



**ORGANIZATIONAL CLIMATE AND TEAM
EFFECTIVENESS AS PREDICTORS OF TEACHER MORALE:
A SEQUENTIAL EXPLANATORY APPROACH**

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Abstract:

This study examined the extent to which organizational climate and team effectiveness predict teacher morale among public elementary school teachers in selected provinces of the Davao Region. Employing a sequential explanatory mixed-methods design, the quantitative phase involved 400 public elementary school teachers from Davao del Sur, Davao Occidental, Davao de Oro, Davao Oriental, and Davao del Norte, selected through stratified random sampling. Data were analyzed using mean, Pearson product-moment correlation, and regression analysis. The qualitative phase was conducted to explain and enrich the quantitative findings through focus group discussions with seven participants and in-depth interviews with five participants. Purposive sampling, phenomenological inquiry, and thematic analysis were used to generate meaningful insights from the participants' lived experiences. Findings revealed very high levels of organizational climate, team effectiveness, and teacher morale among the respondents. Results further showed a significant relationship between organizational climate and teacher morale, indicating that a supportive, collaborative, and well-managed school environment contributes to the enhancement of teachers' morale. However, team effectiveness was found to have no significant relationship with teacher morale. Regression analysis identified organizational climate as the strongest predictor of teacher morale. The qualitative findings generated 22 themes that provided deeper explanations of how school leadership, collegial support, communication, recognition, professional

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relationships, and institutional support shape teachers' motivation, commitment, and overall morale. Overall, the study highlights the vital role of a positive organizational climate in sustaining teacher morale and strengthening school performance. The findings offer practical implications for school administrators, policymakers, and educational leaders in designing interventions that promote teacher well-being, professional engagement, and quality education.

SDG #4: Quality Education

Keywords: organizational climate, team effectiveness, teacher morale, sequential explanatory approach, mixed methods, teachers, Philippines

1. Introduction

A decline in teacher morale results in frequent job-related stress, anxiety, and even depressive symptoms. Poor teacher morale is linked with low student quality and poor student outcomes (Steiner, Woo, Suryavanshi & Redding, 2023). Also, low teacher morale is caused by various factors such as lack of support, heavy workload, and a feeling of isolation. Low morale disrupts learning environments and negatively affects student achievement (Key, 2024). Relatedly, in the study by Mangin (2021), a teacher with low morale feels stressed, develops burnout, and becomes emotionally exhausted. When teachers have low morale, the quality of education is negatively impacted.

Teacher morale is important in facilitating the successful execution of teaching duties. High teacher morale results in an increase in student achievement (Mboweni & Taole, 2022). In another study by Benti and Tarekegne (2022), teachers who have high morale motivate students to learn in the classroom and develop feelings of satisfaction and fulfillment. Teachers with high morale have a clear affirmation towards the school values and the manner in which they work. To achieve high morale, teachers must be in schools that maintain personal integrity and foster group harmony. High teacher morale results in a positive intention to remain in the profession (Pressley *et al.*, 2023).

The researcher has also not come across similar studies on organizational climate, team effectiveness, and teacher morale in Region XI or particularly in the province of Davao Oriental. In another study by Guinta (2020), it was suggested to replicate studies on teacher morale over medium-sized school districts with populations that are considered middle-class to affluent in attempts to determine if such results are similar. Also, the study by Erichsen and Reynolds (2020) recommended that future research should continue to explore the practices that help teachers sustain morale in struggling schools and districts. Furthermore, the results of the study will help become a contributor to the world of literature. Thus, this study is a creation of new knowledge that can give benefits to the field of education. Lastly, the findings can be used to enhance organizational climate, team effectiveness, and teacher morale.

There was an urgent need to conduct this study because, as a researcher and teacher who is presently teaching in Baganga South is motivated to find out the levels of organizational climate, team effectiveness, and teacher morale, specifically on how the teachers are able to manage and adapt to the challenges related to organizational climate and team effectiveness, which has highly impacted teacher morale.

The main purpose of the study was to identify whether organizational climate and team effectiveness are predictors of teacher morale. Specifically, this study sought to answer the following objectives: first, to determine the level of organizational climate in terms of institutional vulnerability, collegial leadership, professional teacher behavior, and achievement press. Second, to describe the level of team effectiveness in terms of team mission, goal achievement, empowerment, open and honest communication, and positive roles and norms. Third, to assess the level of teacher morale in terms of teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support for education, school facilities and services, and community expectations. Fourth, to find out the significant relationships between organizational climate and teacher morale, and team effectiveness and teacher morale. Lastly, to identify if organizational climate and team effectiveness are predictors of teacher morale.

2. Literature Review

In a previous study by Ferrer (2021), organizational climate has a significant relationship with teacher morale. A favorable climate has a significant impact on teacher morale, resulting in a high level of teacher morale. Relatedly, another study by Pangilinan (2024) highlighted that the organizational climate fosters a positive and nurturing environment and contributes to increased teacher morale. Creating a conducive organizational climate makes teachers feel valued and motivated. Similarly, a recent study by Carbonnell and Ocampo (2025) assessed that the organizational climate is correlated with the morale of teachers. A positive organizational climate maintains morale and motivation, essential for navigating challenges effectively.

A positive school environment helps teachers stay motivated by providing a supportive space that improves job satisfaction and confidence. When teams work well together and support each other, teachers feel less lonely and stressed at work (Lhamu & Alam, 2026). Because of this, school leaders play a vital role in creating a culture where teachers feel safe and encouraged to collaborate, which leads to better performance. Research also shows that a good school culture helps teachers adapt to changes and stay motivated in different educational settings (Alzouebi *et al.*, 2025; Derizald *et al.*, 2026).

On the other hand, challenging work conditions significantly harm teacher well-being, with in-person teachers reporting lower professional commitment even after controlling for education and center type (Kwon *et al.*, 2022). Teachers feel burned out because school systems actively burn them out through neglect of their mental health needs, failure to cultivate professional well-being, and underestimating the importance

of belonging and positive relationships among adults. Leadership and communication play equally critical roles, as teacher morale during leadership transitions was mixed: effective communication and administrative support sustained motivation, while unclear guidance and inconsistent support caused stress and reduced morale (Venant, 2025).

Furthermore, the research by Werang *et al.* (2023) determined that team effectiveness has a correlation with teacher morale. This results in a positive attitude that can create a supportive learning environment that improves student outcomes. Also, the study by Kratumnok and Phrakhrusutheejariyawattana (2024) emphasized that team effectiveness is a strategy for enhancing morale. Strengthening team effectiveness is important in assisting in the increase of morale and motivation at work. Finally, the study by Coffey (2021) found out that team effectiveness is positively correlated with teacher morale. Effective teams in the workplace are crucial for employee attachments, organization success, and the morale of teachers. Meanwhile, in the research by Benti and Tarekegne (2022), teachers have low morale, a low level of personal satisfaction, do not have a satisfactory standard of living, are not respected by the community, and are not treated as professionals. There is also no significant relation between team effectiveness and teacher morale, resulting in teachers not being satisfied with their current teaching position.

In terms of institutional vulnerability, the study by Alves *et al.* (2022) ascertained that vulnerable institutions show that risks do not happen by coincidence but result from human actions and inadequacies. For school communities to address the needs of all, it is important to have strong communication systems, organized institutional frameworks, and good governance. In a similar vein, institutional vulnerability is increasingly acknowledged as an important factor influencing risk at the school level. Such a concept encompasses the internal weaknesses, structural limitations, and governance deficiencies inherent within or between schools that compromise their ability to prevent, manage, or recover from pressure (Alcantara-Ayala *et al.*, 2025).

Moreover, Ma and Yang (2021) highlighted that professional teacher behavior can create an effective interactive environment for the classroom. Analyzing and evaluating professional teacher behavior is one of the important indicators for measuring teaching quality. Finally, teachers with a tendency toward professional teacher behavior are better able to become supportive mentors to students. The higher the level of professional identity among teachers, the stronger their empathy in dealing with problems and their tendencies toward professional teacher behavior (Jing & Kasa, 2025).

In another study by Mlinarevic *et al.* (2022), collegial leadership is significant as interpersonal and collaborative leadership foster an atmosphere of cooperation, mutual respect, and shared decision-making. Further, achievement press is important as carrying out the teaching and learning processes in schools allows teachers to overcome difficulties (Padalia & Nurochmah, 2021). Team mission is more than a statement of agreement, as it is jointly developed to pave the way for the team in the direction to accomplish a mission (Quines & Piñero, 2022). In the research by Butera *et al.* (2024), goal

achievement is significant as it is the basic human need of competence towards the core value of achievement.

Additionally, empowerment includes the level of autonomy placed upon school leaders in making decisions on the facets of school management (Kilag *et al.*, 2023). Relatedly, Reid *et al.* (2022) highlighted in their study that the concept of teacher empowerment first arose in the late 1980s, as a response to implementing reform initiatives in schools and school improvement efforts. Since then, scholars have analyzed teacher empowerment from multiple perspectives, with evidence suggesting it is a critical factor in school effectiveness. There is also a positive correlation between teacher empowerment and job satisfaction. Furthermore, open and honest communication involves being open with information and distributing authority to others (Benoiel, 2021). Lastly, positive roles and norms are important actions to take for this guide to many aspects of behavior (Gross & Vostroknutov, 2022).

In the study by Ozkan and Akgenc (2022), teacher satisfaction in teaching includes the degree of teachers' liking their teaching jobs or being happy with them. Also, teacher status of feelings involves the status of the teaching profession in the community, which gives feelings of confidence in normal life (Yusuph & Mkulu, 2022). Meanwhile, teacher-principal rapport is significant as how principals and teachers in a school relate with one another in performing their assigned roles affects performance (Ikenga & Ogbaga, 2021). Similarly, with the principal having a greater influence than other employees within the school, the interactions each teacher does or does not have with his or her principal have an impact on the teachers' professional well-being (Echon & Cabal, 2022). In another study by Saeed (2024), teacher rapport among themselves includes teachers establishing a level of trust and mutual understanding with other teachers. In a previous study by Yontz and Wilson (2021), teachers' salaries involve how teachers are paid on a structured scale.

Moreover, teachers' workload includes the time spent in teaching, administrative, extracurricular activities, and co-curricular responsibilities (Zydzianaite *et al.*, 2020). Meanwhile, curriculum considerations are faced by teachers in terms of usability and adaptation of the curriculum (Karakus, 2021). Relatedly, teacher-related curriculum issues include inadequate professional development and inefficient teaching methods. There is a need to enhance teacher training, improve resource allocation, and ensure curriculum relevance to improve educational outcomes (Aslam *et al.*, 2024).

In addition, teachers' emotional experiences and professional efficacy are greatly influenced by a supportive work environment. School environment was strongly correlated with professional outcomes, and secondary school teachers had a positive perception of their school climate across all dimensions, especially role clarity and dedication (Donque & Valle, 2025). Teachers' emotional responses were well captured by a supportive work environment, with pride in supervisor support and school support being most significantly associated with satisfaction (Wu & Liao, 2025). The relationship between work environment and performance was complex, indicating that environmental elements alone do not directly affect effectiveness, even if teachers

thought their work environment was excellent and their performance levels were high (Valcarcel, 2025). Teachers' efficacy and well-being are compromised by a number of interconnected variables, including policy burden, workload strain, and communication breakdown. Teachers bear significant administrative obligations due to overlapping policies and poorly coordinated programs, which increases workload pressure and decreases efficiency (Tarraya, 2023).

Additionally, teachers' well-being was negatively impacted by heavy workloads and persistent stress. While stress and workload did not significantly predict performance in their sample, the authors highlight systemic workload issues and recommend interventions like stress management training, altered responsibilities, better technical support, and increased stakeholder involvement (Gudelos & Mabitad, 2025). Therefore, workplace communication and feedback mechanisms discover a strong positive correlation between communication strategies and feedback processes, indicating that while communication breakdowns exacerbate administrative burdens, effective communication and feedback can mitigate them (Monredondo & Baguio, 2025). Also, community support is important as it brings educational institutions together with the community, including families, governments, social services, and non-profit organizations (Kakungulu, 2024). In a recent study by Ambubuyog *et al.* (2025), school services and facilities are significant, as the various elements such as buildings, grounds, parking lots, playing fields, and fixed equipment of the school impact teaching and learning. Further, community pressures can affect students' mental and emotional health, hindering their learning experience and academic performance (Ruiz & Lopez, 2024).

The Department of Education Order (DO) No. 2, s. 2020, established guidelines for school administrators, positioning them as instructional leaders in charge of creating a positive, learning-centered environment rather than just handling office duties. This change indicates that when a principal leads well, a positive school climate is created, which in turn improves teacher performance and morale (Malarasta & Sarmiento, 2025). Moreover, the DO No. 005 s. 2024 relieves educators of additional responsibilities, and the DO No. 024's Expanded Career Progression Systems. 2025 emphasizes sustained professional development.

Moreover, understanding how teachers sustain well-being, particularly in high-demand school environments, requires an understanding of purpose orientation, emotional regulation, and peer support coping. Teachers who have confidence in their skills are more likely to remain motivated, persevere through challenges, and have a stronger sense of direction in both their personal and professional lives, according to the substantial correlation between self-efficacy and life purpose. This is significant because effort is given meaning by purpose, and meaning frequently serves as a source of strength in times of stress and exhaustion (Zurbano, 2022). Instructors manage well through professional development, mindfulness, and supportive connections, emphasizing that coping is enhanced when instructors feel led and linked on a personal and professional level (Maculada *et al.*, 2025).

Furthermore, utilizing practical knowledge, teamwork, and resilience, experience-based coping also seems to assist educators in adjusting to challenging circumstances. In addition to relying on peer support and self-directed learning, rural science teachers adjusted their lessons, simplified topics, and used locally accessible resources to deal with the lack of laboratory equipment, instructional materials, and time (Agpawan-Acyapat, 2026). In a similar lens, Ignao (2021) detailed teachers' use of dialogical-contemplative coping, which integrates spiritual meditation and conversation to resolve problems at school in a morally and diplomatically responsible manner. Teachers continued to address students' needs through successful initiatives, instructional methodologies, and community links despite the high demands of remote learning. When combined, these studies demonstrate how experience-based coping and support utilization assist educators in overcoming obstacles, maintaining dedication, and continuing to be productive in demanding learning environments (Caratiquit & Caratiquit, 2022).

Additionally, work-life balance strategies, collaborative support networks, and a resilient, purpose-driven attitude are all closely related to how teachers maintain their dedication and efficacy in the field. Teacher education instructors continued to be involved in professional development, inclusive teaching, and student-centered practices because of their strong sense of purpose, moral obligation, and intrinsic motivation (Nazareth *et al.*, 2026). This implies that teachers are more likely to be resilient and dedicated even when work becomes challenging when they are motivated by meaning rather than just remuneration. According to Quines and Arendain (2023), there is a significant correlation between work-life balance, organizational commitment, and job satisfaction. Thus, a helpful and balanced work environment enhances teachers' commitment and sense of professional pride.

In addition, adaptive reflective practice and values-based practices are critical for teacher development because they enable educators to change their methods while remaining grounded in ethical and professional standards. Reflection is crucial for professional development in both Philippine and Indonesian teachers, albeit their reflective focus differs, with Indonesian teachers focusing more on student learning and Philippine teachers on self-reflection (Hikmat *et al.*, 2022). Furthermore, reflective practice is intimately related to pedagogical topic knowledge, and teacher portfolios are strongest when constructed methodically and bolstered by professional development, feedback, and reflective practice. These results reveal that reflection is a continuous process that enhances teaching quality, flexibility, and professional competence rather than just a regular practice (Tago *et al.*, 2025).

3. Material and Methods

3.1 Quantitative Phase

For the quantitative phase, the total population of public elementary teachers for each province consist of 2,606 for Davao del Sur, 2,054 for Davao Occidental, 4,045 for Davao de Oro, 2,877 for Davao Oriental and 2,647 for Davao de Norte. The rule of thumb for the

minimum number of respondents is 400, which is appropriate for the study, Yuan & Chang (2016). In this study, 400 respondents became the sample size of elementary teachers, computed as follows: 73 for Davao del Sur, 58 Occidental, 113 for Davao de Oro, 81 for Davao Oriental and 75 elementary teachers for Davao de Norte. This allowed the researcher to complete the number of respondents necessary for the study, and the researcher believed that these respondents were fitted to answer the research objectives of the study, considering that they are all public elementary school teachers.

Stratified random sampling was employed such that all elementary school teachers in the five provinces in the Davao region had the chance for inclusion in the final sample. This is a sampling technique in which the population is divided into groups called strata. The idea is that the groupings were made so that the population units within the groups are similar (Salkind, 2007). The stratification was based on the respondents' shared attributes or characteristics, such as educational attainment and number of years in teaching (Hayes, 2024).

As part of the criteria in the selection of respondents, the researcher considered the inclusion and exclusion requirements. For the inclusion criterion, the respondents are the regular public elementary school teachers for academic year 2025-2026 of 1 big school in the identified 5 provinces in Davao region namely Davao del Sur, Davao Occidental, Davao de Oro, Davao Oriental and Davao de Norte and who have been teaching for a period of 2 years as they were the ones who were in the position to provide useful information upon testing the hypothesis of the study. Those teachers who are not teaching under the elementary department in the areas identified are excluded from the study, for they are in a different work environment and supervision, including those who are working in the junior and senior high departments and private schools, whether in the same identified areas and those teachers who also hold managerial or supervisory positions were excluded from the study.

As to the withdrawal requirement, the respondents were free to decline to participate in the survey without any form of consequence, penalty or loss of benefits. They were not forced to answer the research questionnaire and were encouraged to return it to the researcher for its automatic disposal. Moreover, they can withdraw anytime from their participation in the research process if they feel uncomfortable about the study.

3.2 Qualitative Phase

For the qualitative data, participants of the FGD and IDI are public elementary school teachers who have regular employment status for the academic year 2025-2026 and who have been teaching for a period of 2 years. A total of 7 valid responses were collected from the FGD, and 5 valid responses from the IDI. The researchers used a purposive sampling technique to select the participants for both the FGDs and IDIs. The researcher conducted one-on-one interviews with 5 public elementary teachers assigned in one of the schools in Davao Oriental. Participants of the IDIs were also purposely selected from one of the schools in Davao Del Norte. Through in-depth interviews, researchers looked

into the processes pertaining to specific phenomena and came up with possible solutions to various problems (Xu *et al.*, 2025).

3.3 Quantitative Phase

The aim of the study was to find out if organizational climate and team effectiveness are predictors of teacher morale. Specific items for each construct used in this study was adapted from The instrument on organizational climate was taken from Hoy *et al.* (2002) on "The development of the organizational climate index for high schools: Its measure and relationship to faculty trust" while for variable team effectiveness was taken from Fung (2014) on "Relationships among team trust, team cohesion, team satisfaction, team effectiveness and project performance as perceived by project managers in Malaysia" and modified to fit the study.

The questionnaire was composed of three parts. First, the items are questions about organizational climate, the second portion is composed of questions on team effectiveness, and the third is on teacher morale. In evaluating organizational climate, team effectiveness and teacher morale a 5-point Likert scale with the following range of means and descriptions used: 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all. A total of 400 valid responses were collected and used for data interpretation and analysis by the Statistician. Conclusion and recommendations were formulated using the results of the Statistician.

The research instrument was subjected to validation by one internal and one external expert. The results of the validation by the experts revealed an average mean score of 4.79 with Very Good as its descriptive interpretation, while using Cronbach's alpha, the results revealed: 0.955 for organizational climate, 0.955 for team effectiveness and 0.955 for teacher morale. As to the statistical tools and for a more comprehensive interpretation and analysis of the data, the following were employed: Mean was used to determine the levels of organizational climate, team effectiveness and teacher morale. Pearson's *r* was applied to determine if the relationships are significant between organizational climate, team effectiveness and teacher morale. Regression analysis was used to determine whether organizational climate and team effectiveness significantly predict teacher morale.

3.3 Qualitative Phase

In order to obtain the need information and to conduct the qualitative phase of the study, the researcher will use an interview guide and a tape recorder in order to record all the responses of the participants. An interview guide will be used as an instrument to gather the qualitative data through in-depth interviews (IDI) and focus group discussions (FGD) (Kvale & Brinkmann, 2009). The interview guide with research questions will be validated based on the criteria of ethics and rigor.

This research utilized a sequential explanatory approach as the study's research design. This research design began by exploring with qualitative data and analysis, and then uses the findings in a second quantitative phase (Creswell, 2014). Qualitative data were collected through face-to-face interviews consisting of both focus group discussions (FGDs) and in-depth interviews (IDIs). An interview guide was formulated and was utilized during the conduct of the focus group discussion (FGD) and in-depth interview (IDI). Open-ended questions allow researchers to collect related data from the participants in detail with personal feelings, emotions, and ideas (Elhami & Khosknevisan, 2022).

3.4 Quantitative Phase

The quantitative, non-experimental design of research using a correlational technique was used in this study. This develops and employs mathematical models, theories and or hypotheses pertaining to phenomena. First, it utilizes a descriptive correlational method, which measures the associations of variables with varying levels of measurement (Christensen, Johnson and Turner, 2011). Moreover, the correlational technique is a non-experimental design, where the researcher studies the correlation between variables in a normal setting without manipulation or control. In correlational studies, the researchers examine the strength of relationships among variables by looking at how a change in one variable is linked with a change in the other variable. Generally, the correlational method has independent and dependent variables, but the effect of the independent variable is seen on the dependent variable without manipulating the former (Creswell, 2009).

3.5 Qualitative Phase

Phenomenology is the design used in the qualitative phase. This is a methodology that best describes the experiences of human beings. Phenomenology is a qualitative research method used to explain a particular phenomenon experienced by individuals (Creswell, 2014). Phenomenology research is usually conducted through in-depth interviews of small samples of participants.

The researcher assured that all procedures in collecting data were properly followed during the conduct of the study. The researcher wrote a letter of request from the Dean of the Professional Schools, and before the data gathering, the researcher secured UMERC approval as per the issued UMERC Certificate of Approval Number 2025-543 to ensure compliance with some ethical considerations in research. As soon as permission was granted, the researcher secured a letter of endorsement noted from the Dean of Professional Schools, addressed to the School Heads of the elementary schools and then the researcher proceeded to the assigned teachers of the identified schools for the distribution of the survey questionnaires.

The method used in the survey was a face-to-face method wherein the researcher made sure that the classes of the teachers were not disturbed or cancelled. Thereafter, all survey questionnaires were collected and retrieved for statistical analysis after three

weeks. The researcher tabulated all the data in the Excel spreadsheet and then submitted it to the assigned statistician for statistical treatment. The statistician's interpretation of the collected data became the basis for the researcher's data analysis, discussion and recommendations from the results of the survey.

For the second phase, the researcher developed the qualitative research questions through the use of the Interview Guide and employed purposive sampling (Creswell, 2014). The idea was that the qualitative data collection was built directly on the quantitative results. Specifically, given that the study employed the sequential explanatory method, the collection of quantitative (closed-ended) and qualitative (open-ended) data was done at different times. The quantitative phase was done first, followed by the qualitative phase to corroborate the results of the study.

For the mixed method approach, the explanatory sequential method is important in attaining the purpose of the study, both for the quantitative and qualitative phases. The quantitative results determined the level of organizational climate, team effectiveness, and teacher morale among the public elementary teachers. Relatedly, the qualitative aspect was conducted through IDIs and FGDs. The results obtained from these activities were used to corroborate the data gathered from the survey. Guided by the final research question, the researcher was able to generate an overall analysis based on the research questions of the study.

3.6 Quantitative Phase

As to the statistical tools and for more comprehensive interpretation and analysis of the data, the following were employed: Mean was used to measure the levels of organizational climate, team effectiveness and teacher morale of public elementary teachers. Pearson r is applied to determine the interrelationships between organizational climate, team effectiveness and teacher morale of public elementary teachers. Regression analysis was used to determine whether organizational climate and team effectiveness significantly predict teacher morale.

3.7 Qualitative Phase

For the qualitative phase, the researcher followed the three-step procedure of Creswell *et al.* (2007) wherein the first step was data reduction, which involved choosing, simplifying, and organizing data using coding of core themes. The second step was data display, in which the data was presented in tabular format and categorized into core ideas and themes. Themes were presented as guided by the research questions, while illustrative quotes were presented as direct confirming responses of the participants to the themes. The last step was data interpretation, wherein themes were interpreted, discussed, and implications were presented.

During the gathering of data, ethical considerations were observed. There is a need to be transparent to the research subjects on the intent of the research and what and how quantitative and qualitative results were used (McGregor, 2023). To protect their privacy, the researcher gave priority to the public elementary teachers' voluntary and anonymous

involvement. In accordance with the Data Privacy Act of 2012, as a researcher, all information collected were kept private and used exclusively for the study. All public elementary teachers who participated in the study as respondents were asked for their informed consent. There were no high-risk scenarios in the study that could negatively impact the respondents' experiences. The study used Plagiarism Detector, Grammarly, and/or Turnitin software to reduce the amount of plagiarism that occurs during the study. Since the researcher is unrelated to the study participants, there was no conflict of interest in this research. There was no dishonesty in this study. The targeted schools where the respondents teach or work granted the researcher the appropriate permission. Data collection took place in face-to face mode of data gathering. This paper may only be published or presented by the researcher or the adviser with the researcher's permission. The adviser becomes a co-author of the study for the purposes of its publication.

4. Results and Discussion

4.1 Quantitative Phase

Table 1: Organizational Climate

Indicators	Mean	SD	Descriptive Equivalent
Institutional Vulnerability	4.47	0.53	Very High
Collegial Leadership	4.26	0.64	Very High
Professional Teacher Behavior	4.25	0.74	Very High
Achievement Press	4.30	0.34	Very High
Overall	4.32	0.39	Very High

Revealed in Table 1 is the level of organizational climate, which revealed an overall SD of 0.39 and an overall mean rating of 4.32, described as Very High. It can also be gleaned from the table that the indicator institutional vulnerability gained the highest mean score of 4.47, labeled as Very High. It is followed by achievement press with a mean score of 4.30, descriptively described as Very High. After which, collegial leadership with a mean score of 4.26 was described as Very High. Finally, professional teacher behavior, with a mean score of 4.25 labeled as Very High.

The very high level of institutional vulnerability implies that there are highly vocal parents who can adopt the school policy. The result is aligned with the authors' statements (Alcantara-Ayala *et al.*, 2025; Alves *et al.*, 2022) wherein vulnerable institutions show that risks do not happen by coincidence but result from human actions and inadequacies. For school communities to address the needs of all, it is important to have strong communication systems, organized institutional frameworks, and good governance. Institutional vulnerability is increasingly acknowledged as an important factor influencing risk at the school level. Such a concept encompasses the internal weaknesses, structural limitations, and governance deficiencies inherent within or between schools that compromise their ability to prevent, manage, or recover from pressure.

Moreover, the very high level of professional teacher behavior implies that the teachers in the school exercise great professional judgment. The result is consistent with the claim of the authors (Jing & Kasa, 2025; Ma & Yang, 2021) who stated that professional teacher behavior can create an effective interactive environment for the classroom. Analyzing and evaluating professional teacher behavior is one of the important indicators for measuring teaching quality. Teachers with a tendency toward professional teacher behavior are better able to become supportive mentors to students. The higher the level of professional identity among teachers, the stronger their empathy in dealing with problems, and their tendencies toward professional teacher behavior.

Table 2: Team Effectiveness

Indicators	Mean	SD	Descriptive Equivalent
Team Mission	4.71	0.47	Very High
Goal Achievement	4.69	0.49	Very High
Empowerment	4.68	0.49	Very High
Open and Honest Communications	4.70	0.48	Very High
Positive Roles and Norms	4.71	0.48	Very High
Overall	4.70	0.22	Very High

Presented in Table 2 is the level of team effectiveness with an overall standard deviation of 0.22 and a Very High level with an overall mean score of 4.70. In addition, the indicators team's mission and positive roles and norms both gained the highest mean score of 4.71, labeled as Very High. After which, open and honest communications with a mean score of 4.70 were described as Very High. It is followed by goal achievement with a mean score of 4.69, also described as Very High. Finally, empowerment with a mean score of 4.68 was labeled as Very High.

The very high level of team mission and positive roles and norms implies that the teachers understand how the mission fits into the organization, and the role each member of the team is expected to play makes sense to the whole team. The result is coherent with the authors (Gross & Vostroknutov, 2022; Quines & Piñero, 2022) who mentioned that team mission is more than a statement of agreement, as it is jointly developed to pave the way for the team in the direction to accomplish a mission. Also, positive roles and norms are important actions to take for this guide to many aspects of behavior.

In addition, the very high level of empowerment implies that the teachers have so much ownership of the work that, if necessary, they would offer to stay late to finish a job. The result is suggestive of the claim of the authors (Kilag *et al.*, 2023; Reid *et al.*, 2022) who emphasized that empowerment includes the level of autonomy placed upon school leaders in making decisions on the facets of school management. Since then, scholars have analyzed teacher empowerment from multiple perspectives, with evidence suggesting it is a critical factor in school effectiveness. There is also a positive correlation between teacher empowerment and job satisfaction.

Table 3: Teacher Morale

Indicators	Mean	SD	Descriptive Equivalent
Teacher Rapport with Principal	4.52	0.36	Very High
Satisfaction with Teaching	4.49	0.41	Very High
Rapport Among Teachers	4.39	0.28	Very High
Teacher Salary	4.46	0.47	Very High
Teacher Load	4.27	0.38	Very High
Curriculum Issues	4.04	0.60	Very High
Teacher Status	4.42	0.43	Very High
Community Support for Education	4.27	0.54	Very High
School Facilities and Services	4.27	0.57	Very High
Community Expectations	4.21	0.54	Very High

Revealed in Table 3 is the level of teacher morale with an overall standard deviation of 0.21 and an overall mean rating of 4.33, described as Very High. It can also be seen from the table that the indicator teacher rapport with principal gained the highest mean score of 4.52 descriptively described as Very High. Meanwhile, the indicator curriculum issues gained the lowest mean score of 4.04, labeled as High.

The very high level of teacher rapport with the principal implies that the teachers feel free to go to the principal about problems of personal and group welfare. The result is aligned with the authors' statements (Echon & Cabal, 2022; Ikenga & Ogbaga, 2021) wherein teacher-principal rapport is significant, as how principals and teachers in a school relate with one another in performing their assigned roles affects performance. Further, with the principal having a greater influence than other employees within the school, the interactions each teacher does or does not have with his or her principal have an impact on the teachers' professional well-being.

Additionally, the high level of curriculum issues implies that the school curriculum does a good job of preparing students to become enlightened and competent citizens. The result is consistent with the claim of the authors (Aslam *et al.*, 2024; Karakus, 2021) who highlighted that curriculum considerations are faced by teachers in terms of usability and adaptation of the curriculum. Also, teacher-related curriculum issues include inadequate professional development and inefficient teaching methods. There is a need to enhance teacher training, improve resource allocation, and ensure curriculum relevance to improve educational outcomes.

**Table 4: Overall Significance on the Relationship between
 Organizational Climate, Team Effectiveness, and Teacher Morale**

	Organizational Climate	Team Effectiveness	Teacher Morale
Organizational Climate	1	-.031	.168**
Team Effectiveness	-.031	1	.034
Teacher Morale	.168**	.034**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Revealed in Table 4 is the correlation between the measures of organizational climate, team effectiveness, and teacher morale. It can be seen from the table that when organizational climate is correlated with the measures of teacher morale, the overall r-value results in 0.168 with a p-value of 0.001, which is lower than the 0.05 level of significance. This implies that organizational climate is positively linked with teacher morale. However, when team effectiveness is correlated with the measures of teacher morale, the overall r-value results in 0.034 with a p-value of 0.494, which is greater than the 0.05 level of significance. This implies that organizational climate is not associated with teacher morale.

The correlation between measures revealed that there is a significant relationship between organizational climate and teacher morale. On the other hand, team effectiveness has no significant association with teacher morale. This is aligned with authors (Benti & Tarekegne, 2022; Ferrer, 2021) who emphasized that organizational climate has a significant relationship with teacher morale. A favorable climate has a significant impact on teacher morale, resulting in a high level of teacher morale. Meanwhile, there is no significant relation between team effectiveness and teacher morale, resulting in teachers not being satisfied with their current teaching position. Teachers have low morale, a low level of personal satisfaction, do not have a satisfactory standard of living, are not respected by the community, and are not treated as professionals.

Table 5: Multiple Regression Analysis of the Combined Influence of Organizational Climate and Team Effectiveness on Teacher Morale

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	3.704	.249		14.870	.000
	Organizational Climate	.135	.026	.250	5.132	.000
	Team Effectiveness	.016	.047	.017	.340	.734
R						.250
R ²						.063
F						13.186
P						.000

a. Dependent Variable: Teacher Morale

The multiple regression analysis examined the predictive power of organizational climate and team effectiveness on teacher morale. The results indicate that the model is statistically significant; $F = 13.186$, $p = 0.000$, with an $R = .250$ and an $R^2 = .063$. This means that approximately 6.3% of the variance in teacher morale can be explained by the combined effects of organizational climate and team effectiveness.

Looking at the predictors individually, organizational climate emerged as the strongest predictor of teacher morale, $B = .135$, $\beta = .250$, $t = 5.132$, $p = 0.000$. This suggests that teachers' institutional vulnerability, collegial leadership, professional teacher behavior, and achievement press greatly contribute to their morale. The result is aligned

with the Hierarchy of Needs Theory by Maslow *et al.* (1970), which presents an important basis for understanding the fundamentals of teacher morale. At some point, the needs organized from lower to higher are considered to be the fundamental needs of human beings and are influential factors as far as a person's morale is concerned. The constant term $B = 3.704$, $t = 14.870$, $p = 0.000\ 015$ further indicates that even when both predictors are held constant, a baseline level of teacher morale still exists, suggesting that other unmeasured factors may also contribute to teacher morale.

The overall result of the regression analysis on organizational climate and team effectiveness as predictors of teacher morale revealed that organizational climate significantly predicts teacher morale. The result of the study confirms the authors (Carbonnell & Ocampo, 2025; Pangilinan, 2024) who stated that the organizational climate fosters a positive and nurturing environment and contributes to increased teacher morale. Creating a conducive organizational climate makes teachers feel valued and motivated. Further, the organizational climate is correlated with the morale of teachers. A positive organizational climate maintains morale and motivation, essential for navigating challenges effectively.

4.2 Qualitative Results

Table 6: Organizational Climate and Team Effectiveness Affect Teacher Morale

Theme	Core Ideas	Illustrative Quotes
Positive Organizational Climate Enhances Teacher Motivation	<ul style="list-style-type: none"> Supportive environment increases motivation and job satisfaction Positive leadership and communication foster commitment Peaceful and conducive climate promotes effective teaching 	<p><i>"They have a big impact on the teachers' emotions... teachers will always be motivated." (P2)</i></p> <p><i>"Peaceful climate... effectiveness in teaching." (P3)</i></p> <p><i>"Positive climate... promotes motivation and job satisfaction." (P4)</i></p>
Team Effectiveness Reduces Stress and Isolation	<ul style="list-style-type: none"> Collaboration strengthens teamwork and shared responsibility Reduces emotional exhaustion and professional isolation Encourages mutual support and shared learning among teachers 	<p><i>"Collaboration and unity reduce emotional exhaustion." (P2)</i></p> <p><i>"Each member shares experience... motivates others." (P1)</i></p> <p><i>"Strong teamwork increases motivation and commitment. (P4)</i></p>
Organizational Climate and Relationships Shape Teacher Morale	<ul style="list-style-type: none"> Work environment and relationships influence morale Feeling valued and supported enhances well-being 	<p><i>"Teachers feel capable, valued, and motivated." (P5)</i></p> <p><i>"Climate and relationships shape morale." (P5)</i></p> <p><i>"Affects daily experiences... how supported and respected they feel." (P3)</i></p>

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	<ul style="list-style-type: none"> Organizational climate acts as foundation of teacher performance 	
Challenging Work Conditions Affect Teacher Well-being	<ul style="list-style-type: none"> Teaching involves multiple responsibilities and diverse learner needs Emotional demands and workload contribute to stress External expectations with limited support create pressure 	<p><i>"Life is quite challenging... different learner needs." (P1)</i></p> <p><i>"Difficult to be a teacher... less support." (P2)</i></p> <p><i>"Challenging but fulfilling... multiple responsibilities." (P4)</i></p>
Poor Communication and Leadership Weakens Morale	<ul style="list-style-type: none"> Lack of clear communication creates confusion and stress Inconsistent leadership reduces trust and motivation Weak collaboration and unequal workload affect morale 	<p><i>"Lack of clear communication... expectations not explained." (P3)</i></p> <p><i>"Limited support and unequal workload." (P4)</i></p> <p><i>"Poor communication and inconsistent leadership." (P5)</i></p>

The theme that positive organizational climate enhances teacher motivation was supported by core ideas as a supportive environment increases motivation and job satisfaction, positive leadership and communication foster commitment, and a peaceful and conducive climate promotes effective teaching. One participant shared their thoughts on this theme and said: *"Both organizational climate and team effectiveness have a big impact on the teachers' emotions, and that teachers will always be motivated"* (IDI 1, P2). Another participant expressed: *"Peaceful climate contributes to effectiveness in teaching"* (IDI 1, P3). The next participant also mentioned her ideas on the theme and revealed *"positive climate promotes motivation and job satisfaction"* (IDI, P4).

Team effectiveness reduces stress and isolation was the second theme wherein core ideas were identified, such as collaboration strengthens teamwork and shared responsibility, reduces emotional exhaustion and professional isolation and encourages mutual support and shared learning among teachers. In support of the core ideas, one participant shared: *"collaboration and unity reduce emotional exhaustion"* (IDI, P2). An FGD participant also expressed her ideas and said *"each member shares experience, which sharing motivates others"* (FGD, P1). The earlier statements were supported by another participant and mentioned *"strong teamwork increases motivation and commitment"* (IDI, P4)

The 3rd theme, which came out in the analysis was organizational climate and relationships shape teacher morale. The 3rd theme was supported by the core ideas, which included that work environment and relationships influence morale, feeling valued and supported enhances well-being and organizational climate acts as a foundation of teacher performance. Some participants from the FGD and IDI supported this theme and revealed *"teachers feel capable, valued, and motivated (IDI, P5), climate and*

relationships shape morale" (FGD, P5) and *"affects daily experiences on how supported and respected they feel"* (FGD, P3).

A positive school environment helps teachers stay motivated by providing a supportive space that improves job satisfaction and confidence. When teams work well together and support each other, teachers feel less lonely and stressed at work (Lhamu & Alam, 2026). Because of this, school leaders play a vital role in creating a culture where teachers feel safe and encouraged to collaborate, which leads to better performance. Research also shows that a good school culture helps teachers adapt to changes and stay motivated in different educational settings (Alzouebi *et al.*, 2025; Derizald *et al.*, 2026).

This 4th theme brought the negative effect of organizational climate and team effectiveness on teacher morale. In support of this theme, three core ideas were identified to include teaching involves multiple responsibilities and diverse learner needs, emotional demands and workload contribute to stress, and external expectations with limited support create pressure. Two IDI participants expressed their thoughts about the theme and shared: *"Life is quite challenging due to different learner needs"* (IDI, P1), *"difficult to be a teacher as teachers experienced less support"* (IDI, P2). One FGD participant also shared her ideas and said: challenging but fulfilling, there are assigned multiple responsibilities (FGD, P4).

The last theme appeared to have a negative effect on organizational climate and team effectiveness on teacher morale. The theme poor communication and leadership weaken morale. Along with this theme came out three core ideas, which included the lack of clear communication creates confusion and stress, inconsistent leadership reduces trust and motivation and weak collaboration and unequal workload affect morale. The participants shared their responses on this theme: *"lack of clear communication and expectations not explained"* (FGD, P3), *"limited support and unequal workload"* (FGD, P4) *"poor communication and inconsistent leadership"* (FGD, P5).

Challenging work conditions significantly harm teacher well-being, with in-person teachers reporting lower professional commitment even after controlling for education and center type (Kwon *et al.*, 2022). Teachers feel burned out because school systems actively burn them out through neglect of their mental health needs, failure to cultivate professional well-being, and underestimating the importance of belonging and positive relationships among adults. Leadership and communication play equally critical roles, as teacher morale during leadership transitions was mixed: effective communication and administrative support sustained motivation, while unclear guidance and inconsistent support caused stress and reduced morale (Venant, 2025).

Table 7: Teachers' Experiences on Organizational Climate and Team Effectiveness

Theme	Core Ideas	Illustrative Quotes
Supportive Climate	<ul style="list-style-type: none"> • Positive leadership fosters motivation, job satisfaction • Approachable administrators build trust 	<p><i>"Positive organizational climate... feel valued, motivated."</i> (P3)</p> <p><i>"Supportive leaders... improve motivation."</i> (P4)</p>

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	<ul style="list-style-type: none"> • Collaborative environment enhances performance 	
Policy Burden	<ul style="list-style-type: none"> • Policies shape work conditions • Decision processes influence morale • Some policies create additional workload, stress 	<p><i>"Setting standards... affect morale."</i> (P1)</p> <p><i>"Policies... burden to us."</i> (P2)</p>
Team Support	<ul style="list-style-type: none"> • Teamwork promotes shared responsibility • Peer support reduces workload stress • Weak teams create imbalance, conflict 	<p><i>"Teamwork provides support... reduces stress."</i> (P4)</p> <p><i>"Collaboration within teaching teams."</i> (P5)</p>
Workload Pressure	<ul style="list-style-type: none"> • Heavy workload creates stress • Multiple tasks strain time and energy • Limited resources intensify demands 	<p><i>"Managing heavy workload... multiple responsibilities."</i> (P3)</p> <p><i>"Paperwork, reports, pressure."</i> (P3)</p> <p><i>"Working under limited support."</i> (P4)</p>
Communication Breakdown	<ul style="list-style-type: none"> • Poor communication creates confusion • Lack of support lowers motivation • Inconsistent expectations increase stress 	<p><i>"Poor communication... unclear expectations."</i> (P5)</p> <p><i>"Lack of support from administration."</i> (P5)</p> <p><i>"Limited coordination."</i> (P4)</p>
Emotional Experience	<ul style="list-style-type: none"> • Student success brings fulfillment • Relationships enhance motivation • Misunderstanding creates emotional strain 	<p><i>"Joy when students learn."</i> (P3)</p> <p><i>"Building relationships with students."</i> (P5)</p> <p><i>"Misunderstood despite good intentions"</i> (P5)</p>

The first theme which came out of the analysis was supportive climate. Both the FGD and IDI participants believed that support from the heads of schools matters, as this increases their desire to teach and perform well in their classes. There were three core ideas that supported the theme: positive leadership fosters motivation, job satisfaction, approachable administrators build trust, and a collaborative environment enhances performance. One FGD participant revealed her experiences and said positive organizational climate, we feel valued and feel more motivated (FGD, P3). This sharing was collaborated by one IDI participant when he said, *"supportive leaders improve teachers' motivation"* (IDI, P4).

The theme team support took cognizance of the team effectiveness as part of the focus of the study. Team support was supported by three core ideas: teamwork promotes shared responsibility, peer support reduces workload stress, and weak teams create imbalance and conflict. All the participants for both the FGD and IDI agreed on the presented core ideas. They shared and said: *"teamwork provides support and reduces stress"* (IDI, P4) and *"collaboration within teaching teams improves performance"* (FGD, P5).

Teachers' emotional experiences and professional efficacy are greatly influenced by a supportive work environment. School environment was strongly correlated with professional outcomes, and secondary school teachers had a positive perception of their

school climate across all dimensions, especially role clarity and dedication (Donque & Valle, 2025). Teachers' emotional responses were well captured by a supportive work environment, with pride in supervisor support and school support being most significantly associated with satisfaction (Wu & Liao, 2025). The relationship between work environment and performance was complex, indicating that environmental elements alone do not directly affect effectiveness, even if teachers thought their work environment was excellent and their performance levels were high (Valcarcel, 2025).

One identified theme under the experiences of teachers was policy burden. School policies have a great impacts in the teaching lives of the participants. Three core ideas were identified under this theme, such as policies shape work conditions, decision processes influence morale, and some policies create additional workload and stress. It is quite important that policies affecting performance standards in teaching, workloads, rewards and incentives, benefits and working environment of teachers are expected to be in placed and that any revisions or changes need proper communication and dissemination to all. An IDI participant shared her thoughts and said, *"setting standards affects our morale"* (IDI, P1), and another participant also said, *"policies burden to us"* (FGD, P2).

Workload pressure came out as another theme under research question 2. This is true because if you have to think of the teaching assignments of the teachers, it is in itself already a pressure on their part. Among the core ideas mentioned were heavy workload creates stress, multiple tasks strain time and energy, and limited resources intensify demands. To substantiate the themes, the participants shared and forwarded *"managing heavy workload imposes multiple responsibilities to teachers"* (IDI, P3). Two FGD participants came out with their sharing and said *"paperwork and reports add pressure on us"* (FGD, P3), and *"working under limited support weakens us"* (FGD, P4).

Another theme that was identified was communication breakdown. Communication is very important in our daily lives. For teachers, communication helps them connect to students, colleagues and others. Through communication, information and sharing of thoughts and experiences are being expressed and help build relationships. There were three core ideas under this theme: poor communication creates confusion; lack of support lowers motivation; and inconsistent expectations increase stress. To support these core ideas, participants of the FGD and IDI expressed their experiences and said *"poor communication brings about unclear expectations"* (IDI, P5), and two FGD participants said, *"lack of support from administration"* (FGD, P5), *"limited coordination"* (FGD, P4).

The last theme was emotional experience, which may lead to positive or negative effects. Two positive core ideas came out such as student success brings fulfilment, relationships enhance motivation, while one negative effect is that misunderstanding creates emotional strain. With the two positive experiences, one IDI participant shared *"there is joy when the students learn"* (IDI, P5) and *"building relationships with students"* (IDI, P5). On the negative experience, one FGD participant revealed her experience and said, *"misunderstood despite good intentions"* (FGD, P5).

Teachers' efficacy and well-being are compromised by a number of interconnected variables, including policy burden, workload strain, and communication breakdown. Teachers bear significant administrative obligations due to overlapping policies and poorly coordinated programs, which increases workload pressure and decreases efficiency (Tarraya, 2023). Additionally, teachers' well-being was negatively impacted by heavy workloads and persistent stress. While stress and workload did not significantly predict performance in their sample, the authors highlight systemic workload issues and recommend interventions like stress management training, altered responsibilities, better technical support, and increased stakeholder involvement (Gudelos & Mabitad, 2025).

Therefore, workplace communication and feedback mechanisms discover a strong positive correlation between communication strategies and feedback processes, indicating that while communication breakdowns exacerbate administrative burdens, effective communication and feedback can mitigate them (Monredondo & Baguio, 2025).

Table 8: Teachers' Coping Strategies in Addressing Challenges in Organizational Climate and Team Effectiveness

Theme	Core Ideas	Illustrative Quotes
Purpose Orientation	<ul style="list-style-type: none"> Focus on teaching goals sustains motivation Sense of purpose guides decision-making Commitment to learners strengthens resilience 	<p>"Focus on your objectives." (P1)</p> <p>"Focusing on my purpose as an educator." (P3)</p> <p>"Reminding myself of my purpose as a teacher." (P4)</p>
Emotional Regulation	<ul style="list-style-type: none"> Positive mindset reduces stress and pressure Self-worth is separated from work conditions Emotional control prevents burnout 	<p>"Do not be intimidated with pressure." (P1)</p> <p>"Separate my self-worth from my work environment." (P2)</p> <p>"Maintaining a positive mindset." (P4)</p>
Peer Support Coping	<ul style="list-style-type: none"> Seeking peer support reduces isolation Sharing experiences improves problem-solving Collaboration strengthens confidence in handling challenges 	<p>"Seeking support from colleagues." (P4)</p> <p>"Collaboration with colleagues." (P3)</p> <p>"Ask for advice, share experiences." (P5)</p>
Self-Management Strategies	<ul style="list-style-type: none"> Time management improves task efficiency Boundary setting prevents overextension Goal setting supports daily functioning 	<p>"Managing time effectively." (P3)</p> <p>"Advocate for work-life boundaries." (P2)</p> <p>"Set non-negotiable goals." (P2)</p>
Experience-Based Coping	<ul style="list-style-type: none"> Coping strategies are developed through actual experiences Learning from practice improves problem-solving Observation of others informs coping approaches 	<p>"Based on experiences... solve problem." (P1)</p> <p>"Learning from training and seminars." (P4)</p> <p>"Observations of other teachers." (P5)</p>

Support Utilization	<ul style="list-style-type: none"> • Institutional programs strengthen coping capacity • Leadership support improves morale • Mentors and colleagues provide guidance 	<p><i>“Seminars and workshops.”</i> (P1)</p> <p><i>“Professional development programs.”</i> (P2)</p> <p><i>“Support from school management, co-teachers.”</i> (P4)</p>
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This coping strategy allows the teachers to continue with their day- to- day activities in their classes. As shown, there were three core ideas: teachers focus on teaching goals sustains motivation, a sense of purpose guides decision-making and commitment to learners strengthens resilience. The supporting statements from the participants came from the FGD participant when she said, *“focus on your objectives”* (FGD, P1). Another sharing from the two IDI participants when they shared *“focusing on my purpose as an educator”* (IDI, P3) and *“reminding myself of my purpose as a teacher”* (IDI, P4)

Emotional Regulation is another identified coping strategy by the participants. Three core ideas, such as a positive mindset reduces stress and pressure, self-worth is separated from work conditions, and emotional control prevents burnout. The participants found out that while emotions are part of their daily existence, they were able to regulate the negative emotions and direct their emotions to something that did not distract them. Three participants shared and expressed their thoughts. *“Do not be intimidated by pressure”* (IDI, P1). *“Separate my self-worth from my work environment”* (FGD, P2). *“Maintaining a positive mindset”* (FGD, P4).

The third coping strategy was peer support coping. Friends and colleagues in the profession who surround them made the participants stronger in facing their daily activities in school. Under this theme, there were three core ideas in support: seeking peer support reduces isolation, sharing experiences improves problem-solving, and collaboration strengthens confidence in handling challenges. One IDI participant shared *“seeking support from colleagues”* (IDI, P4). The two from FGD participants also collaborated from the 1st sharing and said: *“collaboration with colleagues”* (FGD, P3) and *“ask for advice and share experiences”* (FGD, P5).

The 4th coping strategy which was used by the participants was self-management strategies. This means that the participants were able to manage difficulties by utilizing some self-discipline. Time management improves task efficiency, boundary setting prevents overextension, and goal setting supports daily functioning were the core ideas in this theme. As the sharing continued, the participants expressed how they use time management as a coping strategy and shared: *“Managing time effectively”* (IDI, P3) *“, advocate for work-life boundaries”* (IDI, P2) and *“set non-negotiable goals”* FGD, P2).

In the sharing, the participants acknowledged that experience is the best teacher. This was tested considering that most of them have already been in the service for quite some time. With this theme, core ideas were identified, such as that coping strategies are developed through actual experiences, learning from practice improves problem-solving and observation of others informs coping approaches. In the interviews, came out the sharing of responses from the participants. Both from the IDI and FGD participants, they

all have the same responses and shared: *"Based on experiences, I was able to solve the problem"* (IDI, P1), *"Learning from training and seminars"* (IDI, P4). *"Observations of other teachers"* (FGD, P5).

As the activity continued, the participants also realized that support from the school and its leaders was considered their coping strategy. Support utilization is the last theme about coping strategy where core ideas appeared. These were institutional programs that strengthen coping capacity, leadership support improves morale and mentors and colleagues provide guidance. For the participants, it was very helpful to them that the institution provided support through the grant of professional development programs. An IDI participant shared, *"Seminars and workshops are available"* (IDI, P1). Also, FGD participants confirmed and said *"there are professional development programs intended for us"* (FGD, P2) and *"support from school management and from co-teachers is strong"* (FGD, P4).

Understanding how teachers sustain well-being, particularly in high-demand school environments, requires an understanding of purpose orientation, emotional regulation, and peer support coping. Teachers who have confidence in their skills are more likely to remain motivated, persevere through challenges, and have a stronger sense of direction in both their personal and professional lives, according to the substantial correlation between self-efficacy and life purpose. This is significant because effort is given meaning by purpose, and meaning frequently serves as a source of strength in times of stress and exhaustion (Zurbano, 2022). Instructors manage well through professional development, mindfulness, and supportive connections, emphasizing that coping is enhanced when instructors feel led and linked on a personal and professional level (Maculada *et al.*, 2025).

Furthermore, utilizing practical knowledge, teamwork, and resilience, experience-based coping also seems to assist educators in adjusting to challenging circumstances. In addition to relying on peer support and self-directed learning, rural science teachers adjusted their lessons, simplified topics, and used locally accessible resources to deal with the lack of laboratory equipment, instructional materials, and time (Agpawan-Acyapat, 2026). In a similar lens, Ignao (2021) detailed teachers' use of dialogical-contemplative coping, which integrates spiritual meditation and conversation to resolve problems at school in a morally and diplomatically responsible manner. Teachers continued to address students' needs through successful initiatives, instructional methodologies, and community links despite the high demands of remote learning. When combined, these studies demonstrate how experience-based coping and support utilization assist educators in overcoming obstacles, maintaining dedication, and continuing to be productive in demanding learning environments (Caratiquit & Caratiquit, 2022).

Table 9: Teachers’ Insights and Advice in Managing Challenges
 in Organizational Climate and Team Effectiveness

Theme	Core Ideas	Illustrative Quotes
Resilient Purpose-Driven Mindset	Maintaining resilience sustains motivation despite challenges Strong sense of purpose strengthens commitment to teaching Positive mindset supports emotional stability, morale	<i>“Stay resilient... focus on your purpose.”</i> (P3) <i>“Stay strong, motivated.”</i> (P1) <i>“Maintain a positive outlook despite challenges.”</i> (P4)
Collaborative Support Systems	Building strong relationships enhances morale, well-being Seeking support reduces stress and isolation Teamwork promotes shared responsibility and encouragement	<i>“Build good relationships with colleagues.”</i> (P3) <i>“Lean on co-workers in difficult situations.”</i> (P2) <i>“Collaboration, support systems.”</i> (P4)
Work-Life Balance Practices	Maintaining boundaries prevents burnout Self-care supports emotional and physical well-being Conserving energy improves long-term sustainability	<i>“Maintain work-life balance.”</i> (P2) <i>“Do not bring problems at home.”</i> (P2) <i>“Take care of yourself too.”</i> (P5)
Adaptive Reflective Practice	Flexibility allows an effective response to challenges Reflection enhances decision-making and teaching practices Continuous learning supports professional growth	<i>“Flexibility matters more than perfect planning.”</i> (P5) <i>“Reflect, don’t dwell.”</i> (P5) <i>“Reassess, change direction when needed.”</i> (P5)
Values-Based Strategies	Faith and personal values provide emotional strength Focus on controllable aspects of work Practical strategies sustain morale	<i>“Have faith in God.”</i> (P4) <i>“Protect your effectiveness... build healthier environment.”</i> (P4) <i>“Celebrate small wins.”</i> (P5)

One of the insights that the participants would like to share with other teachers is having a resilient, purpose-driven mindset. Filipinos are globally renowned for their resilience, the ability to bounce back, and smile amid adversity. The core ideas under this theme were maintaining resilience sustains motivation despite challenges, a strong sense of purpose strengthens commitment to teaching, and a positive mindset supports emotional stability and teacher morale. Some sharing came out from the participants, and they said: *“stay resilient and focus on your purpose”* (IDI, P3). The two FGD participants also shared

“stay strong and motivated” (FGD, P1) and *“maintain a positive outlook despite challenges”* (FGD, P4).

Another insight and advise to share by the participants were collaborative support systems, which according to them is important to keep productive. The identified core ideas under this theme were building strong relationships enhances morale and teacher well-being, seeking support reduces stress and avoids isolation, and teamwork promotes shared responsibility and encouragement. Two IDI participants shared their thoughts on this theme and said: *“Build good relationships with colleagues”* (IDI, P2) and *“lean on co-workers in difficult situations”* (IDI, P2). The statement was corroborated by the sharing of one FG participant and revealed: *“collaboration as part of the support system”* (FGD, P4).

For the participants, they needed work-life balance practices in order to maintain and improve their performance. Some of them went on work breaks and vacation, attendance to mental health awareness thru conduct of symposia and some physical fitness and spiritual activities. These are the core ideas which came out of this theme: maintaining boundaries prevents burnout, self-care supports emotional and physical well-being and conserving energy improves long-term sustainability. Some illustrative quotes were identified from the sharing of the participants, and they revealed: *“maintain work-life balance”* (FGD, P2), *“do not bring problems at home”* (IDI, P2) and *“take care of yourself too”* (IDI, P5).

One valuable insight from the participants was adaptive reflective practice, which included some evaluation of one’s thoughts, actions and experiences to be able to adjust in response to the existing environment. Three core ideas appeared: flexibility allows effective response to challenges, reflection enhances decision-making, teaching practices and continuous learning support professional growth. The interview continued, and the participants shared their thoughts about the theme. One said: *“flexibility matters more than perfect planning and reassess, change direction when needed”* (IDI, P5), and one FGD participant also expressed her idea and said, *“reflect, don’t dwell”* (FGD, P5).

As the sharing continued, value-based strategies were identified as an insight best shared with other teachers. This means that guiding your actions and decisions by a set of ethical principles like compassion, integrity and according to one’s conscience. The core ideas under this theme were faith, personal values provide emotional strength, focus on controllable aspects of work, and practical strategies sustain morale. These were the sharing among the participants: *“have faith in God”* (IDI, P4), *“protect your effectiveness by building a healthier environment”* (FGD, P4) and *“celebrate small wins”* (FGD, P5).

Work-life balance strategies, collaborative support networks, and a resilient, purpose-driven attitude are all closely related to how teachers maintain their dedication and efficacy in the field. Teacher education instructors continued to be involved in professional development, inclusive teaching, and student-centered practices because of their strong sense of purpose, moral obligation, and intrinsic motivation (Nazareth *et al.*, 2026). This implies that teachers are more likely to be resilient and dedicated even when work becomes challenging when they are motivated by meaning rather than just remuneration. According to Quines and Arendain (2023), there is a significant correlation

between work-life balance, organizational commitment, and job satisfaction. Thus, a helpful and balanced work environment enhances teachers' commitment and sense of professional pride.

Adaptive reflective practice and values-based practices are critical for teacher development because they enable educators to change their methods while remaining grounded in ethical and professional standards. Reflection is crucial for professional development in both Philippine and Indonesian teachers, albeit their reflective focus differs, with Indonesian teachers focusing more on student learning and Philippine teachers on self-reflection (Hikmat *et al.*, 2022). Furthermore, reflective practice is intimately related to pedagogical topic knowledge, and teacher portfolios are strongest when constructed methodically and bolstered by professional development, feedback, and reflective practice. These results reveal that reflection is a continuous process that enhances teaching quality, flexibility, and professional competence rather than just a regular practice (Tago *et al.*, 2025).

5. Recommendations (Implications for Practice and Future Researchers)

As to its implications, primary and secondary school teachers are the most important human resources in basic education. The nature of their work, such as high autonomy, limited control, dedication, ethical requirements, and pursuit of knowledge, affects school organizational effectiveness. The school, which is the main working environment for teachers, is the core component of the microsystem that provides a platform for teachers to grow and develop. Therefore, the impact of the school environment on teachers is particularly crucial, and among these factors, school organizational climate plays a pivotal role.

An inventory of all its positive or advantages and negative or disadvantages on programs implemented, and make some improvements on those items which are below performance/standards. The teachers may always feel motivated, so there is a need to continue the best practices of the teachers, and teachers may be given the opportunity to exercise their academic freedom. In support of this, they may be allowed to continue to express or show more of their abilities and capabilities in their teaching career so that they can perform well while teaching the students.

The organizational climate of a school not only shapes its overall appearance but also profoundly influences the behaviors and attitudes of its members, including teachers and students. The organizational climate of a school is not limited to the social interactions between teachers and principals; it encompasses refined organizational behaviors in the school and efficient human resource management strategies, which shape a professional, structured, and dynamic school environment. The spirit of camaraderie and oneness should be the guiding force for teachers and school management in their daily encounters with the teachers and the students.

It is also recommended that an annual celebration of a get-together event may be done, which will be a good idea to relax, enjoy, celebrate and give thanks to everybody for the full support, commitment and dedication in work or for a job well done.

Positive organizational climate improves teachers' morale, stimulates their innovation, and serves as a criterion for measuring the effectiveness of school organizations. A positive organizational climate promotes high teacher morale and better school performance. Seminar team building and collaboration skills, leadership training, interpersonal skills and other trainings may continue to be conducted, which will allow the team members to grow and be empowered and become role models to their students. There should always be room for teachers to be exposed to activities like planning, problem solving and decision-making, or even trust-building, so that the teachers will be motivated to stay and continue their services as teachers. The continuing conduct of activities like regular meetings or dialogue with teachers, with students and parents allows a meaningful relationship among the stakeholders.

School management, teachers, students and parents are the identified stakeholders who contribute a lot to maintaining a positive organization climate. When teachers truly perceive a positive organizational climate within the school, can we say such a climate exists and is effective? This perception is a product of the combination of subjective and objective factors, encompassing not only teachers' direct experiences of the school's policies, systems, and culture but also their profound understanding of the school's overall environment and development trends. School administrators may promote positive organizational climates in their schools by establishing regulations that allow everyone to contribute to the school climate. This implies that the regulations should not only ensure the orderly operation of the school on a daily basis but also reflect respect and inclusiveness for the individual differences among teachers and students, providing them with diversified participation channels and expression platforms.

Moreover, high team effectiveness among teachers helps improve student academic achievement, reduces teachers' burnout and fosters a supportive school climate. Teachers can implement dynamic team-teaching models that cater to diverse student needs and deliver more personalized instruction. Effective teamwork builds a foundation of trust, respect and open communication. Teamwork helps build strong bonds between colleagues, develops a better understanding of individual strengths, weaknesses and personal traits. Working in a team encourages personal growth, increases job satisfaction and reduces stress.

Teacher morale is the lifeblood of a school environment because happy and engaged teachers directly translate to higher student achievement, better classroom behavior and lower staff turnover. Enthusiastic teachers create dynamic classrooms that foster a deeper love of learning.

School administrators can nurture this vital resource through active support, continuous professional development and by making sure that teachers feel genuinely valued and heard. The best practice of having an "open door policy" between teachers and management which may allow the spirit of oneness and harmony at the workplace.

The commitment of teachers in their jobs will translate to the delivery of their services to the students and ultimately will flow up to the parents and to the community as a whole.

For future researchers, the study may be replicated and conducted in other regions on a larger population using structural equation modelling or with the use of mediating variables to determine if the results of the study will be affected by other variables. A phenomenological qualitative study is recommended for future researchers to explore the best practices of the teachers in their teaching assignments, and another qualitative study to be conducted where learners/pupils become participants and their perceptions and comments concerning school climate and teachers' morale.

6. Concluding Remarks

In light of the findings of the study, conclusions are presented in this section. There is a very high level of organizational climate, team effectiveness, and teacher morale. Furthermore, there is a significant relationship between organizational climate and teacher morale. On the other hand, there is no significant relationship between team effectiveness and teacher morale. In addition, organizational climate emerged as the strongest predictor of teacher morale.

The result of the study implies that the organizational climate of the teachers is highly favorable. In addition, the teachers have great team effectiveness. The teachers also have excellent morale. Also, organizational climate has a significant relation with teacher morale. Meanwhile, team effectiveness has no relationship with teacher morale. Lastly, organizational climate strongly predicts teacher morale.

The results of the study show that organizational climate is the strongest predictor of teacher morale. The conclusions affirm the anchor theory, the Hierarchy of Needs Theory by Maslow *et al.* (1970), which presents an important basis for understanding the fundamentals of teacher morale. The findings of the study are also supported by the Organizational Climate Theory by Hoy and Miskel (2008) and the Team Roles Theory by Belbin (1993).

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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