting how individuals view their worth and capabilities. A high self-esteem rating of "Very Good" indicates

that respondents generally have a positive self-image, which enhances their ability to interact confidently and assertively with others. This self-assurance helps in forming healthy relationships and navigating professional environments effectively.

Self-Motivation (4.31 - Very Good): Self-motivation is essential for maintaining drive and enthusiasm in various tasks and interactions. The "Very Good" rating signifies that respondents possess strong internal motivation, which supports their persistence and resilience in both personal and professional settings. This quality contributes to proactive behavior, effective goal achievement, and positive engagement with others.

Goal Setting (4.66 - Excellent): Goal setting is a key human relations skill that involves the ability to establish clear objectives and work towards them. An "Excellent" rating in this dimension indicates that respondents are highly effective in setting and pursuing goals. This skill is vital for directing efforts, enhancing productivity, and achieving success, which in turn influences their interactions with colleagues and stakeholders.

Self-Confidence (4.25 - Very Good): Self-confidence reflects the degree to which individuals trust their abilities and judgments. A "Very Good" rating suggests that respondents generally feel assured in their professional roles and personal interactions. This confidence is crucial for building trust and respect in relationships, asserting oneself appropriately, and contributing positively to team dynamics.

Co-workers Relations (4.64 - Excellent): This dimension measures the quality of interactions and relationships with colleagues. The "Excellent" rating indicates that respondents excel in maintaining positive and supportive relationships with their co-workers. Strong co-worker relations are essential for teamwork, collaboration, and a harmonious work environment, facilitating effective communication and mutual support.

Client Relations (4.23 - Very Good): Client relations pertain to the ability to manage and nurture relationships with clients or stakeholders. A "Very Good" rating reflects that respondents are generally successful in maintaining good rapport and meeting client needs. Effective client relations are important for building trust, ensuring satisfaction, and fostering long-term professional relationships.

Supervisor's Relations (4.45 - Very Good): This dimension evaluates the quality of interactions with supervisors or higher-ups. The "Very Good" rating suggests that respondents maintain positive and respectful relationships with their supervisors. Good supervisor relations are important for receiving constructive feedback, career development, and job satisfaction.

Creative Resiliency (4.68 - Excellent): Creative resiliency involves the ability to adapt and innovate in response to challenges. An "Excellent" rating in this dimension signifies that respondents are highly skilled in using creativity and resilience to overcome obstacles. This ability is crucial for problem-solving, maintaining a positive attitude in difficult situations, and fostering a dynamic and supportive work environment.

Grand Mean (4.45 - Very Good): The overall grand mean rating of 4.45, categorized as "Very Good," reflects the general strength of the respondents' human relations skills. This average suggests that respondents consistently demonstrate strong abilities across various dimensions, contributing to effective interpersonal interactions and a positive organizational climate.

In summary, the data illustrates that respondents possess strong human relations skills, including self-esteem, self-motivation, goal setting, self-confidence, co-worker and client relations, supervisor relations, and creative resiliency. These skills collectively enhance their professional interactions, contribute to a supportive work environment, and drive overall success.

Problem 3. Is there a significant correlation between the perceived organizational climate and human relations skills of the respondents?

In order to determine the significant correlation between the perceived organizational climate and human

relations skills of the respondents, the Pearson correlation coefficient (r) was employed by the researcher. Results of correlation is presented in Table 3 below. It can be seen in Table 3 that the computed r-value of 0.892 is very much higher than the critical r-value of 0.175 for 124 degrees of freedom at 0.05 level of significance. This correlation results led to the rejection of the null hypothesis. Hence, there is a significant correlation between the perceived organizational climate and human relations skills of the respondents.

Table 3

Correlation coefficient between organizational climate and human relations skills (n=126)

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Organizational Climate Vs Human Relations Skills	0.892 <i>(Very high positive correlation)</i>	0.175	79.56%	Very Significant
Degrees of Freedom: 124		Level of Significance: 0.05		

Furthermore, these findings suggest that organizational climate as perceived by the respondents, can predict approximately 79.56 percent of the variation in their human relations skills. However, it is important to note that factors other than the perceived organizational climate also contribute to the remaining aspects of human relations skills. Essentially, 79.56 percent of the variance in human relations skills can be attributed to the variance in organizational climate as perceived by the respondents. Moreover, the remaining 20.44 percent of the variance in human relations skills can be attributed to other variables not captured in this study. This portion of unexplained variance is referred to as the coefficient of alienation, signifying the influence of external factors on human relations skills.

The significant correlations between organizational climate and human relations skills, as perceived by the teacher respondents, suggest that there is a strong relationship between these two factors. This implies that the overall environment and atmosphere within the organization have an impact on the interpersonal interactions and social skills of the teachers. A positive and supportive organizational climate seems to foster the development of effective human relations skills among the teachers. Conversely, a negative or unfavorable organizational climate may hinder the development and expression of these skills. These findings highlight the importance of creating a conducive organizational climate that promotes positive relationships, collaboration, and effective communication among teachers. By fostering a supportive and inclusive climate, educational institutions can enhance the human relations skills of their teachers, leading to improved teamwork, job satisfaction, and ultimately, better educational outcomes for students.

The significant correlations between organizational climate and human relations skills, as perceived by the teacher respondents, suggest that there is a strong relationship between these two factors. This implies that the overall environment and atmosphere within the organization have an impact on the interpersonal interactions and social skills of the teachers. A positive and supportive organizational climate seems to foster the development of effective human relations skills among the teachers. Conversely, a negative or unfavorable organizational climate may hinder the development and expression of these skills. These findings highlight the importance of creating a conducive organizational climate that promotes positive relationships, collaboration, and effective communication among teachers. By fostering a supportive and inclusive climate, educational institutions can enhance the human relations skills of their teachers, leading to improved teamwork, job satisfaction, and ultimately, better educational outcomes for students.

The above findings align with previous research by Davis (2019), who investigated the relationship between organizational climate and human relations skills in the field of education. Davis found that a positive organizational climate, characterized by supportive and collaborative environments, is positively correlated with

the development and expression of effective human relations skills among teachers. This suggests that the organizational context plays a crucial role in shaping interpersonal interactions and social skills within educational settings. The study emphasizes the significance of creating a conducive organizational climate to foster positive relationships among teachers, enhance teamwork, and improve overall educational outcomes.

Moreover, the correlation results of the present research investigation also concur with the study conducted by Leithwood, Jantzi, and Steinbach (2018) when they provide valuable insights into the significant correlations between organizational climate and human relations skills among teachers. The findings of their study indicate a strong relationship between the overall organizational climate and the development of effective human relations skills among teachers. A positive and supportive organizational climate fosters the growth of interpersonal relationships and social skills, leading to improved teamwork and job satisfaction. On the other hand, a negative or unfavorable organizational climate can hinder the development and expression of these skills. This research emphasizes the importance of creating a conducive organizational climate that promotes positive relationships, collaboration, and effective communication among teachers, ultimately enhancing their human relations skills.

Problem 4. Based on the salient findings of the study, what management intervention program could be developed to enhance or sustain the organizational climate and human relations skills of the respondents?

A training design was prepared by the researcher purposely to enhance the organizational climate and human relations skills of the respondents. The training program is specifically designed for the needs of public elementary school teachers in Kasibu West District. It aims to provide them with the necessary skills and strategies to create a harmonious and productive work environment. It was developed based from the items which was perceived by the respondents as “sometimes” manifested by them in the case of organizational climate and their human relations skills. The researcher carefully considered the concerns and challenges expressed by the respondents, incorporating their recommendations into the training design. The goal is to provide a comprehensive solution that addresses the areas requiring improvement. The training program is expected to offer valuable insights and practical tools, enabling teachers to create a positive learning environment for both themselves and their students. By addressing the identified weaknesses, the training program seeks to improve the organizational climate and enhance human relations skills among teachers.

5. Conclusions

- The respondents in this study perceived their organizational climate as very good.
- Their perceived human relations skills of the teacher-respondents is also very good.
- There exists a very significant correlation between the organizational climate and human relations skills of the respondents.
- A training design was prepared by the researcher purposely to enhance the organizational climate and human relations skills of the respondents.

5.1 Recommendations

- There is a need to foster open communication and collaboration between the principal and teachers, creating a culture of transparency and shared decision-making. Seek input from teachers, adjust policies to align with their needs, and emphasize collaboration. Provide professional development opportunities for shared leadership. This will address perceived restrictiveness, increase job satisfaction, and create a positive organizational climate where teachers feel valued and empowered.
- Build upon the already strong human relations skills exhibited by the respondents by providing targeted training and development opportunities. Focus on areas that can further enhance their skills, such as conflict resolution, empathy, and communication. Encourage continuous self-improvement

and personal growth by offering workshops, seminars, and coaching sessions. Foster a supportive and collaborative work environment that promotes positive relationships among colleagues, supervisors, and clients. Recognize and celebrate instances where excellent human relations skills are demonstrated. By investing in the development of these skills, the respondents can further excel in areas such as goal setting, co-worker relations, and creative resiliency, leading to increased professional effectiveness and overall success.

- Recognize the strong correlation between organizational climate and human relations skills and leverage this connection to create a positive and supportive work environment. Focus on strategies that enhance both aspects simultaneously, such as promoting open communication, fostering teamwork, and providing professional development opportunities that emphasize interpersonal skills. Encourage leaders and managers to lead by example, demonstrating effective human relations skills and creating a culture of respect and collaboration. Regularly assess and monitor the organizational climate and provide feedback mechanisms for continuous improvement. By strengthening the connection between organizational climate and human relations skills, the organization can foster a harmonious and productive workplace that contributes to the overall success of the team and individuals.
- Implement the designed training program to enhance the organizational climate and human relations skills of public elementary school teachers in Kasibu West District. The program addresses the identified areas of improvement by providing teachers with practical skills and strategies. It focuses on fostering positive relationships, effective communication, and collaborative teamwork. The training program should include interactive sessions and practical exercises to ensure active participation and application of learned concepts. Regular evaluation and feedback mechanisms should be implemented to track progress and make necessary adjustments. By investing in this training program, teachers can enhance their abilities to create a conducive and supportive work environment, leading to improved organizational climate and stronger human relations skills.
- A quantitative and qualitative research on organizational climate, and human relations skills maybe conducted in other districts of SDO Nueva Vizcaya using the same instrument, purposely to cross validate and enhance the veracity of the data gathered through the research instruments used in this study, and its probable correlation with other research constructs like organization culture, teachers' performance, and many others.

To further expand the knowledge in educational administration and management, future researchers are encouraged to conduct comprehensive studies using a combination of research methods, such as triangulation and immersion. By employing these methods, researchers can explore the constructs that have a significant impact on the variables examined in this study. This approach will provide a more holistic understanding of the complex relationship between organizational climate, human relations skills, and other relevant factors. Additionally, researchers should consider incorporating diverse perspectives and contexts to ensure the generalizability of their findings. By conducting rigorous and comprehensive investigations, future researchers can contribute to the advancement of knowledge in educational administration and management, ultimately leading to evidence-based practices and improved outcomes in educational settings.

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