

ORGANIZATIONAL CLIMATE AS CORRELATES OF HUMAN RELATIONS SKILLS: PERSPECTIVES OF PUBLIC ELEMENTARY SCHOOL TEACHERS

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Leslie Ann R.Pangilinan^{1*}, Carlo F.Vadil, DPA²

¹Department of Education, Kasibu West District, SDONueva Vizcaya, Philippines

²Nueva Vizcaya State University, Bambang, Nueva Vizcaya, Philippines

*Corresponding Author email: drvadil888@yahoo.com

ABSTRACT

This research investigates the organizational climate and human relations skills in the public elementary schools of Kasibu West District 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 resilience). The study includes 126 permanent teachers, representing 67.02% of the district's total teachers, selected through scientific sampling. Using statistical tools such as 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, instances of disengaged teacher behavior are low. Teachers' human relations skills are rated as "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

Introduction

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." (Leo Buscaglia). This statement highlights the significant impact of seemingly small actions—such as a touch, smile, kind word, or attentive listening—on individuals' lives. In a professional setting, these gestures profoundly influence interpersonal dynamics among employees, managers, and clients. Expressions of empathy and compassion can instill a sense of worth and understanding, boosting morale and job satisfaction. When individuals feel genuinely cared for, they reciprocate, enhancing workplace relationships and fostering harmony.

A smile, commendatory remark, or sincere compliment contributes to a positive organizational ethos. Recognizing and valuing others' efforts creates a culture of acknowledgment and support, bolstering a sense of inclusion and motivating continued excellence. Listening attentively is crucial for effective communication, demonstrating respect and empathy, facilitating open dialogue, fostering understanding, and building trust. Engaged and understood employees are more likely to participate actively, share ideas, and collaborate towards common goals.

The potential of these modest actions to effect substantial life changes is profound. In the professional domain, they enhance individual well-being, nurture positive relationships, and contribute to a supportive and inclusive environment. Consistently cultivating and applying interpersonal skills can transform both individual fulfillment and organizational success.

Organizations increasingly recognize that teamwork and collaboration drive long-term achievements rather than rigid hierarchical structures. Effective leaders understand that their institutions are social systems of committed individuals working towards shared goals. They prioritize positive relationships and a supportive climate as fundamental aspects of human relations practice. In Kasibu West District, educators are dedicated to fostering an environment where teachers and students thrive, embodying their schools' vision and mission. By valuing collaboration, professional growth, and effective communication, they enhance the organizational climate and create a sense of shared purpose.

Successful leaders in healthy organizational climates treat members as individuals, fostering mutual respect, understanding, trust, and cooperation. These leaders demonstrate fairness, open-mindedness, and approachability, ensuring effective communication and problem-solving. In any organization, including schools, human interactions are central to fulfilling individual needs and collective aspirations, leading to a more meaningful and impactful journey for all involved.

Human relations skills are vital for strategic planning and achieving outstanding results. Individuals with high human relations skills earn the trust and respect of colleagues through genuine understanding and empathy. Valuing the power of small gestures and genuine care, these skills foster 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 in human relations and the organizational climate. Communication gaps among staff, resistance to change, and heavy workloads are common issues. 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 help create 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 creates a healthy organizational climate. Understanding the impact of relationships on the school environment is crucial, as teachers and administrators shape the prevailing school climate.

Participation in seminars and training sessions emphasized the importance of human relations within a healthy organizational climate. However, some colleagues observed that certain school leaders prioritized authority over fostering strong relationships. Inspired by these observations, the researcher conducted a study based on the Department of Education's Basic Education Research Agenda. The study aims to develop a management intervention program to enhance the organizational climate and human relations skills among public school teachers in Kasibu West District, fostering a more positive and supportive school environment.

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.

Research Locale

This study was conducted among public elementary schools in Kasibu West District in the municipality of Kasibu, Nueva Vizcaya.

Research Participants

The researcher utilized a simple random sampling technique to select 126 respondents from a total of 188 public elementary school teachers. This sample size represents approximately 67.02 percent of the total population. The sample size of 126 was determined using the Slovin Formula, taking into account a desired level of confidence and a margin of error.

Research Instruments

This study made use of the Human Relations Descriptive Questionnaire, a research questionnaire consisting of 40 items designed to assess human relations skills. The questionnaire was originally developed and validated by Vadilin in 2016, demonstrating a reliability coefficient of 0.873. Additionally, the Organizational Climate Descriptive Questionnaire for Elementary Schools, a 42-item questionnaire established and validated by Hoy, Tarter, and Kottkamp in 1991, was used.

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. Llana, 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 examiners at the NVSU-Bambang Graduate School. Subsequently, 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.

Ethical Considerations

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.

Results and Discussion

Problem1.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 are presented in Table 1 below.

Table1

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

The results show that the respondents' perceptions of their organizational climate indicate a "very good" rating, with a computed grand mean of 4.18. The teachers' perceptions of the principal's behavior are as follows: they perceive a high level of support (4.18) and guidance (4.20) from the principal, as well as 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).

Based on these results, several discernments can be derived. 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, indicating 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 is 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 (2.24), indicating that teachers generally exhibit a high level of engagement and involvement in their roles, which is a positive finding for the organization. This suggests that teachers are motivated and actively participating in their duties, contributing to a positive and productive learning environment.

Overall, these results indicate a generally positive organizational climate with strong support and collaboration among teachers. However, the somewhat restrictive nature of the principal's behavior and the need to address any potential effects on teacher autonomy should be further explored and addressed to foster an even more conducive organizational climate. The different dimensions of organizational climate are discussed separately in the succeeding pages.

Concerns and Challenges

In general, when the teacher respondents were asked to share any concerns and challenges they have encountered or observed regarding the manifestation of organizational climate in their own schools, the following were their responses:

- Limited resources, such as textbooks, teaching materials, and classroom facilities, challenge teachers to provide quality education and engage students effectively.
- Handling multiple subjects and classes leads to a heavy workload.
- Preparing lesson plans, grading papers, and managing extracurricular activities can be overwhelming, leaving little time for personal life and self-care.
- Feeling unsupported due to insufficient opportunities for professional growth and development.
- Lack of training programs and workshops hinders the ability to improve teaching skills and keep up with the latest educational trends.
- Co-teachers feel isolated or unsupported by the school administration, affecting morale and motivation.
- Lack of mentoring from the principal or collaborative opportunities with other educators may contribute to problems in preparing reports.

- Maintaining discipline in the classroom is a significant concern. Large class sizes and a lack of behavior management strategies can lead to disruptions in the learning environment.
- Co-teachers feel their compensation is inadequate, considering their workload and the importance of their role in shaping young minds.
- Excessive paperwork and administrative procedures can be burdensome, taking away valuable time that could be spent on actual teaching and classroom activities.
- Teachers struggle to cater to the diverse needs of students with special needs or learning difficulties due to limited resources and support for inclusive education.
- Some teachers feel undervalued and underappreciated for their hard work and dedication. There is too much paperwork and constant deadlines.
- Teachers face safety and security concerns, especially if the school lacks proper infrastructure and is situated in vulnerable environments.
- Limited parental participation can hinder the overall growth and success of students. The responsibility of teaching appropriate behavior often falls too heavily on teachers.

Based on the concerns presented above, it can be deduced that elementary teachers in Kasibu West District face a myriad of challenges that significantly impact their teaching experience and overall well-being. Limited resources, including textbooks, teaching materials, and classroom facilities, present a formidable obstacle to providing quality education and engaging students effectively. Without adequate materials and facilities, teachers must find innovative ways to make learning engaging and meaningful for their students. Moreover, handling multiple subjects and classes results in a heavy workload that can be overwhelming. Preparing lesson plans, grading papers, and managing extracurricular activities leave little time for personal life and self-care. This imbalance may lead to burnout and affect the teacher's effectiveness in the classroom.

Another pressing concern is the feeling of being unsupported due to insufficient opportunities for professional growth and development. The lack of training programs and workshops hampers teachers' ability to enhance their teaching skills and stay updated with the latest educational trends. This stagnation can lead to decreased motivation and a sense of professional dissatisfaction.

Furthermore, the isolation or lack of support from the school administration and the absence of mentoring and collaborative opportunities with other educators contribute to additional challenges. This sense of disconnect can negatively impact morale and motivation, hindering overall improvement in teaching practices and the preparation of necessary reports. Maintaining discipline in the classroom is an ongoing concern. With large class sizes and a lack of behavior management strategies, it becomes challenging to create a conducive learning environment. This can lead to disruptions that impede the learning process for all students.

Compounding the challenges is the perception of inadequate compensation for the demanding workload and the crucial role of shaping young minds. Feeling undervalued and underappreciated for their dedication can lead to demotivation and potential attrition within the teaching profession. Administrative tasks such as excessive paperwork and procedures also burden teachers, taking away valuable time from actual teaching and classroom activities. Simplifying administrative processes can allow teachers to focus more on their primary role as educators and better support student learning.

Furthermore, teachers often struggle to cater to the diverse needs of students with special needs or learning difficulties due to limited resources and support for inclusive education. Providing adequate training and resources for inclusive teaching practices can create a more inclusive learning environment for all students. Lastly, limited parental participation in their child's education hinders overall growth and success. When

teachers are burdened with teaching appropriate behavior to students, it can create additional challenges in the learning process.

Addressing these concerns requires collaborative efforts from schools, administrators, policymakers, and the government. Providing better access to resources, professional development opportunities, and emotional support for teachers is essential for fostering a positive and supportive environment that enables effective teaching and enhances student learning outcomes. Recognizing and valuing the hard work and dedication of teachers is vital in promoting job satisfaction and ensuring the continued growth of the education system in the country, specifically in the Kasibu West District.

Problem2. 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?

In order to determine the perceived human relations skills of the teacher-respondents, the mean was employed. The results are presented in Table 3 below.

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 relations (4.45). Notably, the respondents displayed excellent human relations skills in goal setting (4.66), co-worker relations (4.64), and creative resiliency (4.68).

Based on the results, several insights can be derived. The respondents demonstrated a high level of human relations skills across multiple dimensions, highlighting their ability to effectively interact and engage with others. They exhibited confidence in themselves, displayed motivation, and had positive self-esteem, which are essential qualities for building strong relationships.

Moreover, their competence in client relations and supervisor relations suggests their capacity to establish and maintain professional connections with external stakeholders and superiors. Additionally, the respondents excelled in goal setting, co-worker relations, and creative resiliency, showcasing their ability to work collaboratively, adapt to challenges, and foster innovation. These findings underscore the importance of well-developed human relations skills in promoting positive interpersonal dynamics, effective teamwork, and overall professional success.

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Table2

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

In general, when the teacher respondents were asked to share any concerns and challenges they have encountered or observed regarding the manifestation of human relations in their own schools, the following were their responses:

- Differences in teaching styles, personality clashes, or disagreements over school policies can lead to tension and affect the overall school atmosphere.
- Ineffective communication between teachers, school administrators, and staff hinders collaboration and coordination, resulting in missed opportunities for professional growth and difficulties in addressing important issues.
- Lack of a collaborative and supportive team environment is demotivating, especially when teachers don't work together cohesively.
- Instances of favoritism among school administrators or colleagues create feelings of injustice and dissatisfaction among teachers.
- We felt disempowered because we are not involved in decision-making processes that affect our teaching methods, classroom setup, or curriculum.
- Negative gossip and rumors within the school community contribute to or create a toxic working environment.
- I encountered challenges in understanding and accommodating cultural and social differences among students and colleagues.
- When school administrators or teachers resist necessary changes in educational practices, there is no progress, leading to stagnation.
- I experienced inequitable treatment based on factors such as gender, age, ethnicity, or years of experience, leading to feelings of discrimination and dissatisfaction.
- We often work tirelessly but receive no appreciation and recognition for our efforts; we felt undervalued and unacknowledged.

It can be deduced from the above-mentioned issues that elementary teachers in Kasibu West District face a host of concerns that can profoundly impact their professional and emotional well-being or human relations skills. Differences in teaching styles, personality clashes, and disagreements over school policies can lead to tension and negatively affect the overall school atmosphere. When communication between teachers, school administrators, and staff is ineffective, collaboration and coordination suffer, resulting in missed opportunities for professional growth and difficulty addressing important issues.

The absence of a collaborative and supportive team environment can be particularly demotivating for teachers. When colleagues don't work cohesively, it hinders the sense of unity and shared purpose that is crucial for creating a thriving educational environment. Instances of favoritism among school administrators

or colleagues further compound the challenges. Feeling overlooked or unfairly treated creates feelings of injustice and dissatisfaction among teachers, impacting their job satisfaction and dedication.

Teachers' sense of empowerment is crucial for their motivation and investment in their profession. However, when they are excluded from decision-making processes that directly impact their teaching methods, classroom setup, or curriculum, they can feel disempowered and undervalued. The prevalence of negative gossip and rumors within the school community can contribute to a toxic working environment. Such negativity can erode trust and affect teacher morale, making it difficult to foster a positive and supportive school culture.

In diverse school settings, teachers encounter challenges in understanding and accommodating cultural and social differences among students and colleagues. Navigating these differences requires cultural competence and an inclusive approach to education. Resistance to necessary changes in educational practices can hinder progress and lead to stagnation. Embracing innovation and positive change is vital for continuous improvement in the education system.

The experience of inequitable treatment based on factors such as gender, age, ethnicity, or years of experience can be deeply demoralizing for teachers. Such discrimination undermines their sense of value and fairness in the workplace. Despite their tireless efforts, some teachers may find themselves underappreciated and unrecognized for their hard work and dedication. The lack of acknowledgment can lead to feelings of being undervalued, potentially dampening their enthusiasm and commitment to their profession.

The current researcher strongly agrees that addressing these concerns is essential for creating a positive and supportive environment that allows elementary teachers in the Philippines to thrive personally and professionally. Encouraging open communication, fostering a collaborative team culture, and providing equal opportunities for growth and recognition are crucial steps toward improving the overall well-being and effectiveness of teachers in the education system. Additionally, promoting a culture of inclusivity, cultural understanding, and respect will contribute to a more harmonious and productive learning environment for both teachers and students.

Problem3. Is there asignificant 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 the human relations skills of the respondents, the Pearson correlation coefficient (r) was employed by the researcher. The results of the correlation are presented in Table 3 below.

It can be seen in Table 3 that the computed r -value of 0.892 is much higher than the critical r -value of 0.175 for 124 degrees of freedom at a 0.05 level of significance. These correlation results led to the rejection of the null hypothesis. Hence, there is a significant correlation between the perceived organizational climate and the human relations skills of the respondents.

Table3

Correlation Coefficient between Organizational Climate and Human Relations Skills as Perceived by the Respondents (n=126)

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Organizational Climate <u>Vs Human</u> <u>Relations</u> 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 the 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 the 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 impact 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.

Problem4. 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 to enhance the organizational climate and human relations skills of the respondents.

The training program is specifically designed to meet 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. The design was based on items perceived by the respondents as "sometimes" manifested in terms of organizational climate and 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 areas requiring improvement. The training program is expected to offer valuable insights and practical tools, enabling teachers to create a positive learning environment for 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.

Conclusions

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

Recommendations

1. 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.
2. 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.
3. 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.
4. 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.

5. A quantitative and qualitative research on organizational climate and human relations skills may be conducted in other districts of SDONueva Vizcaya using the same instrument, with the purpose of cross-validating and enhancing the veracity of the data gathered through the research instruments used in this study and its probable correlation with other research constructs such as organizational culture, teachers' performance, and others.
6. 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 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.

Contributions of Authors

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Conflict of Interests

There is no conflict of interest in this study.

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