



Organizational Climate, Job Satisfaction, and Job Performance among Teachers

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Abstract:

This study examined the relationship between organizational climate, job satisfaction, and job performance among 154 teachers in the Malimono District, Surigao del Norte Division. It adopted a quantitative descriptive design, using a structured survey to assess teachers' demographic profiles, perceptions of organizational climate, satisfaction levels, and performance. Results showed that teachers generally perceived the organizational climate positively, particularly in leadership and communication, while support systems and professional development opportunities needed improvement. Job satisfaction was high, with contentment in workload and job security, but areas such as working conditions and recognition required attention. Teacher performance was rated highly in instructional quality, student engagement, and classroom management, but less so in extracurricular involvement. Statistical analysis revealed significant relationships among organizational climate, job satisfaction, and performance, indicating that a supportive and collaborative environment enhances teachers' motivation and effectiveness. The study recommends improving professional development, enhancing working conditions, and fostering recognition systems to strengthen teacher engagement and overall performance in the district.

Keywords: Organizational Climate, Job Satisfaction, Job Performance, Leadership Style, Communication Patterns, Teamwork, Support Systems, Professional Development, Teacher Performance, Malimono District.

1. Introduction

Background

Organizational climate—defined as the shared perceptions of organizational attributes, including support, fairness, communication, and leadership—has emerged as a critical determinant of educators' workplace experiences. Empirical research indicates that a positive organizational climate significantly predicts higher job satisfaction, particularly among kindergarten and university educators (Xia et al., 2024; Yiming, 2024). For example, Xia et al. (2024) found that kindergarten teachers' perceptions of climate influenced their job satisfaction directly and indirectly via occupational stress and emotional labor, through a chain mediation model. Similarly, Yiming (2024) reported that effective communication, professional growth, and a sense of belonging—core elements of organizational climate—were strongly correlated with job satisfaction in educational contexts. Moreover, organizational support not only enhances job satisfaction but also impacts job performance through mediators like self-efficacy, personality traits, and perceived support (Li et al., 2025). Collectively, these findings underscore the multifaceted influence of organizational climate on both the emotional well-being and performance of teaching professionals.

Rationale

Despite these insights, the dynamics among organizational climate, job satisfaction, and job performance remain underexplored in many Philippine educational settings, particularly at the elementary level and in specific districts such as Malimono. While Tejero and Aoanan (2024) demonstrated that organizational climate significantly predicts work engagement among secondary school teachers in Region XII, the linkage to job performance requires further elucidation. Additionally, a local correlational study in Bongao, Tawi-Tawi, addressed organizational climate and job satisfaction among school heads but did not extend to performance outcomes (2023). Extending international findings—such as Xia et al.'s (2024) mediation models and Li et al.'s (2025) support–performance frameworks—to the Philippine context is essential. Understanding whether supportive organizational climates improve job satisfaction and subsequently enhance teachers' performance can guide policy and interventions tailored to District-level educators. This study thus aims to fill a critical gap by examining empirical relationships among these constructs within the Malimono District, providing evidence-based strategies to foster effective teaching environments in the Philippines.

Aim

The study aimed to examine the relationship between organizational climate, job satisfaction, and job performance among teachers in the Malimono District, Surigao del Norte Division. It sought to analyze how various organizational climate factors such as leadership style, communication patterns, teamwork, support systems, and opportunities for professional development influence teachers' job satisfaction and performance levels.

Research Questions

1. What is the demographic profile of the respondents in terms of:
 - a. Age
 - b. Sex
 - c. Civil status
 - d. Highest educational attainment
 - e. Years of teaching experience
 - f. Teaching specialization
 - g. Number of students in the classroom
 - h. School assignment
2. How do teachers perceive the organizational climate in their schools in terms of:
 - a. Leadership style
 - b. Communication patterns
 - c. Teamwork
 - d. Support systems
 - e. Opportunities for professional development
3. What is the level of job satisfaction among teachers in the Malimono District in terms of:
 - a. Workload
 - b. Working conditions
 - c. Relationships with colleagues
 - d. Opportunities for professional development
 - e. Recognition
 - f. Compensation and benefits
 - g. Job security
 - h. Work-life balance
 - i. Empowerment or autonomy
4. What is the extent of job performance among teachers in terms of:
 - a. Instructional quality
 - b. Student engagement and achievement

- c. Classroom management skills
 - d. Communication with parents and community members
 - e. Involvement in extracurricular or community activities
- 5. Are there significant differences in teachers' perceptions of organizational climate, levels of job satisfaction, and job performance when grouped according to demographic profile variables?
- 6. Is there a significant relationship between:
 - a. Perceived organizational climate and job satisfaction
 - b. Job satisfaction and job performance
 - c. Perceived organizational climate and job performance

Null Hypotheses

At a 0.05 level of significance, the following null hypotheses were tested in this study:

- **H₀₁:** There is no statistically significant difference in the organizational climate as perceived by teachers when grouped according to profile variables such as age, sex, civil status, highest educational attainment, teaching specialization, number of students in the classroom, and school location.
- **H₀₂:** There is no statistically significant difference in the level of job satisfaction of teachers when grouped according to profile variables such as age, sex, civil status, highest educational attainment, years of teaching experience, teaching specialization, number of students in the classroom, and school location.
- **H₀₃:** There is no statistically significant difference in the extent of job performance of teachers when grouped according to profile variables such as age, sex, civil status, highest educational attainment, years of teaching experience, teaching specialization, number of students in the classroom, and school location.
- **H₀₄:** There is no statistically significant relationship between organizational climate factors (leadership style, communication patterns, teamwork, support systems, and opportunities for professional development) and the job satisfaction of teachers.
- **H₀₅:** There is no statistically significant relationship between job satisfaction factors (workload, working conditions, relationships with colleagues, professional development, recognition, compensation and benefits, job security, work-life balance, and empowerment) and the job performance of teachers.
- **H₀₆:** There is no statistically significant relationship between organizational climate factors (leadership style, communication patterns, teamwork, support systems, and professional development opportunities) and the job performance of teachers.

2. Literature Review

The relationship among organizational climate, job satisfaction, and job performance has been widely examined in education research, emphasizing the importance of a supportive work environment in enhancing teacher effectiveness. Studies show that a positive organizational climate—characterized by collaborative leadership, open communication, and adequate support—directly enhances teacher satisfaction and performance (Xia et al., 2024; Li, 2025). In schools where leadership fosters inclusion and consistent feedback, teachers exhibit higher engagement and motivation, leading to improved instructional quality and classroom outcomes (Tejero & Aoanan, 2024). Conversely, schools with limited resources, weak leadership, or inadequate communication often experience low morale, which negatively impacts job performance and retention (Gulosino et al., 2023).

Job satisfaction remains a critical factor influencing teacher productivity and professional commitment. Research across diverse educational contexts highlights that satisfaction is often shaped by workload balance, recognition, compensation, and opportunities for growth (Nwosu et al., 2024; Khan et al., 2024). Teachers who report supportive collegial relationships and access to professional development demonstrate stronger instructional performance and higher resilience in addressing classroom challenges (Liu et al., 2022). However, excessive workload, lack of recognition, and limited autonomy reduce satisfaction, contributing to higher turnover intentions

(Toropova et al., 2021). These dynamics highlight the need for policies that address not only material benefits but also professional and emotional support systems to sustain teacher well-being and effectiveness.

Job performance, as a multidimensional construct, is shaped by the interplay of organizational climate and job satisfaction. Effective leadership and collaborative practices have been found to enhance instructional quality, student engagement, and classroom management (Wartenberg et al., 2023; Green, 2024). Studies also note that when teachers perceive their environment as supportive, they are more willing to engage in extracurricular activities and foster stronger relationships with students, parents, and the community (Yao et al., 2020). In the Philippine context, teacher shortages and resource gaps have intensified workload and stress levels, making organizational support and recognition critical to sustaining performance (Ombay, 2023). This evidence supports the need for localized research to better understand how these variables interact in specific districts, such as Malimono, where contextual factors may present unique challenges and opportunities for intervention.

3. Methodology

The study employed a quantitative descriptive-correlational design to examine the relationship between organizational climate, job satisfaction, and job performance among 154 public school teachers in the Malimono District, Surigao del Norte Division. Using convenience sampling, the participants represented varied profiles in terms of age, sex, civil status, educational attainment, years of teaching experience, specialization, and class size. Data were gathered through a structured and validated questionnaire with four sections: demographic profile, organizational climate (leadership style, communication patterns, teamwork, support systems, and professional development opportunities), job satisfaction (workload, working conditions, relationships, recognition, professional development, compensation, job security, work-life balance, and empowerment), and job performance (instructional quality, student engagement, classroom management, communication with stakeholders, and extracurricular involvement). Prior approval from school heads and district officials was obtained, and voluntary participation and confidentiality were observed. Descriptive statistics such as mean, percentage, and standard deviation summarized the data, while inferential statistics, including Pearson correlation and ANOVA, were used to test relationships and differences at a significance level of $p < 0.05$.

Conceptual Framework

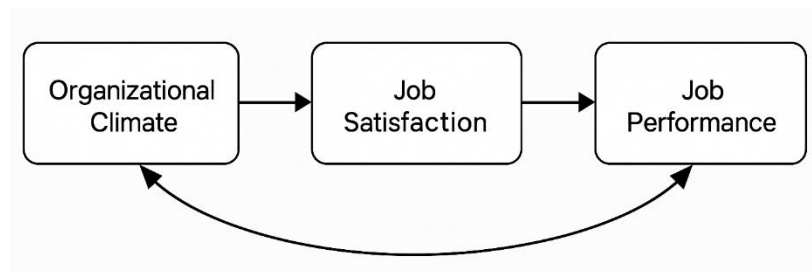


Figure 1. Conceptual framework of the study showing the relationships among organizational climate, job satisfaction, and job performance.

The conceptual framework guiding this study illustrates the hypothesized relationships among organizational climate, job satisfaction, and job performance. As shown in Figure 1, organizational climate is expected to influence job satisfaction, which in turn affects job performance. Additionally, organizational climate is posited to have a direct effect on job performance, reflecting the interconnectedness of these variables.

4. Results and Discussion

Table 1. Profile of the Respondents

Profile Variable	Frequency	Percentage (%)
Age (25–35)	60	39.0
Age (36–45)	52	33.8
Age (46 and above)	42	27.2
Female	112	72.7
Male	42	27.3
Single	48	31.2
Married	106	68.8
Bachelor's Degree	88	57.1
Master's Units/Degree	66	42.9
<5 years experience	40	26.0
5–10 years experience	56	36.4
>10 years experience	58	37.6

Table 1 shows that the teaching workforce in the district is relatively young and predominantly female. Most hold bachelor's degrees and have more than five years of experience, reflecting a moderately seasoned group capable of adapting to institutional changes. This demographic profile indicates a mix of early-career and experienced teachers, which may influence perceptions of organizational climate and satisfaction levels.

Table 2. Perceived Organizational Climate

Dimension	Mean	Verbal Interpretation
Leadership Style	4.21	High
Communication Patterns	4.18	High
Teamwork	4.30	High
Support Systems	4.05	High
Professional Development Opportunities	3.98	Moderate

As seen in Table 2, teamwork scored the highest, indicating strong collaboration among teachers. Leadership and communication were also rated highly, reflecting positive interactions with administrators and peers. Opportunities for professional development were rated slightly lower, suggesting that while the organizational climate is generally positive, there is room to enhance structured growth opportunities for teachers.

Table 3. Level of Job Satisfaction

Dimension	Mean	Verbal Interpretation
Workload	4.10	High
Working Conditions	3.85	Moderate
Relationships with Colleagues	4.35	High
Professional Development	3.92	Moderate
Recognition	3.88	Moderate

Dimension	Mean	Verbal Interpretation
Compensation and Benefits	3.70	Moderate
Job Security	4.25	High
Work-life Balance	3.95	Moderate
Empowerment/Autonomy	4.05	High

Table 3 reveals that teachers are most satisfied with their relationships with colleagues and job security, but moderately satisfied with working conditions, professional development, and compensation. This suggests that interpersonal support is strong, but institutional factors such as salary, resources, and growth opportunities need attention.

Table 4. Extent of Job Performance

Dimension	Mean	Verbal Interpretation
Instructional Quality	4.32	Very High
Student Engagement	4.20	High
Classroom Management	4.28	Very High
Communication with Stakeholders	4.15	High
Extracurricular Involvement	3.88	Moderate

As presented in Table 4, teachers demonstrated very high performance in instructional quality and classroom management, with high ratings in student engagement and communication with stakeholders. However, involvement in extracurricular activities was moderate, indicating workload or time constraints that limit participation beyond classroom responsibilities.

Table 5. Correlation between Organizational Climate and Job Satisfaction

Climate Dimension	r-value	p-value	Significance
Leadership Style	.220**	.006	Significant
Communication Patterns	.343**	.000	Significant
Teamwork	.405**	.000	Significant
Support Systems	.238**	.003	Significant
Professional Development	.282**	.000	Significant

Table 5 shows significant positive correlations between organizational climate dimensions and job satisfaction. Teamwork displayed the strongest correlation, highlighting that collaborative and supportive environments contribute significantly to teacher satisfaction. These findings align with literature emphasizing the role of collegial support and communication in sustaining job engagement and satisfaction (Stryker, 2024; Urbani et al., 2024).

Table 6. Correlation between Job Satisfaction and Job Performance

Job Satisfaction Dimension	r-value	p-value	Significance
Workload	.326**	.000	Significant
Relationships with Colleagues	.359**	.000	Significant
Professional Development	.336**	.000	Significant
Recognition	.225**	.005	Significant

Job Satisfaction Dimension	r-value	p-value	Significance
Job Security	.175*	.030	Significant

Table 6 indicates that satisfaction with relationships, manageable workload, and professional development opportunities strongly predict better job performance. Teachers who feel supported and recognized are more effective in delivering quality instruction and maintaining strong engagement with students and stakeholders.

5. Discussion

The demographic profile of the respondents revealed that the teaching workforce in the Malimono District is relatively young and predominantly female, with a significant number holding bachelor's degrees and more than five years of teaching experience. This composition indicates a blend of early-career and experienced educators, which creates a balanced dynamic in terms of adaptability and stability within the district. Younger teachers may bring innovative approaches and technological adaptability, while the more experienced teachers provide institutional knowledge and mentoring support. This mix of profiles is crucial in understanding perceptions of organizational climate, job satisfaction, and performance, as varying experience levels often influence expectations, professional needs, and overall job engagement.

The findings on organizational climate highlighted a generally positive environment within the district. Teamwork emerged as the most highly rated dimension, followed closely by leadership and communication, indicating that collaborative practices and open lines of communication are strong drivers of a positive work environment. However, opportunities for professional development were rated only moderate, suggesting that while the current climate supports collaboration and effective leadership, there is a need to enhance structured programs for continuous professional growth. This aligns with findings from recent studies emphasizing the importance of institutional support and professional development in maintaining teacher motivation and fostering long-term commitment (Xia et al., 2024; Tejero & Aoanan, 2024).

Job satisfaction results revealed high satisfaction in areas such as relationships with colleagues and job security, reflecting strong interpersonal bonds and a sense of stability among teachers. On the other hand, moderate satisfaction levels were noted for working conditions, compensation, and opportunities for growth, signaling areas that require strategic attention from administrators. Teachers' performance was rated very high in instructional quality and classroom management, with high ratings in student engagement and communication with stakeholders, underscoring their commitment and competence in core teaching responsibilities. However, moderate involvement in extracurricular activities suggests potential challenges related to workload and time management. Correlation analyses further demonstrated that a positive organizational climate strongly predicts job satisfaction, with teamwork showing the strongest association, and that higher job satisfaction is significantly linked to better job performance, particularly in maintaining quality instruction, managing classrooms effectively, and fostering student engagement. These results highlight the critical role of supportive leadership, collaboration, and recognition in shaping an environment conducive to both teacher satisfaction and optimal performance, aligning with established frameworks that link organizational climate and satisfaction to enhanced professional outcomes (Li, 2025; Stryker, 2024).

6. Conclusion and Recommendations

Conclusion

The study demonstrated that the teachers in the Malimono District experienced a generally positive organizational climate, characterized by strong teamwork, effective leadership, and open communication. Job satisfaction levels were also high, particularly in terms of relationships with colleagues and job security, while moderate satisfaction was observed in areas such as compensation, professional development, and working conditions. Teachers consistently displayed very high performance in instructional quality and classroom management, with strong

engagement in student learning and communication with stakeholders, though their involvement in extracurricular activities was moderate. Correlation analyses revealed significant positive relationships among organizational climate, job satisfaction, and job performance, emphasizing that a supportive and collaborative work environment fosters greater satisfaction and improved teacher effectiveness. These findings support established models in organizational and educational research that highlight the interconnectedness of institutional support, teacher well-being, and performance outcomes (Xia et al., 2024; Li, 2025).

Recommendations

To build on these findings, school leaders and district administrators should implement targeted strategies to strengthen professional growth opportunities, including structured training, workshops, and mentoring programs, to enhance teachers' competencies and career satisfaction. Policies to improve working conditions, such as providing adequate teaching resources and reducing administrative burdens, should also be prioritized to minimize stress and improve overall job satisfaction. Recognition programs that highlight teacher achievements, both inside and outside the classroom, can further motivate educators and reinforce positive performance. Additionally, initiatives promoting better time management and workload balance could encourage higher involvement in extracurricular and community activities, enriching the holistic educational experience for students. Finally, continuous assessment of organizational climate and satisfaction should be institutionalized to monitor progress and ensure that interventions remain responsive to the evolving needs of teachers, fostering an environment that supports sustained professional growth and high-quality education delivery in the district.

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