Mediating Effect of Transformational Leadership Style of School Heads on the Relationship Between Organizational Climate and Self-Esteem of Teachers

Glorybeth C. Pesania

Department of Education, Sto.Tomas National High School, Philippines

Abstract. **This academic endeavor aimed to determine the mediating effect of the transformational leadership style of school heads on the relationship between organizational climate and teachers' self-esteem. This quantitative study utilizes mediation analysis with the comprehensive interpretation of the data gathered through statistical treatments (Mean, Correlation Analysis, Med-graph using Sobel z-test). The participants were selected through a stratified random sampling technique where they were identified as secondary school teachers of the Municipality of Santo Tomas, Schools Division of Davao del Norte. Results of the study revealed that the Level of Organizational Climate perceived by Secondary School Teachers in Santo Tomas has a high descriptive equivalent, Level of Self-Esteem of Teachers also has a high descriptive equivalent. Level of Transformational Leadership Style of School heads has a very high descriptive equivalent. It is also concluded based on the mediation analysis of the study that transformational leadership of school heads did not explain any significant portion of the relationship between organizational climate and self-esteem of secondary school teachers of the Municipality of Santo Tomas. However, the study also shows a strong relationship between organizational climate and self-esteem.**

Key Words: **transformational leadership, organizational climate, self-esteem, mediation, public school teachers, Philippines**

I. INTRODUCTION

Rationale

Self-esteem is one of the earliest and oldest concepts defined as the comparison of the actual self and ideal self. Teachers with high self-esteem can teach students effectively. However, it is necessary to measure this phenomenon and at what level self-esteem can play its role in the learning process (Farooq et al., 2015). However, there are lots of discrepancies and discriminations in the teaching profession. Financial problems, a worse living environment, lack of promotion facilities, lack of proper training programs, unhealthy working conditions, nepotism, untimely promotion, grading problems, and so on are common in educational institutions. These difficulties impact teachers' self-esteem and consequently affect their performance as quality education providers (Dey et al., 2017).

Self-esteem is an apex part of success. Low self-esteem is viewed as the cause of all evil, and high self-esteem is the cause of all good. Self-esteem is associated with depression, anxiety, motivation, and general satisfaction with one's life. The term describes a person's overall sense of self-worth or personal value (Dey et al., 2013). Moreover, Wang (2016) asserted that a confident teacher would positively impact his or her students' achievement, attitude, affective, and even socio-emotional growth. To improve the schooling experience of low-progress learners, enhancing teachers' beliefs in their teaching competence may be a viable approach. Given these statements, an exploration of the mediating effect of the transformational leadership style of school heads on the relationship between organizational climate and teachers' self-esteem needs to be carried out.

In the current literature, various studies link self-esteem to different factors. The study by Willis, Reynolds and Lee (2017) revealed that social identification fully predicts and mediates the relationship between the organizational climate and the self-esteem of employees. Chauhan (2017) also explicates that organizational climate significantly correlates with professionals' psychological well-being (self-esteem). In comparison, Vasilaki et al. (2016) asserted that transformational leadership behavior leads to positive employee behavior and employee identification in the organization (organizational climate). Further, the study of Rivera and Zapata (2019) indicated that transformational leadership positively influences job satisfaction and organizational climate in work teams. Whereas, Matzler, Bauer, and Mooradian (2015) discovered a strong and significant relationship between self-esteem and transformational leadership. Furthermore, Ali and Puah (2018) advised that self-esteem positively influences transformational leadership.

There are numerous available studies in the international setting that link the self-esteem of teachers to different measures (Tahir et al., 2013; Bruno & Njoku, 2014; Jan et al., 2015). However, the researcher did not come across a study examining the mediating effects of transformational leadership on the relationship between organizational climate and teachers' self-esteem, particularly in the local setting. That is why the researcher finds the urgency to conduct this study to fill this existing gap in the literature. This study will help the school institutions determine the significant role of transformational leadership in evaluating the relationship between organizational climate and its correlation to teachers' self-esteem. Since, if it's found out, then school heads of

public schools should start considering transformational leadership as one of its guiding principles in leading their subordinates.

Research Objectives

The main purpose of this study is to determine the mediating effect of the transformational leadership style of school heads on the relationship between organizational climate and the self-esteem of teachers. Specifically, this aims:

1. To determine the level of organizational climate in terms of:

    a. supportive principal behavior;
    b. directive principal behavior;
    c. restrictive principal behavior;
    d. collegial teacher behavior;
    e. intimate teacher behavior; and
    f. disengaged teacher behavior.

2. To determine the level of self-esteem of teachers in terms of:

    a. performance self-esteem;
    b. social self-esteem; and
    c. appearance self-esteem.

3. To determine the level of transformational leadership style of school heads.

    a. To determine the significant relationship between organizational climate and self-esteem of teachers.
    b. To determine the significant relationship between organizational climate and transformational leadership.
    c. To determine the significant relationship between transformational leadership and self-esteem of teachers.

4. To the mediating effect of transformational leadership style of school heads on the relationship between organizational climate and self-esteem of teachers.

Hypotheses

The following hypotheses will be tested using the 0.05 level of significance:

1. There is no significant relationship between organizational climate and self-esteem of teachers.
2. There is no significant relationship between organizational climate and transformational leadership.
3. There is no significant relationship between transformational leadership and self-esteem of teachers.
4. The transformational leadership of school heads has no mediating effect on the relationship between organizational climate and teacher's self-esteem.

II. THEORETICAL FRAMEWORK

The researcher attempted to explain the dynamics of the self-esteem of teachers. To have a clear understanding of developments in this, the researcher affixed the following credible theory and propositions:

This study is anchored in Bronfenbrenner's Ecological Systems Theory (2000). This theory proposes that all parts of a person's surrounding systems interact with that person. The systems may be significant, such as society's values and beliefs; small, such as a relationship with a significant other or co-worker; formal, such as the legislature; or informal, such as a neighborhood. It borrows from biology and ecological theories in that the person and their systems have a reciprocal relationship of impacting and affecting one another.

This is also supported by the proposition of Shaefor and Horejsi (2008). Accordingly, it is maintained that all the systems are constantly changing and adapting due to each system's environment, including the interactions between systems. It states that individuals will adapt to survive in an ecosystem. Ecological systems theory states that the person should be evaluated and worked with while maintaining the perspective of the possible impact of the person's surrounding environment and relationships, sometimes called a "person-in-environment" approach.

Moreover, Kruse and Louis (2009) propose that to develop the self-esteem of educators, a desirable and suitable organizational culture should be significantly considered. Directing the school's culture based on the position of leaders is not enough. Teachers' self-esteem is meaningfully predicted by behaviors, beliefs, confidence, and relationship in the school culture.

Ecological systems theory fits well when studying a person's self-esteem because it is believed that there are factors outside of the person that affect self-esteem; it is also believed that self-esteem impacts outside factors and environments. This exchange of potential influence fits perfectly with the concepts laid out in ecosystems theory. Furthermore, the notion that a person may adopt or create coping mechanisms to survive a system gives light to particular behaviors or thought processes that occur given a specific environment; this also provides a perhaps critical understanding of why a person's environment may cause someone to use specific coping mechanisms, including new self-perceptions and evaluations.

III. CONCEPTUAL FRAMEWORK

Figure 1 shows the schematic diagram. The independent variable of this study is organizational climate with the following indicators: supportive principal behavior, directive principal behavior, restrictive principal behavior, collegial teacher behavior, intimate teacher behavior, and disengaged teacher behavior.

Supportive principal behavior refers to the leaders' openness to listen to their employees carefully and help them

deal with stress and the conflicting personalities of other employees. This requires empathy and a degree of sensitivity that is difficult for some managers to achieve (Lacoma, 2019). Moreover, Hoy, Tarter, and Kottkamp (1991) asserted that in this behavior, the principal often gives genuine praise for the teacher's performance and is helpful, genuinely concerned with teachers, and attempts to motivate by using constructive criticism and by setting an example through hard work.

Directive principal behavior refers to rigid and close supervision of the leaders to the followers. The principal gives instructions about the teacher's task, whether essential or daily routine, by controlling with his/her authoritative power (Northhouse, 2010). Hoy et al. (1991) added that the principal supervises and monitors teachers and school activities even in the smallest detail. The principal maintains close and constant monitoring over virtually all aspects of teacher behavior in the school.

Restrictive principal behavior refers to a behavior that hinders rather than facilitates teacher work. The principal burdens teachers with paperwork, committee requirements, and other demands that interfere with their teaching responsibilities (Hoy et al., 1991).

According to Hoy et al. (1991), Collegial teacher behavior is a pervasive professional relationship between teachers. It supports open and professional interactions among teachers. The faculty also support respect, help one another professionally and personally, and enjoy working with their colleagues at school.

Intimate teacher behavior refers to a teacher's behavior with strong social relations among the entire faculty. Teachers know each other very well at school and in their personal lives. The employees are close friends and provide solid social support (Hoy et al., 1991).

Disengaged teacher behavior signifies a lack of meaning and focuses on professional activities. Teachers simply put in their time; in fact, they are critical and unaccepting of their colleagues. The professionals are not friendly, do not like to work with their colleagues, and are not supportive of each other (Hoy et al., 1991).

The dependent variable of this study is the self-esteem of teachers. The researcher has come up with the following indicators: performance self-esteem, social self-esteem, and appearance self-esteem.

People with high-performance self-esteem are believed to perform better than those with low self-esteem. Thus, when the prospect of a possible failure is salient, higher levels of self-esteem may benefit task performance (J.D. Campbell and Fairey, 1985). In general, though, self-esteem seems to have little relationship to task performance. Applied to the world of work, the self-esteem hypothesis suggests that people who feel better about themselves perform better. Early reviews of studies on the relationship between self-esteem and work performance noted the high variability of the reported size and nature of this relationship (Brockner, 1983; Tharenou, 1979).

Social self-esteem refers to the desire to feel good about oneself and how an individual portrays himself to others. Having to cope with reality, people are also motivated to perceive themselves accurately and admit awareness of their undesirable characteristics (Swann, Stein-Seroussi, & Giesler, 1992; Trope, 1986). It is certainly plausible that high self-esteem would improve interpersonal relations. People with high self-esteem claim to be more popular than people with low self-esteem (Battistich, Solomon, & Delucchi, 1993), although, as already noted, self-reports are not reliable guides to objective realities. High social self-esteem might make a person likable insofar as people may prefer to interact with confident, enterprising individuals and avoid interacting with people who suffer from self-doubts and insecurities.

Moreover, the reverse causal relationship is also entirely plausible, of course, and indeed it forms the centerpiece of the sociometer theory of self-esteem put forward by Leary and his colleagues (Leary, Tambor, Terdal, & Downs, 1995; Leary & Baumeister, 2000; Leary & Downs, 1995). According to this view, self-esteem is an internal measure of one's interpersonal appeal and success. Popularity would therefore cause self-esteem to rise, whereas social rejection would cause it to drop. It is also plausible that high self-esteem elicits dislike insofar as people reject conceited or arrogant individuals. In the workplace, people with high self-esteem claim to get along better with their co-workers (although not with their supervisors) than those with low self-esteem (Frone, 2000).

Appearance self-esteem refers to a likable and attractive characteristic to have better relationships and make better impressions on others (Baumeister, Campbell, Krueger & Vohs, 2003). Self-esteem exists in all humankind. Human beings tend to evaluate and examine themselves. If they find that they lack something in their physical appearance, they are more likely to take measures to self-create something that will make them feel satisfied and attain a complete self (Schouten, 1991).

According to Jones (1973), the self-esteem position assumes that the individual needs to enhance his self-evaluation and to increase, maintain, or confirm his feelings of personal satisfaction, worth, and effectiveness. Furthermore, several empirical supports have confirmed that physical attractiveness is positively related to individual self-esteem and the receipts of positive responses from others (Adams, 1977; Adams & Read, 1983; Cann, Siegfried & Pearce, 1981; Goldman & Lewis, 1977).

Moreover, physical attractiveness can influence a person's life quality in many different ways; for instance, it can have a significant effect on a person's emotions, thoughts, and behaviors in the day to day life, not to mention its impact on human interpersonal relationships (Cash & Pruzinsky, 2002). Existing literature has shown that being physically attractive is an enormous advantage (Adam, 1977; Cann, Siegfried, and Pearce, 1981; Langlois, Roggman, & Casey, 1987).

Furthermore, the transformational leadership of the school head, which includes indicators such as setting direction, developing people, redesigning the organization, and managing the instructional program, acts as a moderating variable in this research.

Setting directions and building and communicating a vision are crucial to leadership and essential to the success of a school. Communication is not simply through words but also actions taken in your work (Couros, 2014).

Leaders have the vision. They share a dream and direction that other people want to share and follow. The leadership vision goes beyond the written organizational mission and vision statements. Furthermore, the vision of leadership permeates the workplace and is manifested in the actions, beliefs, values, and goals of the organization's leaders. This vision attracts and affects every employee engaged in living this set of actions, beliefs, values, and goals (Heathfield, 2019).
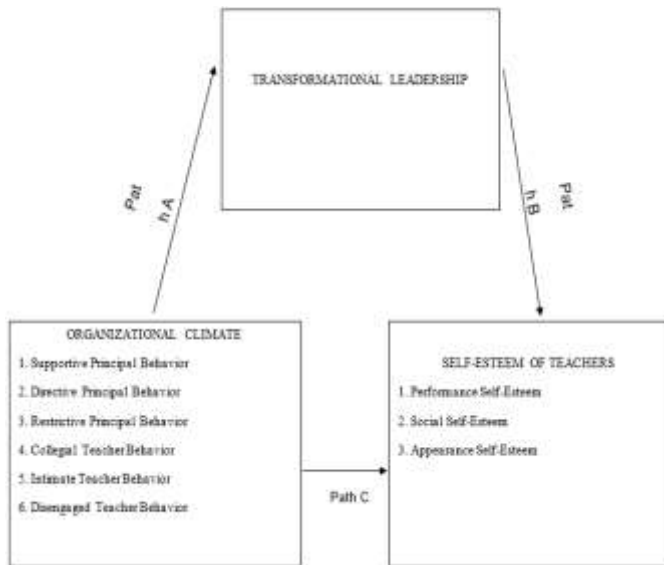

Figure 1. The Schematic Diagram Showing the Variables of the Study

Research Design

This quantitative investigation utilized a descriptive correlation with mediation analysis. According to Creswell (2012), a descriptive correlative research design is appropriately used when the research aims to describe and measure the relationship between two or more variables or sets of scores. It is also useful in identifying a relationship between variables or predicting an outcome. Accordingly, this design fundamentally focused on recognizing and elucidating the components or procedures that bring an observed relationship between organizational climate and self-esteem through incorporating a third variable, the transformational leadership style, as the potential mediating variable. As opposed to speculating a direct causal relationship between the independent variable and the dependent variable, a meditational model theorizes that the independent variable impacts the dependent variable.

In this manner, the mediating variable elucidates the relationship between the independent and dependent variables. Afterward, mediating relationships happen when a third variable assumes a vital part in representing the relationship between the other two variables (MacKinnon, Fairchild & Fritz, 2007). This design was utilized to investigate whether the transformational leadership style of school heads significantly mediates the relationship between organizational culture and teachers' self-esteem.

Research Locale

The study was conducted in public secondary schools of Municipality Santo Tomas, Division of Davao del Norte, Region XI, Philippines. The venue is one of the Philippines ' first-class municipalities, located in the Province of Davao del Norte in Region XI, Davao Region, and part of the Mindanao group of islands, as shown in Figure 2. The municipality is seated more or less 30 kilometers or an hour ride from Tagum City by any land vehicle. The town offers a wide choice of public utility jeepneys and buses via the Kinamayan route or bus liners via the Carmen route. The municipality has a land area of 221.80 square kilometers or 85.64 square miles, constituting 6.47% of Davao del Norte's total area. According to the 2015 census, it has a population of 118,750 people.

In this study, the Municipality of Santo Tomas is subdivided into 19 barangays and nine (9) public secondary schools. The researcher considered the venue of the study to allow the researcher flexibility of time in the distribution and implementation of research questionnaires. This locale is also an excellent setting to conduct this study since this locale can provide more than enough public-school teachers. Aside from that, considering the diverse cultural setting of the locale, the responses from this study's samples could provide conclusive findings substantial in attaining the objectives of this scientific inquiry.

Figure 2. Map Showing the Venue of the Study

IV. POPULATION AND SAMPLE

The study's respondents were secondary school teachers of the Municipality of Santo Tomas, Schools Division of Davao del Norte. These teachers were permanent and had at least three years of service in their respective school assignments. However, the qualified respondents' participation was voluntary. If they felt they would not benefit from this survey or were uncomfortable participating in the study, they were free to withdraw or discontinue their participation. To identify the number of samples in the population, Slovin's Formula was used. Conferring to Blay (2007), using Slovin's Formula guaranteed good results while a substantial number of samples is still achieved when the population is too big to handle.

To determine the samples, the stratified random sampling technique was used in choosing the study respondents since the population is too big to handle. Agreeing with Blay (2007), proportional allocation is suitable for considering a stratified random sampling technique. Hence, the researcher had a total of 300 respondents from the nine (9) schools in the municipality and was distributed as follows: Twenty (20) or six-point fifty-six percent (6.56%) of the respondents were from school A. Forty-two (42) or fourteen-point five percent (14.05%) of the respondents were from school B. School C had eleven (11) or three-point seventy-five (3.75%) of the respondents. Seven-point three percent (7.03%) or twenty-one (21) respondents were from school D. School E had thirteen (13) or four-point forty-five percent of respondents. Eleven (11) or three-point fifty-one percent (3.51%) of the respondents were from school F. School G had nine-point thirteen percent (9.13%) or twenty-eight (28) respondents. One hundred thirty-six (136) respondents or forty-five-point forty-three percent (45.43%) were from school H. School I had eighteen (18) or six-point nine percent (6.09%) of the respondents.

Research Instrument

This study utilized three (3) adapted instruments to assess the mediating effect of the transformational leadership style of school heads on the relationship between organizational climate and teachers' self-esteem. The instrument for the organizational climate was adapted from The Organizational Climate Description for Elementary Schools by Hoy (2013). The instrument transformational leadership was from the study The Effects of Transformational Leadership on Academic Optimism within Elementary Schools by Rutledge II (2010). Moreover, the instrument for teachers' self-esteem was from the study Development and validation of a scale for measuring state self-esteem by Heatherton and Polivy (1991).

The organizational climate questionnaire of this study is composed of six (6) indicators, namely: Supportive Principal Behavior, which has nine (9) items, Directive Principal Behavior which has nine (9) items, Restrictive Behavior, which has five (5) items, Collegial Behavior which has eight (8) items, Intimate Behavior which has seven (7) items, Disengaged Behavior which has four (4) items. In measuring the degree of this variable, the following five-point Likert type scale was used:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that an excellent organizational climate is perceived by the public teachers.
3.40 - 4.19	High	This means that a very good organizational climate is perceived by the public teachers
2.60 – 3.39	Moderate	This means that an average organizational climate is perceived by the public teachers
1.80 - 2.59	Low	This means that a poor organizational climate is perceived by the public teachers
1.0 -1.79	Very Low	This means that a very poor organizational climate is perceived by the public teachers

The transformational leadership questionnaire consists of twenty (20) items. In measuring the degree of this variable, the following five-point Likert type scale was used:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that transformational leadership of school heads is always observed.
3.40 - 4.19	High	This means that transformational leadership of school heads is oftentimes observed.
2.60 – 3.39	Moderate	This means that transformational leadership of school heads is sometimes observed.
1.80 - 2.59	Low	This means that transformational leadership of school heads is rarely observed
1.0 -1.79	Very Low	This means that transformational leadership of school heads is never observed

The self-esteem of teachers' questionnaire of this study is composed of three (3) indicators, namely: Performance Self-Esteem, which has seven (7) items, Social Self-Esteem, which has seven (7) items, Appearance Self-Esteem, which has six (6) items. In measuring the degree of this variable, the following five-point Likert type scale was used:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	This means that the teachers are manifesting extreme self-esteem.
3.40 - 4.19	High	This means that the teachers are manifesting very good self-esteem.
2.60 – 3.39	Moderate	This means that the teachers are manifesting average self-esteem.
1.80 - 2.59	Low	This means that the teachers are manifesting poor self-esteem.
1.0 -1.79	Very Low	This means that the teachers are manifesting a very poor self-esteem.

The survey research questionnaires have undergone validation processes to ensure content validity. The first draft of the research instrument was presented to the research

committee for comments, suggestions, and recommendations to improve its presentation with the corrections to be included and integrated. The final copy was submitted to a panel of experts for refinement. The final revision incorporated the expert validators' corrections, comments, and suggestions before gathering data. The ratings of the validators were consolidated to determine the status of the questionnaire.

Further, the reliability of the questionnaire was tested through pilot testing with Cronbach Alpha. Cronbach's alpha reliability coefficient typically ranges between 0 and 1. However, there was no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0, the higher the internal consistency of the items in the scale (Taylor, 2013).

For the pilot test result, Cronbach's Alpha should have a score higher than the required 0.70 to establish the scale's reliability. The pilot test was conducted on 30 samples not included in the target respondents. For the organizational climate scale, Cronbach's Alpha got 0.948. Moreover, the transformational leadership scale got Cronbach's Alpha 0.968. Also, the scale for self-esteem got Cronbach's Alpha 0.942. Hence, this study's scales passed the reliability test through pilot testing. This implies that the results generated from the questionnaire of this study were all valid and reliable.

V. DATA GATHERING PROCEDURE

This research was performed strictly to the ethical protocols, and standards the University of Mindanao Ethics Review Committee set. The researcher religiously sought and received the corresponding permission required to complete this research from key school officials. Since we are still in the fight against this global crisis, the researcher conducted the study and gathered the data through an online platform to minimize close and direct contact with the respondents and to abide by the government's health protocols.

The researcher gathered the necessary data through the following procedures: First was the acquisition of consent to administer the study, which was secured by the University of Mindanao Ethics Review Committee. After securing a certificate of approval, the researcher asked permission from the office of the Schools Division Superintendent to conduct the study. After receiving the approval for the conduct of the study, a letter was sent to the school heads and teachers concerned. After this, the researcher personally approached the school head and sent the link of the survey questionnaires to the respondents in the school identified. The researcher then checked, tabulated, and consolidated the results and gave them to a statistician for data analysis.

Statistical Treatment of Data

The following statistical treatments were utilized to obtain a more comprehensive analysis and interpretation of the data.

Mean. This was utilized to determine the extent of organizational climate, level of self-esteem, and level of transformational leadership.

Correlation analysis. This was applied to quantitatively express the magnitude and direction of the relationship between organizational climate and self-esteem, organizational climate and transformational leadership, and the correlation and relationship between transformational leadership and self-esteem.

Medgraph using Sobel z-test. This was used to determine if transformational leadership mediates the relationship between organizational climate and the self-esteem of teachers. Sobel z-test was utilized in testing the significance of the mediation.

Ethical Consideration

Some considerable ethical issues and concerns have specific ramifications for this quantitative inquest. Such issues and concerns arose primarily from the methodology involved in this study. The ethical contents of this research concern the issues of the right to conduct the study, confidentiality, and anonymity.

The researcher observed and followed complete ethical standards set by the study's University of Mindanao Ethics committee. The researcher followed the study protocol assessments and standardized criteria, particularly in managing the population and data, such as but not limited to:

Voluntary participation. The teachers from public secondary schools were given the free will to participate without any form of consequence or penalty, or loss of benefits. Then, the study's purpose and benefits were identified and presented to the teacher respondents of the participating schools. The respondents' decisions about whether or not to contribute to the body of knowledge were carefully considered and adhered to.

Privacy and confidentiality. Since this research was conducted in the form of a survey through an online platform, the researcher carefully drafted and finalized the Google form survey that might disclose important information about the respondents. The researcher kept private and with utmost confidentiality the respondents' personal information required in the study. The researcher assured them that their identity would not be divulged and that they would be given credit for all their contribution. The researcher focused on important ethical problems such as confidentiality, respect for the respondents' opinions, and integrity.

Informed Consent Process. The researcher reviewed the application of the principle of respect for persons by securing informed consent from the institution to distribute the research questionnaire free from technical terms that make it easier for the respondents to understand. The researcher also solicited consent from the individual respondent during the study. The questionnaires have been administered with the consent and support of the Schools Division Superintendent of the Department of Education - Davao del Norte Division. The informed consent process involved providing sufficient information and assurances about the study to allow teacher-respondents to understand the implications of participation and to reach a fully informed and freely given decision about

whether or not to do so without the exercise of any pressure or coercion.

Recruitment. Information about the study was presented to the teachers before participation to help them establish their interest and willingness to participate. Since it is significant that the information clearly and accurately represents the research, the recruitment of secondary school teachers as research respondents was handled ethically. The distribution of the respondents shows how the respondents were disseminated. Furthermore, the data collection procedure was indicated, as well as how the questionnaire was administered and the manner of respondents involved in the study.

Risks. This study was conducted through an online platform since we are still in battle with this global pandemic. The researcher made this to minimize direct and physical contact. The study did not involve a high risk of situations that the respondents may experience in physical, psychological, or socio-economic concerns. The study just involved their perceptions of the organization's status and self-esteem.

Benefits. The result of the study provided non-material compensation to the participants. However, the findings contributed meaningfully to the field of education, particularly to educational management, since this provided significant knowledge in advancing the self-esteem of teachers.

Plagiarism. The study had no evidence of misrepresentation of someone else's work as his own. The researcher made sure that the correct and accurate way of citing ideas from other authors and scholars was fully observed. The study had also undergone plagiarism detectors like Grammarly and Turnitin software applications.

Fabrication. The study had no trace or evidence of intentional misrepresentation of what had been done. No making up of data and results or purposely putting forward conclusions that were not accurate. More so, the study was anchored on different studies which were accurate and reliable. It ensures that the researcher did not make any tale from the literature, thus stating the authors' ideas out of their understanding. Furthermore, the documents needed, such as letters and other pertinent papers, shall be generated with appropriate signatories to avoid fabrication.

Falsification. The study had no trace of purposefully misrepresenting the work to fit a model or theoretical expectation and had no evidence of overclaiming, exaggeration, or alterations of any data gathered in the study. This specifies a cautious and comprehensive track of sources. The researcher had carefully read and understood the significance of research integrity. The researcher bore honesty and integrity to avoid research transgression.

Conflict of interest (COI). The study had no trace of conflict of interest like, for example, the disclosure of COI, which is a set of conditions in which professional judgment concerns primary interests such as participants' welfare or the validity of the research tends to be influenced by a secondary interest such as financial or academic gains and recognition.

Deceit. The study had no trace of misleading the respondents about any potential harm. All information shall be laid down so respondents can understand the research. They were given an informed consent form before they participated in the study.

Permission from Organization/Location. The researcher asked for formal permission from the office of the Schools Division Superintendent of the Department of Education – Davao del Norte Division the conduct the study. After the approval of the conduct of the study, a letter was sent to the school heads and teachers concerned. Upon granting the researcher's request to the school heads, the researcher then administered the questionnaires, and the data that were collected data were interpreted on the research objectives' consistency.

Authorship. The study followed the standards of the University of Mindanao Ethics Review Committee for the guidance of ethical consideration. The researcher of the study had undergone a series of content revisions due to the recommendations made by the adviser. Authorship credentials were taken into account in the conduct of this study. With the assistance and guidance of the research adviser, the researcher made a significant contribution to the idea and design, data gathering, data analysis, and data interpretation. The article was written cooperatively by the researcher and adviser, and it was critically revised for essential intellectual substance. Both have contributed to the investigation that resulted in the research being published.

Established in this chapter are the data and the analysis of findings based on the respondents' responses on organizational climate, the transformational leadership style of school heads, and teachers' self-esteem. The data obtained from the respondents were presented, analyzed, and interpreted in this section based on the research objectives previously stated. The order of discussions on the mentioned topic is as follows: level of organizational climate; level of self-esteem of teachers; level of the transformational leadership style of school heads; the significance of the relationship between organizational climate and self-esteem of teachers; the significance of the relationship between organizational climate and transformational leadership style of school heads; the significance of the relationship between transformational leadership style of school heads and self-esteem of teachers; and the test of mediating effect of the transformational leadership style of school heads on the relationship between organizational climate and self-esteem of teachers.

Level of Organizational Climate as Perceived by Secondary School Teachers in Santo Tomas

Shown in Table 1 are the results of the descriptive statistics on assessing the level of organizational climate, which has an overall mean of 3.69 (SD=0.94), described as high. The moderate level is indicative of high to very high levels surmised by its indicators, including Supportive Principal Behavior (x = 4.51, SD = 0.66), and Collegial

Teacher Behavior (x = 4.35, SD = 0.75) Both are assessed to be very high. Hence, the following high levels of the following indicators: Directive Principal Behavior (x = 4.03, SD = 1.00), Restrictive Principal Behavior (x = 3.47, SD = 1.04), and Intimate Teacher Behavior (x = 3.90, SD = 0.94). Meanwhile, Disengaged Teacher Behavior (x = 1.88, SD = 0.90) is assessed low. This implies that teachers are engaged in their profession and the organization they are in. The high-level result indicates that they value their relationship with their school heads and colleagues.

Table 1. Level of organizational climate

Indicators	Standard deviation	Mean	Descriptive Equivalent
Supportive principal behavior	0.66	4.51	Very High
Directive principal behavior	1.00	4.03	High
Restrictive principal behavior	1.04	3.47	High
Collegial teacher behavior	0.75	4.35	Very High
Intimate teacher behavior	0.94	3.90	High
Disengaged teacher behavior	0.90	1.88	Low
Over-all result	**0.94**	**3.69**	**High**

Taken as a whole, it is inferred that teachers see their organization to value positive relationships. In addition, the very high levels of other indicators could mean that situations of fostering good relationships with school heads and teachers are more pronounced in their organization.

Level of Self-Esteem of Teachers

Reflected in table 2 are the results of descriptive statistics in measuring the level of self-esteem of teachers. The overall mean of self-esteem of the teachers is 3.76 (SD = 0.95), assessed to be high. The high level could be attributed to predominantly high ratings given by secondary school teachers on Performance self-esteem (x = 4.13, SD = 0.77), Social self-esteem (x = 3.40, SD = 1.03), and Appearance self-esteem (x = 3.84, SD = 0.88), which were measures assessed to be high.

Table 2. Level of self-esteem of teachers

Indicators	Standard deviation	Mean	Descriptive Equivalent
Performance self-esteem	0.77	4.13	High
Social self-esteem	1.03	3.40	High
Appearance self-esteem	0.88	3.84	High
Over-all result	0.95	**3.76**	**High**

In general, it is surmised in the three indicators above that teachers have self-confidence and high personal accomplishments. An overall high rating indicates that they are confident and feel good about themselves.

Level of Transformational Leadership Style of School Heads

Shown in table 3 is the descriptive statistics result on the level of the transformational leadership style of school

heads, which has a mean of 4.38 (SD = 0.72), interpreted as very high. The high level reflects the competence and capabilities of the school heads in modeling a high level of professional practices. In addition, the high level of the transformational leadership style of school heads is a manifestation of effectively promoting leadership among teachers.

Table 3. Level of Transformational Leadership Style of School Heads

Mediating Variable	Standard deviation	Mean	Descriptive Equivalent
Transformational leadership style	0.72	4.38	Very high

Correlations between Organizational Climate, Transformational Leadership Style of School Heads, and Self-Esteem of Teachers

Shown in Table 4 are the results of the relationship between the independent (organizational climate), dependent (self-esteem of teachers), and mediator (transformational leadership style of school heads) variables. Bivariate correlation analysis using Pearson product-moment correlation was employed to determine the relationship between the variables mentioned.

Table 4. Correlation analysis of the variables

Pair	Variables	Correlation Coefficient	p-value	Decision
IV and DV	Organizational climate and self-esteem of teachers	.463**	0.000	Reject
IV and MV	Organizational climate and transformational leadership style of school heads	.627**	0.000	Reject
MV and DV	Transformational leadership style of school heads and self-esteem of teachers	.266**	0.000	Reject

The first zero-ordered correlation analysis between organizational climate and the self-esteem of teachers revealed a computed R-value of 0.463*** with a probability value of p<0.000, which is significant at the 0.05 level. This indicates a positive and strong association between the two variables (Sahin, S. M., & Kendir, F., 2013). Thus, the null hypothesis of no significant relationship is therefore rejected.

Similarly, the second bivariate correlation analysis involving organizational climate and transformational leadership style of school heads yielded an r-value of 0.627** with a probability value of p<0.000, which is significant at a 0.05 level. This indicates a positive association between the two variables (Oguz & Ataseven, 2016). Thus, the null hypothesis of no significant relationship is also rejected.

The third correlational analysis between the transformational leadership style of school heads and the self-esteem of teachers resulted in an r-value of 0.266** with a probability value of p = 0.000, which is significant at a 0.05

level. This indicates a positive association and connection between the two variables (Tagsin & Coskun, 2018). Thus, the null hypothesis of no significant relationship is rejected.

VI. MEDIATION ANALYSIS OF THE THREE VARIABLES

Data were analyzed with the linear regression method as input to the med graph. Mediation analysis was developed by Baron and Kenny (2001), where it analyzes the mediating effect of a third variable in the relationship between two variables through testing the mediation hypotheses.

In this study, for the third variable to act as a mediator, there are conditions and steps to be taken to support the mediation. Table 5 shows the results of the steps taken, wherein Step 1 demonstrates how Organizational Structure (IV) significantly predicts the self-esteem of teachers (DV). Step 2 analyzes how Organizational Structure (IV) predicts the Transformational Leadership style of School heads (M). Step 3 is the part that shows how transformational leadership predicts the self-esteem of teachers.

In Step 1, which is path C (IV and DV), the self-esteem of teachers regresses on the organizational climate. Moreover, the result yielded an unstandardized regression coefficient (B) of .576 and standard error (SE) of .064 with a p-value of 0.000, which is lower than the 0.05 level. This means there is a significant influence between organizational climate and self-esteem since the probability value is p<0.000. Thus, the null hypothesis of no significant relationship is therefore rejected.

In Step 2, path A (IV and MV), the transformational leadership style regresses to organizational climate. Moreover, the result yielded an unstandardized regression coefficient (B) of 1.024 and standard error (SE) of .074 with a p-value of 0.000, which is lower than the 0.05 level of significance. This means a significant influence exists between organizational climate and transformational leadership since the probability value is p<0.000. Thus, the null hypothesis of no significant relationship is therefore rejected.

In Step 3, which is path B (MV and DV), the self-esteem of teachers regresses on the transformational leadership style. Moreover, the result yielded an unstandardized regression coefficient (B) of -.030 and standard error (SE) of .050 with a p-value of 0.000, which is lower than the 0.05 level of significance. This means that a significant influence exists between transformational leadership style and teachers' self-esteem since the probability value is p<0.000. Thus, the null hypothesis of no significant relationship is therefore rejected.

As gleaned in step 4 (denoted as c'), it shows the combined influence of IV and MV on DV. It was revealed that the self-esteem of teachers (DV) regresses on transformational leadership style (MV) and organizational climate (IV), which yielded an unstandardized regression coefficient (B) of .607 and standard error (SE) of .082. The p-value of the Sobel test is 0.548888, which is higher than the

0.05 level of significance. With this, no mediation took place since the effect was found to be insignificant at p>0.05 level.

Figure 3 shows the data supporting that the mediation is null with a p-value of 0.548888. The null is much greater than the p> 0.05, hence the acceptance of the null hypothesis that the transformational leadership style of school heads has no mediating effect on the relationship between organizational climate and teachers' self-esteem.

Table 5. Regression results of the variables in the four criteria of the presence of mediating effect

STEP	PATH	BETA (UNSTANDARDIZED)	STANDARD ERROR	BETA (STANDARDIZED)
Step 1	C	.576	.064	.463
Step 2	A	1.024	.074	.627
Step 3	B	-.030	.050	-.039
Step 4	c'	.607	.082	.487

Moreover, the figure also shows the results of the computation of the effect size in the mediation test conducted between the three variables. The effect size measures how much of the effect of organizational climate on the self-esteem of teachers can be attributed to the indirect path. The total effect value of 0.576 is the beta of organizational climate towards the self-esteem of teachers. The direct effect value of 0.607 is the beta of organizational climate towards the self-esteem of teachers with the transformational leadership style of school heads included in the regression. The indirect effect value of 1.024 is the amount of the original beta between the organizational climate and self-esteem of teachers that now goes through the transformational leadership style of school heads to the self-esteem of teachers (a * b, where "a" refers to the path between OC ☐☐SEOT and "b" refers to the path between TLSSH ☐ SEOT). Inclusive of the mediating variable that increases very minimally on the basic relationship (0.463) with a significant degree of (0.487). This result discloses that mediation does not occur.

A non-significant Sobel (-0.599) reveals that no reduction in the beta for the basic relationship is achieved. The negative value of Sobel z indicates that the addition of a transformational leadership style of school heads does not reduce but somewhat improves the effect of organizational climate on the self-esteem of teachers. The ratio index yields a value of 1.778, indicating that only a negligible amount of the total effect is explained by the indirect path through the transformational leadership style of school heads.

The non-significant Sobel value with p = 0.548888 with a minimal indirect/total ratio tells us that no significant mediation occurs with the involvement of three variables. The transformational leadership style of school heads does not explain any significant portion of the relationship between organizational climate and the self-esteem of teachers.

Figure 3. Med graph Showing the Variables of the Study
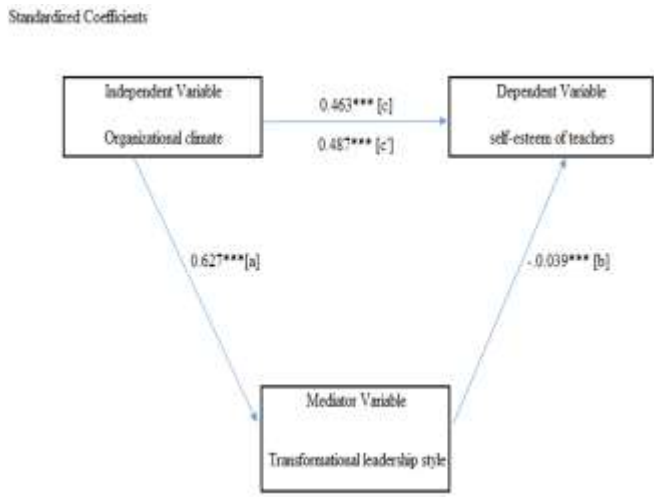
Mediation Analysis Significance of mediation	Null
Sobel z-value	-0.599, p > 0.05 p = 0.548888
Percentage of the total effect that is mediated	-5.3004479
The ratio of the indirect to the direct effect	-0.0503364
Effect Size Measures	
Unstandardized Coefficients	
Total:	0.576
Direct:	0.607
Indirect:	1.024
Ratio Index:	1.778

This chapter presents the discussions of the data on the mediating effect of transformational leadership on the relationship between organizational climate and self-esteem of the secondary school teachers of Santo Tomas, Davao del Norte.

Level of Organizational Climate as Perceived by Secondary School Teachers in Santo Tomas

The results of the study on assessing the level of organizational climate that involves supportive principal behavior, directive principal behavior, restrictive principal behavior, collegial teacher behavior, and intimate teacher behavior that is based on the perception of the secondary school teachers in Santo Tomas show a high descriptive equivalent and disengaged teacher behavior described as low. This means that secondary school teachers' perception of the schools in Davao del Norte values a positive relationship between the institutions and the teachers.

Based on the study's outcomes, the analysis of the supportive principal behavior or the willingness of the principal or heads to listen carefully to teachers and assist them in dealing with stress and the competing personalities of other employees was considered very high. This means that the supportive leadership functions of principals involving

participatory decision-making and distribution of tasks of teachers had a considerable favorable impact on their abilities to instruct and decide (Hulpia et al., 2011). Moreover, it is also supported by the statement of Garg and Rastogi (2006) that the faculty is motivated to make recommendations for the organization due to the degree of job support, fairness of rewards, and other good feedback from the school and the principal capacitate them that build strong self-worth. Hoy, Tarter, and Kottkamp (1991) also added that giving praises for the performance of the teachers or being genuinely concerned with their status, and attempting to motivate them by using constructive feedback and setting an example via hard effort builds a good rapport and in return better performance of teachers.

On the other hand, directive principal behavior or rigid domineering behavior (Hoy, 2005) resulted and categorized as high, meaning when principals/heads genuinely engage in the academic performances and programs of the schools, it generates an excellent example to others and earning the teachers' trust that affects teachers' behaviors towards their work and job satisfaction (Karalis, 2009). In addition, strict monitoring of the tasks, supervising the work of the staff, and setting goals aligned to the people's desired direction for the organization and closely monitoring it determines the teacher's motivation and performance in the institution (Ayub et al., 2014).

Restrictive principal behavior indicates an organizational climate that obstructs rather than assists teachers in their work. The principal burdens teachers with paperwork, committee duties, and other demands that interfere with their ability to teach (Hoy et al., 1991) yielded a descriptive equivalent of high. It means that teachers have routine duties that interfere with their teaching, many committee requirements, burdensome administrative paperwork, and teachers are burdened with busy work beyond the scope of their abilities or their field of work. With that, they are most likely to perform inefficiently, which decreases their ability to do their duties effectively and affects their self-worth. Due to the restrictive principal behavior, teachers could not develop fresh ideas due to heavy paperwork and supererogatory restrictions in the schools that significantly affect their efficiency (Ozen, 2018).

Another indicator used in this study is collegial teacher behavior, which is characterized as teacher-to-teacher relationships that are open and professional. It is when both professionally and personally, teachers enjoy, respect, and assist one another (Hoy et al., 1991). The result of the study for collegial teacher behavior obtains a descriptive equivalent of very high. It means that teachers accomplish their work with vim, vigor, and pleasure. Teachers accept the faults of their colleagues and help and support each other. To sum it up, collegial teacher behavior in the institution is good and promotes good relationships among teachers.

The result of the study is supported by Villarino (2018) that strengthening the relationship among teachers in

the institution and the management resulted in a positive atmosphere of the environment and that a positive environment or good organizational climate through the collaboration of the teachers promotes better possession of knowledge and skills that are effective and enhances their teaching skills (Pandit, 2017).

On the other hand, intimate teacher behavior is where teachers know each other very well at school and in their personal lives (Hoy et al., 1991). The descriptive equivalent of this indicator from the study's results is analyzed as high. It means that the relationship among teachers goes beyond their professional connection. Teachers tend to invite faculty members to visit their homes, know the family background of other faculty members, have fun socializing during school time, socialize with each other regularly, and provide strong social support for colleagues.

The result of the study is supported by the statement of Deer (2016) that the social needs of teachers are satisfied through interaction among their colleagues and through meeting their emotional needs. Fostering a good relationship between staff and teachers helps expand their roles and responsibilities in every program in the school (Dollarhide, 2007). Good relationships among teachers within an institution through good intimate behavior and fair discipline practices have a lower probability and frequency of behavior problems (Wang et al., 2010)

The last indicator of organizational climate is disengaged teacher behavior, which is the lack of meaning and focus on professional activities. This happens when teachers are not friendly and do not like to work with each other (Hoy et al., 1991). The data from the study shows a descriptive equivalent of low, meaning disengaged behavior of secondary school teachers of the Municipality of Santo Tomas, Schools Division of Davao del Norte, rarely observed. This means that secondary school teachers of the Municipality of Santo Tomas have a positive relationship with their peers and the institution. In contrast, if the result of the study shows a very high descriptive equivalent, there is a significant probability that teachers tend to disengage from their profession and give a lack of meaning to the school work and activities, which may result in their poor performance or the institution as a whole.

VII. LEVEL OF SELF-ESTEEM OF TEACHERS

Self-esteem in the study, as indicated by performance self-esteem, social self-esteem, and appearance self-esteem, appears to have an overall high descriptive equivalent based on the results of the conducted study. It means that the teachers have a high level of self-confidence and a lot of personal accomplishments, as supported by an overall high rating indicating that they feel good about themselves. This is very important as part of their productivity and efficiency in the field of work, and their self-esteem dramatically affects how they respond to the workloads and the pressure in the environment. Teachers who feel better about themselves perform better, which is supported by reviews of studies on

the relationship between self-esteem and work performance that there is a high variability of the reported size and nature of this relationship (Brockner, 1983; Tharenou, 1979).

Performance self-esteem appears to have an overall equivalent of high, as in table 2. Teachers feel confident about their abilities and skills, they are satisfied with their good performance, they feel as good and smart as others, they are confident in understanding certain things, and they feel like they are doing well in their present undertakings. The result of the study is supported by Hammermeister (2009), who stated that performing with the components of self–confidence and mental practice is a significant factor in having positive self–esteem. Moreover, Ferner et al. (2018) also supported based on the results of their studies where he discerns that teachers who have a positive self–perception of their achievement and performance have positive self–esteem.

The social self-esteem of secondary teachers in the Municipality of Santo Tomas manifested a high descriptive equivalent based on the study's findings, meaning teachers are consciously aware of how others perceive them. This is an important aspect of improving one's self-esteem, socially interacting with peers conceptualized the skill of every individual to interact and accurately interpret interpersonal relationships and flexibly adjust to one's behavior to effectively respond to social demands that can increase their self–esteem (Wu and Turban, 2009).

On the other hand, the last indicator as part of analyzing teachers' self-esteem is appearance self-esteem. It is the characteristic in which we try to be likable and attractive, build better relationships, make better impressions on others, and possess pleasant and attractive attributes (Baumeister, Campbell, Krueger & Vohs, 2003). The result of the study shows that the descriptive equivalent of the appearance self-esteem of secondary teachers is high, which means that they value the appearances that help them boost their self-esteem. They feel better when they are satisfied with how their body looks, when others respect and admire them, or when they feel attractive.

It is also supported by McKown (2007), which reveals how the physical appearance of the teachers affects how they teach their students. It implies that teachers' physical appearance is critical to their self–esteem in teaching and for themselves and that they should not doubt their worth as a teacher (Zapata and Hargreaves, 2018).

Overall, the data shows that the self-esteem of the secondary teachers of the Municipality of Santo Tomas, as indicated by the three factors; Performance Self-esteem, Social Self-esteem, and Appearance Self-esteem, obtains an overall high descriptive equivalent. Having high self-esteem significantly positively affects their performance in their work. In contrast, if teachers have low self-esteem, it can lessen their productivity in terms of their performance and social interaction with their peers and also exhibit a lower appearance level that generates anxiety (Sahin et al., 2014).

Level of Transformational Leadership Style of School Heads

The data on assessing the transformational leadership style of school heads has a 4.38 mean and a standard deviation of 0.72, which is interpreted as very high. The results reflect the competence and capabilities of the school heads in modeling a high level of professional practices. There are three indicators of transformational used to identify the level of transformational leadership among school heads. These are setting direction, developing people, redesigning the organization, and managing the instructional program.

School heads give the teachers in the institution an overall purpose and provide helpful assistance to teachers in setting short-term goals for teaching and learning by supporting and encouraging them to innovate new teaching practices. School heads also display a high level of professional practice. They help in clarifying the reasons for the school's improvement initiatives, ensure wide participation of teachers and other staff in decision-making about school improvement, develop a good atmosphere centering on care and trust, and promote leadership development among teachers. To sum it up, the high level of the transformational leadership style of school heads is a manifestation that they effectively promote leadership among the secondary teachers in the Municipality of Santo Tomas.

Correlations between Organizational Climate, Transformational Leadership Style of School Heads, and Self-Esteem of Teachers

The analysis between organizational climate and teachers' self-esteem revealed a positive and strong association between the two variables (Sahin, S. M., & Kendir, F., 2013). This means that the organizational climate that involves supportive principal behavior, directive principal behavior, restrictive principal behavior, collegial teacher behavior, intimate teacher behavior, and disengaged teacher behavior affects the self-esteem of teachers.

This result conforms to the study of Puah (2018) that normative and high self–esteem is positively influenced by the organizational culture of an institution. Moreover, it is supported by Halawah (2005) that the principal's behavior influences teachers' achievement by modeling and promoting a positive instructional learning environment in which the principal can positively influence the school's climate and teachers' work performance. School heads give participatory decision-making and distribution of tasks to teachers that have a considerable favorable impact on their abilities to teach, boosting their self-esteem (Hulpia et al., 2011). Additionally, Willis et al. (2017) support the relationship between organizational climate and self–esteem. Teachers can increase their self–esteem based on the condition of the organizational climate of the school. Hadiyanto (2018) also added that maintaining a positive organizational climate increases teacher activity, teacher's work performance, teacher's self–esteem, teacher's morale, and teacher's discipline.

Similarly, the test of the relationship between organizational climate and transformational leadership style of school heads revealed a significant relationship between the two variables. This indicates that there is a positive association and correlation between the variables (Oguz & Ataseven, 2016). This implies that the good transformational leadership style of school heads would also likely give an excellent organizational climate that has a good effect on the institution's teachers.

The result of this study is also congruent to the study of Halawah (2005) that enclosed how school leaders invest time and effort in assessing and improving their school and organizational culture and climate to increase the school's overall efficacy. Furthermore, Black (2010) added that the teacher's retention and satisfaction reduced school violence and sustained school reform. If the school head properly works out his responsibility to create a positive organizational culture through effective transformational leadership at the school level, it will have a positive outcome for the betterment of the institution.

The third correlational analysis was between school heads' transformational leadership style and teachers' self-esteem, which indicates a positive association and connection between the two variables (Tagsin & Coskun, 2018). This means that good transformational leadership of school heads has a massive impact on the self-esteem of teachers.

The result conforms to the study of Katoch (2017) that shows that teaching effectiveness depends on the teacher's self–esteem. Their ability to perform their duty is due to the principal's leadership which signifies the school heads' transformational leadership. Ali and Puah (2018) revealed that transformational leadership has a strong and significant relationship affecting the employees' normative self–esteem and self–confidence. Verona and Young (2011) also support that the principal's transformational leadership is a challenge in boosting teachers' self–esteem to bring out their best.

VIII. MEDIATION ANALYSIS OF THREE VARIABLES

Based on the data analyzed through the linear regression method as input to the med graph, the mediation analysis reveals that the transformational leadership of school heads did not explain any significant portion of the relationship between organizational climate and self-esteem of secondary school teachers of the Municipality of Santo Tomas. This result did not support the central context of the study that transformational leadership of school heads is one of the reasons that affect how organizational climate influences the self-esteem of secondary school teachers of Santo Tomas.

However, the result substantiated the proposition of Puah (2018) that self-esteem is strongly affected by the organizational climate or the environment itself. Additionally, Chauhan (2017) supported how organizational culture or climate boosts the self-esteem of teachers, and organizational climate has significantly correlated with the psychological

well–being of professional workers through achieving goals and desires that help the betterment of an organization through expertise and leads to a high and positive self–esteem of workers.

IX. CONCLUSION

This section of the study gives the conclusion pertaining to the gleaned findings of the study. The findings of this study confirm the assumptions about the relationship between organizational climate and self-esteem of secondary school teachers of the Municipality of Santo Tomas. However, this study also concluded that the mediating effect of the transformational leadership style of school heads is not significant to the relationship between organizational climate and self-esteem. This indicates that transformational leadership cannot explain the link between the two variables.

The findings provide evidence that the organizational climate of secondary school teachers greatly influenced their self-esteem. In effect, teachers enhance their self-evaluation and increase, maintain, or confirm their feelings of personal satisfaction, worth, and effectiveness (Jones, 1973). Furthermore, self-esteem elicits dislike. As people reject conceited or arrogant individuals, people with high self-esteem get along better with their co-workers. It is also evident in this study that teachers having high self-esteem makes them more likable insofar as they prefer to interact with confidence (Frone, 2000).

Lastly, it is concluded that the anchored theory of this study, Bronfenbrenner's Ecological Systems Theory, explicates that all parts of a person's surrounding systems interact with that person. The systems may be significant, such as society's values and beliefs; small, such as a relationship with a significant other or co-worker; formal, such as the legislature; or informal, such as a neighborhood. It borrows from biology and ecological theories in that the person and their systems have a reciprocal relationship of impacting and affecting one another. The results of the study negate the assumptions of the theory. Though some factors and variables affect teachers' self-esteem, not all parts of the teachers' surrounding system interact and significantly affect them.

X. RECOMMENDATION

Based on the findings and conclusions, several recommendations are offered. Since there is high self-esteem among the secondary school teachers of Santo Tomas Davao del Norte, including their performance, social self-esteem and appearance self-esteem, it is recommended in this study that teachers maintain their levels or even improve them for their growth that affects their teaching performance. This is very important as part of their productivity and efficiency in the field of work. Their self-esteem greatly affects how they respond to the workloads and the pressure in the environment. School heads should plan other ways to improve teachers' self-esteem, giving them more opportunities and professional growth programs.

Since it is shown in the correlational analysis of this study that there is a strong relationship between the organizational climate perceived by the teachers and their self-esteem, the school heads and stakeholders need to maintain an excellent organizational climate to ensure the cognitive and emotional state of teachers and staff of the institution. With this, teachers can enhance their self-evaluation and increase, maintain, or confirm their feelings of personal satisfaction, worth, and effectiveness, which helps in their efficiency and effectiveness. Self-esteem plays a significant role in our lives, specifically for teachers, and profoundly impacts our choices. Self-esteem determines what we consider ourselves to be capable and worthy of doing.

Based on the foregoing results, the researcher also recommends that the Department of Education should focus on enhancing and helping public school teachers grow professionally and holistically and plan more programs to develop the organizational climate that greatly affects the self-esteem and other aspects of our teachers. Moreover, the results derived from the study opened a door of opportunity to have a better understanding of the relationship and its importance in the education system in the Division of Davao del Norte. Thus, the researcher recommends future exploration of the subject to validate the findings within a different context.

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