



DISSERTATION ABSTRACT

Title : ORGANIZATIONAL CLIMATE, TEACHERS' PEDAGOGICAL COMPETENCE AND PUPILS' ACADEMIC PERFORMANCE: BASIS FOR A PROPOSED SCHOOL DEVELOPMENT PROGRAM

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This study aimed to determine the organizational climate, teachers' pedagogical competence, and pupils' academic performance at selected schools in the Districts of Silang I and Silang II as basis for a proposed school development program for the school year 2013-2014.

This study used the descriptive-correlational with document analysis research design. The research was conducted to 21 schools or fifty percent (50%) of the total number of schools from Silang I and Silang II Districts. The respondents were 63 teachers and their respective advisory classes as subjects of this study. The statistical tools used were frequency count, percentage, weighted mean, standard deviation and chi-square.

As to organizational climate which include leadership, standards/conformity, responsibility, welfare/benefits and organizational clarity, the responses of the teachers show that majority of the schools have



highly favorable organizational climate. The psychological make-up of the school is highly evident in terms of the pervasive influence that spreads over the organization of the institution.

In terms of leadership, the teachers, non-teaching personnel and pupils look up to the principals as the role model of all values education which is expected to develop in pupils and maintain healthy attitude towards independent-mindedness in his subordinates. However, the principals need to provide adequate supply of instructional materials and encourage teachers to do research work.

Along standards and conformity, it has been noted that specific standards of performance are set with restrictions for the good of the school. Nevertheless, professional meetings are needed to discuss administrative and instructional policies.

As to responsibility, the principals remain accountable for tasks and responsibilities delegated to subordinates. Teachers are individually responsible for school facilities although they have to be reminded from time to time.

In terms of welfare and benefits, the principals have been encouraging teacher-parent collaboration for the good of the pupils. They are approachable and ready to help solve school problems. However, there is a



need for providing funds for participation to educational programs. The teachers crave for respite from their daily tasks even once in a year.

Along organizational clarity, there is a belief that all pupils have the ability to learn and that each pupil will learn. A little misunderstanding is on the definition of delegation of authority since work is not generally planned and scheduled in advance.

Relative to the problem of pedagogical competence, most of the teachers are highly competent in integrating values in their teaching strategies that are appropriate in the class. Nevertheless, they need to give immediate feedbacking and the art of questioning have to be improved.

The pupils' academic performance falls under approaching proficiency level. Pupils have developed the fundamental knowledge, skills and core understandings with little guidance from the teacher and/or with some assistance from peers, can transfer these understanding through authentic performance tasks.

As to the relationship between and among the variables under study, it has been noted that organizational climate significantly relates with teachers' pedagogical competence and pupils' academic performance. Teachers' pedagogical competence correlates with pupils' academic performance.



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As a result of the study, school development program has been proposed to further enhance organizational climate, teachers' pedagogical competence and pupils' academic performance.