

School Climate and Organizational Learning Capabilities Among Teachers in Polanco District II

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ABSTRACT

The purpose of this study was to evaluate the school climate and organizational learning capacities of teachers in the Polanco II District during the calendar year 2020. In this study, a quantitative descriptive-correlational research design was used. Data from 154 instructors in the Polanco II District are collected using frequency counting and percent, weighted mean, standard deviation, Mann-Whitney U test, Kruskal-Wallis test, and Spearman Rank-Order Correlation. The findings revealed that the perceived degree of school climate was very high. All indicators had standard deviations less than 3.00, indicating that the mean responses were closely clustered. Organizational learning capability was assessed to be quite capable. According to the data, teachers' assessed school climate and organizational learning capability are highly associated and significantly related to organizational learning capability.

KEYWORDS: *School Climate, Organizational learning capability, Philippines*

I. INTRODUCTION

The pandemic of Corona Virus Disease-2019 (CoViD-19) is, first and foremost, a worldwide health crisis with long-term implications for education. To reduce viral spread, school districts have had to adapt to public health policies requiring social separation, necessitating a considerable shift toward working from home (Guyot & Sawhill, 2020). Job from home has been an enormous difficulty for some teachers in this environment, with a lack of control over working hours and increased psychosocial risks related to stress and work overload (Thuli, Vilhelmson, & Johansson, 2019). The school climate, on the other hand, determines the visual qualities of the institution. Teachers who had not expected to teach online were understandably taken aback. Schools have support systems to ease the transition, and many youngsters have intermittent internet access. As a result, lessons are unsuitable for time and technology constraints, and classes operate unevenly (Darvasi, 2020). However, during the COVID-19 epidemic, educational institutions' lack of organizational learning capacities disrupts learners' learning (Sarif, 2020). Furthermore, the public school system, such a lack of organizational learning capabilities, harmed the school, particularly instructors and pupils (Robosa, Paras, Perante, Alvez, & Tus, 2021).

Undoubtedly, several academics claimed on social media that sending students and professors home due to COVID-19 would be crucial and advantageous to research productivity: the rationale was that solitude fosters creativity (Flaherty, 2020). A positive learning environment and school climate significantly impact employees' output and performance. As a result, it is crucial for success (Alawamleh, Al-Twait, & Al-Saht, 2020). Adequate organizational learning capacities have been

necessary throughout the global pandemic to provide the best learning, protect teachers, and slow the spread of disease. A helpful way to visualize such transformation is through an organization's learning capacity. The process of "positive change in an organization's collective knowledge, cognition, and actions," known as organizational learning, improves the organization's capacity to provide the results it seeks (Lyman, Biddulph, Hopper, & Brogan, 2020). On the other hand, the relationship between organizational learning capabilities and school atmosphere is significant. There is no correlation between school atmosphere and organizational learning capacity, according to Jaafari, Karami, and Soleimani (2017). However, instructors' education abilities are indirectly impacted by affecting school climate. Additionally, school climate is defined as a school's unwritten personality and atmosphere, including its standards, values, and expectations. It also refers to the social characteristics of a school in terms of relationships between students and staff/teachers, learning and teaching emphasis, values, norms, and shared approaches and practices (Maxwell, Reynolds, Lee, Subasic, & Bromhead, 2017). Additionally, Louis and Murphy's (2017) research found a significant link between organizational learning capacities and school atmosphere. The most crucial direct impact on corporate learning capacity came from school support for teachers and students. The Polanco II District, Zamboanga del Norte, Division, Region IX, Department of Education has not conducted any research. Even though late supply worsens student learning quality and further delays learners' access to education, many authorities have failed to give statistics on why curriculum materials, Self-Learning Modules, and school resources are rarely deployed. This study filled a gap in the body of knowledge addressing how school climate affects instructors' and students' ability to learn in the Department of Education. This study was important because of the rise in incidents when students and teachers questioned the effectiveness of teachers' instruction and the resulting negative impact on school atmosphere. As a result, the researcher is driven to investigate the aforementioned factors and lessen the inefficient distribution of educational resources and learning materials. In a society where differing perspectives on the facts have led to a lack of communication between school managers and top-level management, all educators and school managers are required for constructive social development.

1.1. Statement of the Problem

This study aimed to assess the school climate and organizational learning capabilities among teachers in Polanco II District during the school year 2020-2021.

Specifically, the research sought answers to the following questions:

1. What is the profile of the teachers in terms of
 - a. sex;
 - b. age;
 - c. educational attainment;
 - d. years in Service; and
 - e. designation (T1, T2, MT1, MT2)?

2. What is the level of school climate in Polanco II District during COVID-19 pandemic in terms of
 - a. collaboration;
 - b. student relations;
 - c. school resources;
 - d. decision making; and
 - e. instructional innovation?
3. Is there a significant difference in the perceived level of school climate when data are analyzed according to profile?
4. What is the level of organizational learning capabilities in Polanco II District COVID-19 pandemic in terms of
 - a. experimentation;
 - b. risk taking;
 - c. interaction with the external environment;
 - d. dialogue; and
 - e. participative in decision making?
5. Is there a significant difference in the perceived level of organizational learning capabilities when data are analyzed according to profile?
6. Is there a significant relationship between the perceived level of school climate and organizational learning capabilities?

II. METHODOLOGY

2.1. Method Used

The study employs survey and correlational research methods. The survey approach was used because the researchers used a questionnaire checklist to collect information on the respondents and the two study variables, organizational learning capacity and school climate. According to Creswell and Guetterman (2019), a survey is a research technique used to gather information from a predetermined set of respondents to learn more and obtain new perspectives on a range of exciting topics. Contrarily, correlational research is a sort of non-experimental research methodology in which a researcher examines two variables and comprehends and evaluates their statistical relationship without the effect of any additional variables (Bhat, 2019). A correlational analysis was carried out to ascertain the significant link between variables, the respondents' profile, and their level of subject understanding.

2.2. Research Environment

The research began at Polanco District, a Zamboanga del Norte, Philippines school district. The municipality is located 15 kilometers east of Dipolog City and contains 14 elementary and three secondary schools. Furthermore, according to the division's Personal Services Itemization and Plantilla of Personnel, the elementary level has 108 teaching personnel, and the secondary level has 46 teaching personnel.

2.3. Respondents of the Study

Respondents included 14 elementary schools and three secondary schools in the Polanco II District of the Division of Zamboanga del Norte. The distribution of instructors in the 14 elementary schools and three secondary schools is shown in Table 1.

Distribution of Respondents Schools

Table 1

School	Population/Respondnets	Percent
1. Bethlehem ES	9	5.19
2. Dangi ES	6	3.90
3. Dansullan ES	7	4.55
4. De Venta Perla ES	7	4.55
5. Lapayanbaja ES	8	5.19
6. Linabo ES	1	0.65
7. Macleodes ES	7	4.55
8. Maligaya PS	4	2.60
9. Milad ES	8	5.19
10. New Libangon ES	6	3.90
11. New Sicayab ES	10	6.49
12. San Pedro ES	8	5.19
13. Sianib ES	7	4.55
14. Silawe CS	20	12.99
15. San Pedro NHS	21	13.64
16. Sianib NHS	9	5.84
17. Silawe NHS	16	10.39
Total	154	100.00

As of November 24, 2021

2.4. Research Instrument

The questionnaire utilized in the study was divided into three sections: the respondent profile, school climate scale, and organizational learning capability scale. The profile featured information such as gender, age, and highest educational qualification. Johnson, Stevens, and Zvoch (2007) developed a school environment measure that included cooperation, student relationships, school resources, decision-making, and instructional innovation. Chiva and Alegre's (2009) organizational learning skills scale had experimentation, risk-taking, interaction with the external environment, dialogue, and participatory decision-making. The instruments are provided for content confirmation to the panel members, external experts, and the graduate school dean as chairperson. Expert suggestions were integrated into the final form of the instrument. Furthermore, the devices are subjected to pilot testing for reliability.

2.5. Validity of the Instrument

The instrument was delivered to the research adviser, who decided on its content, appropriateness, and suitability. It was also sent to four (4) experts for confirmation. The advisers' and experts' opinions and recommendations were incorporated into the instrument's final draft. The instrument

was subjected to a reliability test on the adviser's advice. The instrument's dependability was evaluated using 43 pilot samples. These individuals were not studying participants, but they had similar features. Cronbach Alpha was used to assess the instrument's internal consistency and reliability using MS Excel 2013. Tox (2020) provided the following guide for understanding Cronbach's Alpha for Likert Scale items:

Cronbach's Alpha	Internal Consistency
0.90 & above	Excellent
0.80 – 0.89	Good
0.70 – 0.79	Acceptable
0.60 – 0.69	Questionable
0.50 – 0.59	Poor
Below 0.50	Unacceptable

According to the pilot test findings, the twenty (20) items of the school climate received a Cronbach Alpha score of 0.88, which signifies "excellent." In comparison, the Cronbach Alpha value for the thirteen (13) components of organizational learning capability was 0.93. This translates to "outstanding." In addition, the internal consistency reliability of the instruments utilized is "good" and "outstanding."

2.6. Statistical Treatment of the Data

Presented below were the statistical tools utilized in the treatment and analysis of data gathered.

Frequency Counting and Percent. They were used to determine the profile of the respondents in terms of sex, age, and educational attainment.

Weighted Mean. This was used to quantify the respondents' ratings on the school climate and organizational learning capability.

Presented below are the scoring guide in giving qualitative description and interpretation of the responses of the items in school climate and organizational learning capability.

School Climate

Scale	Range of Measures	Description	Interpretation
5	4.21-5.00	Almost Always	Very much observed
4	3.41-4.20	More Often	Much Observed
3	2.61-3.40	Often	Observed
2	1.81-2.60	Sometimes	Slightly Observed
1	1.00-1.80	Never	Not Observed

Organizational Learning Capability

Scale	Range of Measures,	Description	Interpretation
5	4.21-5.00	Almost Always	Very Much Capable
4	3.41-4.20	More Often	Much Capable
3	2.61-3.40	Often	Capable
2	1.81-2.60	Sometimes	Slightly Capable
1	1.00-1.80	Never	Not Capable

Standard Deviation. This was used to determine the homogeneity and heterogeneity of the students' scores where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio, Galleto, & Torres, 2019).

Mann-Whitney U Test. This was used to test the difference in organizational learning capability and work engagement when respondents are grouped in terms of sex.

Kruskal-Wallis Test. This was used to test the difference in organizational learning capability and work engagement when respondents are grouped in terms of age, year of experience, position and educational attainment.

Spearman Rank-Order Correlation. This was used to determine the correlation between school climate and organizational learning capability.

The following guide in interpreting the correlation value suggested by Cohen, West, and Aiken (2014) was utilized in this study:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.00		No correlation

III. RESULTS AND DISCUSSION

3.1 Perceived Level of School Climate

Table 2

School Climate	Mean	SD	Description	Interpretation
A. Collaboration	4.51	0.55	Almost Always	Very Much Observed
B. Student Relation	4.12	0.59	More Often	Much Observed
C. School Resources	3.95	0.82	More Often	Much Observed
D. Decision Making	4.15	0.73	More Often	Much Observed
E. Instructional Innovation	4.44	0.58	Almost Always	Very Much Observed
Overall Mean	4.27	0.69	Almost Always	Very Much Observed

Table 2 shows the summary of the perceived level of school climate. It can be gleaned from the table that the respondents rated collaboration as the highest (mean=4.51, SD=0.55), followed by instructional innovation (mean=4.44, SD=0.58); both are described as “almost always” and interpreted as “very much observed.” While student relations, school resources, and decision-making are described as “more often” and interpreted as “much observed.” On average, the respondents indicated that the school climate in schools of Polanco II District is “very much observed” (mean=4.27, SD=0.69). This implies that schools in Polanco II District practice a perfect school climate in implementing the Distance Learning Delivery Modality (DLDM). The finding is supported by Marcotte (2021), who indicated that a good school climate would continue to motivate teachers to dedicate everything they have to improve student achievement, including knowledge, energy, time, dedication, alignment, and a sense of professional obligation.

3.2 Test of Difference in the Perceived Level of School Climate in terms of Sex

Table 3

School Climate	U-value	p-value @ 0.05	Interpretation
A. Collaboration	905.000	0.066	Not Significant
B. Student Relation	1,082.000	0.389	Not Significant
C. School Resources	1,036.500	0.286	Not Significant
D. Decision Making	1,091.500	0.439	Not Significant
E. Instructional Innovation	1,154.500	0.689	Not Significant
Overall	1,010.000	0.228	Not Significant

Table 3 depicts the test of difference in the perceived level of school climate in terms of sex using the Mann-Whitney U test. The result revealed no significant difference in the perceived level of school climate (U=1,010.00, p=0.228) when respondents were grouped in terms of sex. Thus, the null hypothesis is not rejected. This implies that how male and female respondents perceive school climate does not significantly differ. This finding is inconsistent with Misnawati's (2020) study, which indicated that the school's climate substantially impacted both female and male teachers.

3.3 Test of Difference in the Perceived Level of School Climate in terms of Age

Table 4

School Climate	H-value	p-value @ 0.05	Interpretation
A. Collaboration	2.351	0.503	Not Significant
B. Student Relation	4.436	0.218	Not Significant
C. School Resources	5.952	0.114	Not Significant
D. Decision Making	10.273	0.016	Significant
E. Instructional Innovation	1.276	0.735	Not Significant
Overall	3.787	0.285	Not Significant

Using the Kruskal-Wallis H test, Table 4 shows the variation in the perceived level of school climate by age. When respondents are classified by age, there is a significant difference in the school climate for decision-making ($H=10.273$, $p=0.016$). Simultaneously, there is no discernible difference in the school climate regarding collaboration, student relationships, school resources, and instructional creativity. When respondents are classified by age, there is no significant difference in the perceived degree of school atmosphere ($H=3.787$, $p=0.285$). As a result, the null hypothesis is not rejected. This implies that respondents' perceptions of the school atmosphere do not differ much across age groups. Marcotte (2021) supports this observation by stating that the age of both female and male teachers has no bearing and substantially impacts the climate of school organizations during remote teaching.

3.4 Test of Difference in the Perceived Level of School Climate in terms of Educational Attainment

Table 5

School Climate	H-value	p-value @ 0.05	Interpretation
A. Collaboration	0.906	0.924	Not Significant
B. Student Relation	3.564	0.468	Not Significant
C. School Resources	5.327	0.255	Not Significant
D. Decision Making	5.508	0.239	Not Significant
E. Instructional Innovation	9.035	0.060	Not Significant
Overall	3.739	0.442	Not Significant

Using the Kruskal-Wallis H test, Table 5 shows the difference in the perceived level of school climate in terms of educational attainment. When respondents are categorized according to educational attainment, there is no significant difference in school atmosphere ($H=3.739$, $p=0.442$). As a result, the null hypothesis is not rejected. This means that the perception of school climate across respondents with varying levels of education is not significantly different. The finding contradicts Marcotte's (2021) study, which found that educational attainment may match the effectiveness of active teaching strategies in improving instructor and student academic performance during remote teaching. Furthermore, improving educational attainment impacts the development of school organization performance.

3.5 Test of Difference in the Perceived Level of School Climate in terms of Years of experience

Table 6

School Climate	H-value	p-value @ 0.05	Interpretation
A. Collaboration	3.367	0.338	Not Significant
B. Student Relation	7.833	0.050	Significant
C. School Resources	7.705	0.053	Not Significant
D. Decision Making	13.912	0.003	Significant
E. Instructional Innovation	4.290	0.232	Not Significant
Overall	8.017	0.046	Significant

Table 6 shows the Kruskal-Wallis H test of difference in the perceived level of school atmosphere when respondents are classified by years of experience. As seen in the table, there is no discernible difference in the school atmosphere regarding collaboration, school resources, and instructional innovation. When responders are classified by years of experience, there is a considerable difference in the school climate affecting student relations and decision-making. When respondents are classified by years of experience, the aggregate result shows a significant difference in school climate ($H=8.017$, $p=0.046$). As a result, the null hypothesis is rejected. This suggests that individuals with more expertise see school climates very differently. Pairwise comparison using the Mann-Whitney U test with Bonferroni correction was used when the data was given to post hoc analysis to establish where the differences lie. The post hoc analysis revealed a difference in student relationships between students aged five and under and those aged 11 to 15. There was a difference in decision-making between those aged 6 to 10 and those aged 16 and up. Finally, there was a distinction between those aged 11 to 15 and those old 16 and up. The finding contradicts Misnawati's (2020) study, which found that the effect of the school environment is mediated by year level of experience. It was also proposed that the school environment should be considered when striving to strengthen student connections and participation in decision-making and school activities. It is only applicable when teachers' year-level experience has increased.

3.6. Test of Difference in the Perceived Level of School Climate in terms of Position

Table 7

School Climate	H-value	p-value @ 0.05	Interpretation
A. Collaboration	4.784	0.310	Not Significant
B. Student Relation	2.310	0.679	Not Significant
C. School Resources	6.998	0.136	Not Significant
D. Decision Making	12.687	0.013	Significant
E. Instructional Innovation	2.008	0.734	Not Significant
Overall	5.417	0.247	Not Significant

Using the Kruskal-Wallis H test, Table 7 shows the difference in the perceived level of school atmosphere when respondents are grouped by rank. In decision-making, there is a considerable variation in the perceived degree of the school atmosphere. However, there is no statistically significant difference in the reported school climate regarding collaboration, student relations, school resources, and instructional innovation. When respondents are classified by rank, there is no significant difference in the perceived degree of school climate ($H=5.417$, $p=0.247$). As a result, the null hypothesis is not rejected. This implies that respondents' perceptions of school climate in various teaching positions are not significantly different. The finding contradicts Marcotte's (2021) study, which found a statistically significant difference in the school environment and gender, teaching experience, and teaching position during remote instruction.

3.7. Perceived Level of Organizational Learning Capability in terms of Experimentation

Table 8

Experimentation	Mean	SD	Description	Interpretation
1. Teachers receive support and encouragement when presenting new ideas	4.30	0.54	Almost Always	Very Much Capable
2. Teachers' initiative often receives a favorable response here so, they feel encouraged to generate new ideas	4.27	0.54	Almost Always	Very Much Capable
Overall Mean	4.28	0.54	Almost Always	Very Much Capable

The perceived level of organizational learning capabilities in experimentation is shown in Table 8. The respondents (mean=4.28, SD=0.54) judged organizational learning capabilities as experimentation as "very much capable." The standard deviation indicated that the respondents' responses were uniform. In other words, the respondents considered the organizational learning competence of the schools in the Polanco II District to be "very much capable" and regarded it as existing "nearly often." This suggests that when introducing new ideas, Polanco II District schools "nearly always" received support and encouragement. Their initiatives were well accepted as well. This means that school administrators and instructors are "very much competent" in coming up with new concepts and presenting them. Heniel and Naparota (2021) agree that teachers and other staff members frequently received support and encouragement when sharing new ideas and initiatives, often got a positive response, and were capable of coming up with original ideas.

3.8. Perceived Level of Organizational Learning Capability

Table 9

Organizational Learning Capability	Mean	SD	Description	Interpretation
A. Experimentation	4.28	0.54	Almost Always	Very Much Capable
B. Risk Taking	4.19	0.61	More Often	Much Capable
C. Interaction with the External Environment	4.33	0.57	Almost Always	Very Much Capable
D. Dialogue	4.52	0.55	Almost Always	Very Much Capable
E. Participative Decision Making	4.34	0.60	Almost Always	Very Much Capable
Overall Mean	4.36	0.58	Almost Always	Very Much Capable

The summary of the perceived level of organizational learning capability is shown in Table 9. Responders regarded experimentation, engagement with the external environment, dialogue, and participatory decision-making as "extremely capable" by respondents. On the other hand, risk-taking is evaluated as "quite capable." Overall, organizational learning competence is regarded as "nearly usual" and assessed as "extremely capable" in Polanco II District schools (mean=4.36, SD=0.58). The standard deviation indicated that the respondents' responses were homogeneous. This finding implies that Polanco II District schools are "highly capable" of organizational learning capability. This is the result of the course in Learning Delivery Modality (LDM 1 & 2). The study by Chiva and Alegre (2009), as reported by Heniel and Naparota (2021), found that Organizational Learning Capability dimensions have long been acknowledged as an excellent measure of an organization's performance and performance ability to innovate and expand. Furthermore, organizational Learning Capability characteristics are often thought to favor businesses and employees; there is empirical evidence of a positive relationship between employee attitudes and Organizational Learning Capabilities.

3.9. Test of Difference in the Perceived Level of Organizational Learning Capability in terms of Sex

Table 10

Organizational Learning Capability	U-value	p-value @ 0.05	Interpretation
A. Experimentation	1,027.500	0.222	Not Significant
B. Risk Taking	987.000	0.148	Not Significant
C. Interaction with the External Environment	1,021.500	0.231	Not Significant
D. Dialogue	1,078.500	0.394	Not Significant
E. Participative Decision Making	1,035.000	0.238	Not Significant
Overall	1,018.00	0.244	Not Significant

The summary of the perceived level of organizational learning capability is shown in Table 10. Responders regarded experimentation, engagement with the external environment, dialogue, and participatory decision-making as "extremely capable" by respondents. On the other hand, risk-taking is evaluated as "quite capable." Overall, organizational learning competence is regarded as "nearly usual" and assessed as "extremely capable" in Polanco II District schools (mean=4.36, SD=0.58). The standard deviation indicated that the respondents' responses were homogeneous. This finding implies that Polanco II District schools are "highly capable" of organizational learning capability. This is the result of the course in Learning Delivery Modality (LDM 1 & 2). The study by Chiva and Alegre (2009), as quoted by Heniel and Naparota (2021), stated that Organizational Learning Capability dimensions have long been acknowledged as an essential instrument for measuring an organization's performance and ability to innovate and expand. Dimensions of Organizational Learning Capability are widely thought to impact organizations and employees positively; additionally, there is empirical evidence of a positive relationship between employee attitudes and Organizational Learning Capabilities.

3.10. Test of Difference in the Perceived Level of Organizational Learning Capability in terms of Age

Table 11

Organizational Learning Capability	H-value	p-value @ 0.05	Interpretation
A. Experimentation	9.276	0.026	Significant
B. Risk Taking	0.872	0.832	Not Significant
C. Interaction with External Environment	4.090	0.252	Not Significant
D. Dialogue	5.777	0.123	Not Significant
E. Participative Decision Making	6.079	0.108	Not Significant
Overall	5.384	0.146	Not Significant

Table 11 shows the difference in perceived organizational learning capability when respondents are classified by age using the Kruskal-Wallis H test. In terms of experimentation, there is a substantial disparity in organizational learning capability. However, there is no statistically significant difference in organizational learning capability regarding risk-taking, interaction with the external environment, discourse, and participatory decision-making. When respondents are categorized by age, there is no significant difference in organizational learning capability ($H=5.384$, $p=0.146$). As a result, the null hypothesis is not rejected. Respondents' perceptions of organizational learning capability did not differ significantly across age groups. Heniel and Naparota agree with the discovery (2021). They found no significant variation in Organizational Learning Capability when respondents were grouped by age. As a result, age cannot be used to discover differences in Organizational Learning Capability. Furthermore, respondents are classified by age, with no significant variance in the level of Organizational Learning Capability.

3.11. Test of Difference in the Perceived Level of Organizational Learning Capability in terms of Educational Attainment

Table 12

Organizational Learning Capability	H-value	p-value @ 0.05	Interpretation
A. Experimentation	1.843	0.765	Not Significant
B. Risk Taking	1.918	0.751	Not Significant
C. Interaction with External Environment	0.694	0.952	Not Significant
D. Dialogue	2.912	0.573	Not Significant
E. Participative Decision Making	7.604	0.107	Not Significant
Overall	2.789	0.594	Not Significant

The Kruskal-Wallis H test is used to compare respondents' perceived level of organizational learning capabilities based on educational attainment. As indicated in the table, there is no significant difference in the perceived level of organizational learning capability when respondents

are classified by educational attainment ($H=2.789$, $p=0.594$). As a result, the null hypothesis is not rejected. This implies that respondents with varying educational attainment assessed organizational learning capabilities similarly. Heniel and Naparota agree with the discovery (2021). When respondents were divided into groups based on their educational attainment, there was no significant difference in their perceived level of organizational learning capability. They also noted no statistically significant variation in perceived organizational learning capability. They also stated that educational attainment as a variable could not be used to predict the difference in the perceived level of Organizational Learning Capability.

3.12. Test of Difference in the Perceived Level of Organizational Learning Capability in terms of Years in Service

Table 13

Organizational Learning Capability	H-value	p-value @ 0.05	Interpretation
A. Experimentation	10.319	0.016	Significant
B. Risk Taking	10.505	0.037	Significant
C. Interaction with External Environment	12.077	0.007	Significant
D. Dialogue	8.699	0.034	Significant
E. Participative Decision Making	12.742	0.005	Significant
Overall	13.154	0.004	Significant

Using the Kruskal-Wallis H test, Table 13 shows the difference in perceived organizational learning capability by years of service. When respondents are categorized by year of service, the overall result demonstrates a significant difference in the perceived level of organizational learning capability ($H=13.154$, $p=0.004$). As a result, the null hypothesis is rejected. This implies that respondents' perceptions of organizational learning capability fluctuate significantly over service years. Pairwise comparison using the Mann-Whitney U test with Bonferroni correction was used when the data was given to post hoc analysis to establish where the differences lie. According to the post hoc analysis, the difference in exploration and interaction with the external environment is between 6-10 years and 16 years and above and between 11-15 years and 16 years and above. Risk-taking, discourse, and participatory decision-making differ between 11-15 years and 16 years and older. Overall, the age ranges are 6-10 years and 16 years and older, and 11-15 years and 16 years and older. The finding contradicts the findings of Deniz, Cimen, and Kaya (2017), who found no significant variation in organizational learning capacity based on employee tenure.

3.13. Test of Difference in the Perceived Level of Organizational Learning Capability in terms of Position

Table 14

Organizational Learning Capability	H-value	p-value @ 0.05	Interpretation
A. Experimentation	11.975	0.019	Significant
B. Risk Taking	0.819	0.936	Not Significant

C. Interaction with External Environment	6.812	0.146	Not Significant
D. Dialogue	6.199	0.185	Not Significant
E. Participative Decision Making	10.314	0.035	Significant
Overall	7.126	0.126	Not Significant

Table 14 depicts the difference in perceived organizational learning capability when respondents are classified by rank using the Kruskal-Wallis H test. There are substantial contrasts between experimental and participatory decision-making. At the same time, there are no essential variations in risk-taking, interaction with the outside world, or discourse. When respondents are classified by position, there is no significant difference in their perceived level of organizational learning capability ($H=7.126$, $p=0.126$). As a result, the null hypothesis is not rejected. This means that respondents' responses in different positions did not differ considerably. According to Deniz, Cimen, and Kaya (2017), there is no substantial variation in organizational learning capacity based on job positions.

3.14. Test of Relationship between School Climate and Organizational Learning Capability

Table 15

Variables	ρ -value	p-value	Interpretation
School Climate vs Organizational Learning Capability	0.803	< 0.001	High Positive Correlation/Significant

Table 15 depicts the association between the school atmosphere and organizational learning capability using Spearman Rank-Order Correlation or Spearman rho and the interpretation guidance for correlation value provided by Cohen et al. (2014). Teachers' reported school climate and organizational learning capability were highly associated (ρ -value=0.803, p-value 0.001). This suggests a significant positive association between the perceived quality of school climate and teachers' organizational learning capabilities. As a result, the null hypothesis is rejected. Furthermore, this research implies that as the perceived level of school climate rises, so will organizational learning capability. This means that the school climate influences organizational learning capabilities. The conclusion contradicts Ramirez's (2020) study, which found no significant association between school atmosphere and organizational learning skills, nor does it show a significant difference when grouped based on individual characteristics.

IV. CONCLUSIONS

The study concludes that the elementary school teachers in Polanco, Zamboanga del Norte, Philippines, are mature enough, with few valuing pursuing graduate courses to improve their ability. Conversely, teachers are closely scrutinized in terms of collaboration and instructional innovation, maintaining student interactions, school resources, and decision-making, and fostering a

positive school atmosphere when using the Distance Learning Delivery Modality (DLDM). Furthermore, it is established that teachers' positions and educational attainment do not correspond to the level of the school atmosphere. Furthermore, due to the good influence of the Learning Delivery Modality training, teachers in Polanco II District elementary schools are "very much capable" of organizational learning capability (LDM 1 & 2). The association shows that school climate is significant and connects to teachers' learning abilities.

V. RECOMMENDATION

Based on the findings and conclusions, the following recommendations are offered:

1. The top-level management of DepEd should allocate a budget for seminars and training for teachers' leadership skills and teaching strategies for them to upgrade knowledge and skills in dealing with the students in the school classroom with the evaluation of the School Head to sustain the school's learning capabilities and learning modalities in times of COVID-19 Pandemic.
2. The school heads of Polanco II District should maintain the leadership style in dealing with the school environment and students' relationships to sustain the learning capabilities, learning modalities, students' achievement, community relationships, and safety among students in times of the COVID-19 Pandemic.
3. The Stakeholders should assist Polanco II District in enhancing the school facilities, learning capabilities, and learning modalities among teachers and students during the COVID-19 Pandemic.
4. The findings of this study should be used as a point of reference by educational institutions offering Master of Arts in Educational Management and other related courses to improve school climate and learning capabilities among teachers and students, as well as learning modalities, in times of the COVID-19 Pandemic.
5. Graduate School Students should be encouraged to research the relationship between the variables considered in this study.
6. Future researchers should benchmark the findings of this study from this generation and to the upcoming one as their basis for future research implementation.

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