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Examining the Relationship of Learning Organization Dimensions and School Climate to School Effectiveness

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ABSTRACT

This study examined the relationship of learning organization dimensions and school climate to school effectiveness in selected elementary schools in Bunawan District, Agusan del Sur. Utilizing a descriptive-correlational research design, the study involved teachers from East Bunawan Central Elementary School, West Bunawan Central Elementary School, San Andres Elementary School, Brookside Elementary School, and Tumulog Elementary School who were selected through universal sampling. A validated and adapted survey questionnaire was used to measure the three major variables: learning organization dimensions as to continuous learning, dialogue and inquiry, team learning, embedded systems, empowerment, system connection, and strategic leadership, school climate as to staff connectedness, structure for learning, school safety, physical environment, peer/adult relations, and parental involvement, and school effectiveness as to instructional leadership, clear and focused mission, safe and orderly environment, frequent monitoring of student progress, positive home-school relations, and opportunity to learn and time on task. Data were analyzed using weighted mean, Pearson product-moment correlation, and multiple linear regression analysis. Results revealed that schools demonstrated high levels of learning organization practices, positive school climate, and school effectiveness. Significant relationships were found between learning organization dimensions and school effectiveness, as well as between school climate and school effectiveness. However, regression analysis indicated that not all dimensions of learning organization and school climate significantly predicted school effectiveness. The findings suggest that both organizational learning practices and a positive school climate play crucial roles in enhancing school effectiveness, although certain dimensions exert stronger predictive influence than others. Therefore, school leaders are encouraged to strengthen collaborative learning practices and foster a supportive school climate to sustain and improve overall school effectiveness.

INTRODUCTION

School effectiveness is a key indicator of how well schools promote student learning, teacher development, and overall institutional improvement. It reflects not only academic achievement but also the school's capacity to sustain positive environments and continuous growth. School effectiveness is influenced by factors such as leadership, instructional quality, and organizational processes that support learning (Scheerens, 2016). Likewise, effective schools are characterized by strong organizational structures and positive climates that enhance both teaching and learning outcomes (Hoy & Miskel, 2013).

However, despite ongoing educational reforms, many schools continue to face challenges such as limited collaboration, weak organizational systems, and inconsistent school climates that affect overall performance. Studies have shown that gaps in professional development, leadership practices, and stakeholder engagement hinder the ability of schools to sustain effectiveness (Sammons *et al.*, 2017; Villanueva & Mangahas, 2021). In addition, a lack of continuous learning and weak school-community linkages further limit schools' capacity to improve and adapt to changing educational demands (Marsick & Watkins, 2018).

In response to these challenges, the concept of schools as learning organizations has gained importance, emphasizing continuous professional learning, collaboration, and system alignment as key drivers of improvement (Senge, 2016). At the same time, a positive school climate characterized by safety, structure, and supportive relationships has been found to significantly influence both student outcomes and school performance (Thapa *et al.*, 2013; Wang & Degol, 2016).

This study, therefore, focuses on the influence of learning organization practices and school climate on school effectiveness, aiming to determine how these variables contribute to strengthening school performance and achieving educational goals.

LITERATURE REVIEW

School Effectiveness

School effectiveness is widely viewed as the ability of schools to achieve desired educational outcomes while sustaining continuous improvement. It extends beyond academic achievement and includes organizational capacity, leadership, and adaptability (Scheerens, 2016). In line with this, effective schools are characterized by clear goals, strong instructional leadership, and supportive

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environments that enhance both teaching and learning processes (Hoy & Miskel, 2013).

In agreement with this perspective, Creemers and Kyriakides (2012) emphasized that instructional quality and school-level factors significantly determine effectiveness. This reflects the findings of Leithwood *et al.* (2020), who highlighted that leadership and collaborative practices strengthen school performance. Parallel to this, Sammons *et al.* (2016) underscored that continuous monitoring, shared vision, and stakeholder engagement are essential in sustaining effective schools. These studies collectively affirm that school effectiveness is a multidimensional construct shaped by both organizational and instructional factors.

Learning Organization Practices

The concept of learning organizations highlights the importance of continuous growth, collaboration, and adaptability in improving school performance. Schools that foster continuous learning, dialogue, and system alignment are more capable of sustaining innovation and improving instructional quality (Senge, 2016; Marsick & Watkins, 2018). This corresponds to the findings of Kools and Stoll (2016), who noted that schools functioning as learning organizations demonstrate stronger accountability and goal alignment.

In the same vein, Dogan and Yigit (2021) revealed that organizational learning practices significantly enhance teacher motivation and collective efficacy. Similarly, Garvin *et al.* (2013) emphasized that continuous professional learning strengthens institutional capacity and innovation.

Supporting these claims, Lagunday *et al.* (2025), published under E-Palli Publishers, highlighted that learner-related competencies supported by effective instructional practices contribute to improved academic outcomes. Consistent with this, Restor *et al.* (2024) found that reflective teaching and collaborative practices enhance teacher performance and school effectiveness. In addition, Sasam *et al.* (2024) observed that structured learning environments and teacher support systems promote stronger learner engagement and achievement. These findings reinforce that learning organization practices are essential in developing adaptive and high-performing schools.

School Climate

School climate plays a crucial role in shaping student behavior, teacher motivation, and overall school effectiveness. A positive school climate is characterized by safety, structure, supportive relationships, and stakeholder involvement, all of which contribute to improved academic outcomes (Thapa *et al.*, 2013; Wang & Degol, 2016). This mirrors the findings of Cohen *et al.* (2015), who emphasized that safe and inclusive environments enhance both academic performance and social development.

Similarly, Aldridge *et al.* (2016) noted that supportive

school climates increase teacher efficacy and job satisfaction, which in turn improve instructional quality. In agreement with this, Cornell and Huang (2016) found that school safety and orderliness are strongly associated with higher student achievement.

Further supporting these claims, Oliveros *et al.* (2023), published by E-Palli Publishers, reported that parental involvement and teacher support significantly contribute to improved school performance. Likewise, Sasam *et al.* (2024) emphasized that positive learning environments enhance student engagement and academic success. In addition, Lagunday *et al.* (2025) highlighted that supportive educational contexts strengthen learners' motivation and performance outcomes. These studies confirm that a positive school climate is a critical component of effective schooling.

Synthesis

The reviewed literature indicates that school effectiveness is influenced by both learning organization practices and school climate. Continuous learning, collaboration, and system alignment strengthen institutional capacity, while safe, structured, and supportive environments enhance engagement and performance. In line with these findings, both organizational learning and school climate work together to create conditions that promote sustained school improvement and effective educational outcomes.

MATERIALS AND METHODS

This study employed a quantitative research design using a correlational approach to determine the relationship between learning organization practices, school climate, and school effectiveness. The respondents of the study were the teachers from selected public elementary schools in Bunawan District, Agusan del Sur. A structured questionnaire was utilized as the primary data collection instrument to measure the variables of the study.

Learning organization practices were assessed in terms of continuous learning, dialogue and inquiry, team learning and collaboration, embedded systems, empowerment, system connection, and strategic leadership. School climate was measured using the dimensions of staff connectedness, structure for learning, school safety, physical environment, peer/adult relations, and parental involvement. Meanwhile, school effectiveness was measured through instructional leadership, clear and focused mission, safe and orderly environment, stakeholder collaboration, climate of high expectations, frequent monitoring of student progress, positive home-school relations, and opportunity to learn and time on task.

The questionnaire items were adapted from established instruments and modified to suit the context of the respondents. Prior to data collection, the researcher secured the necessary approvals from the Schools Division Superintendent, school heads, and other concerned authorities. Ethical considerations were strictly observed, including informed consent, confidentiality, and voluntary

participation of the respondents. The questionnaires were administered personally by the researcher, and clear instructions were provided to ensure accurate responses. Collected data were checked, organized, and encoded for analysis. The data were analyzed using appropriate statistical tools. Weighted mean was used to determine the levels of learning organization practices, school climate, and school effectiveness. Pearson product-moment correlation was employed to determine the significant relationship among the variables, while multiple linear regression analysis was used to identify the significant predictors of school effectiveness.

Mathematical Expressions and Symbols

Mathematical expressions and symbols used in this study were presented using the equation tool of Microsoft Word to ensure clarity and accuracy. The study utilized multiple linear regression analysis to determine the predictive influence of learning organization practices and school climate on school effectiveness. The regression model is expressed as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

where:

Y = School Effectiveness

α = Constant or intercept

β_1 = Regression coefficient of Learning Organization Practices

β_2 = Regression coefficient of School Climate

X_1 = Learning Organization Practices

X_2 = School Climate

ϵ = Error term

This equation was used to determine the extent to which learning organization practices and school climate significantly predict the school effectiveness of selected public elementary schools in Bunawan District, Agusan del Sur.

RESULTS AND DISCUSSION

The level of learning organization practices of teachers is presented in Table 1. The results revealed that teachers demonstrated a generally high level of learning organization practices, as reflected by the overall mean, interpreted as Agree. Among the indicators, continuous learning obtained the highest mean, indicating that teachers actively engage in professional development and continuously improve their instructional practices. This suggests that teachers are committed to enhancing their competencies and adapting to educational changes.

On the other hand, empowerment obtained the lowest mean, implying that teachers have relatively limited participation in decision-making processes. These findings suggest that while learning organization practices are highly manifested, there is still a need to strengthen teacher involvement and autonomy within the school system.

The level of school climate is presented in Table 2. The

Table 1: Level of Learning Organization Practices

Indicators	Mean	Description
Continuous Learning	3.35	Agree
Dialogue and Inquiry	3.28	Agree
Team Learning and Collaboration	3.30	Agree
Embedded Systems	3.25	Agree
Empowerment	3.18	Agree
System Connection	3.33	Agree
Strategic Leadership	3.29	Agree
Overall Mean	3.28	Agree

results revealed that teachers perceived a highly positive level of school climate, as reflected by the overall mean, interpreted as Agree. Among the indicators, school safety obtained the highest mean, indicating that the school provides a secure and orderly environment for both teachers and learners. This suggests that safety and discipline are well-maintained within the school setting. Meanwhile, physical environment obtained the lowest mean, implying that there are areas in school facilities that require improvement. These findings suggest that although school climate is generally positive, enhancing physical resources may further strengthen the learning environment.

The level of school effectiveness is presented in Table

Table 2: Level of School Climate

Indicators	Mean	Description
Staff Connectedness	3.26	Agree
Structure for Learning	3.31	Agree
School Safety	3.36	Agree
Physical Environment	3.20	Agree
Peer/Adult Relations	3.29	Agree
Parental Involvement	3.27	Agree
Overall Mean	3.28	Agree

3. The results revealed that school effectiveness was strongly manifested, as indicated by the overall mean, interpreted as Agree. Among the indicators, instructional leadership obtained the highest mean, indicating that school heads effectively guide and support teaching and learning processes. This suggests that leadership plays a crucial role in achieving school effectiveness.

However, opportunity to learn and time on task obtained the lowest mean, implying that there is still a need to maximize instructional time and learning opportunities. These findings indicate that while schools are generally effective, improving time management and instructional delivery can further enhance performance.

The relationship between learning organization practices

Table 3: Level of School Effectiveness

Indicators	Mean	Description
Instructional Leadership	3.34	Agree
Clear and Focused Mission	3.30	Agree

Safe and Orderly Environment	3.32	Agree
Stakeholder Collaboration	3.28	Agree
Climate of High Expectations	3.29	Agree
Monitoring of Student Progress	3.31	Agree
Home–School Relations	3.27	Agree
Opportunity to Learn	3.22	Agree
Overall Mean	3.29	Agree

and school effectiveness is presented in Table 4. The results revealed a correlation coefficient of $r = 0.58$ with a p-value of 0.000, which is significant at 0.05 level of significance. This indicates that learning organization practices have a significant moderate positive relationship with school effectiveness. This implies that schools with stronger organizational learning practices tend to achieve higher levels of effectiveness.

The relationship between school climate and school

Table 4: Relationship Between Emotional Regulation and Social Competence

Variables	r-value	p-value	Interpretation
Learning Organization Practices & School Effectiveness	0.58	0.000	Significant

effectiveness is presented in Table 5. The results showed an r-value of 0.62 and a p-value of 0.000, which is significant. This suggests that school climate has a significant moderate positive relationship with school effectiveness. Schools with more positive climates are more likely to perform effectively and achieve better outcomes.

The regression analysis is presented in Table 6. The

Table 5: Relationship Between School Climate and School Effectiveness

Variables	r-value	p-value	Interpretation
School Climate & School Effectiveness	0.62	0.000	Significant

results revealed that the model is significant with an R^2 value of 0.52, indicating that 52% of the variance in school effectiveness is explained by learning organization practices and school climate. Among the predictors, school climate ($p = 0.000$) was found to be a stronger predictor, while learning organization practices ($p = 0.001$) also significantly influenced school effectiveness. These findings suggest that both learning organization practices and school climate significantly predict school effectiveness, with school climate having a greater predictive influence.

Table 6: Regression Analysis Predicting School Effectiveness

Variables	r-value	p-value	Interpretation
Learning Organization Practices	3.62	0.001	Significant
School Climate	4.95	0.000	Significant
$R^2 = 0.52$			

CONCLUSIONS

This study concludes that learning organization practices, school climate, and school effectiveness are all highly manifested in the selected public elementary schools, indicating that schools possess strong organizational and environmental foundations that support effective teaching and learning. Among the dimensions of learning organization, continuous learning and system connection were more evident, suggesting the importance of professional development and strong linkages in enhancing school performance. Similarly, school climate was positively perceived, with school safety, structure for learning, and peer/adult relations contributing to a supportive and conducive learning environment. The findings further revealed that both learning organization practices and school climate have significant moderate positive relationships with school effectiveness, confirming that improvements in these areas lead to better school outcomes. Moreover, both variables significantly predict school effectiveness, with school climate emerging as the stronger predictor. These results imply that fostering continuous learning, strengthening organizational systems, and maintaining a positive structured school environment are essential to achieving and sustaining school effectiveness.

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