

The Mediating Effect of Organizational Climate on The Relationship Between Instructional Leadership and Teacher Autonomous Behaviour

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Abstract: Teacher autonomy is vital component for the productive development of the school and as well as profession. This study determined the mediating effect of organizational climate on the relationship between instructional leadership and teacher autonomous behavior, specifically in the Municipality of Talaingod, Division of Davao del Norte. This study employed a mediation analysis with 300 samples with a thorough interpretation of the data collected through statistical treatments (Mean, Pearson r, Med-graph using Sobel z-test). The findings of the study showed that there is a strong relationship between Instructional Leadership and Teacher Autonomous Behaviour. It was also revealed that Organizational Climate partially mediated the relationship between instructional leadership and the autonomous behavior of Talaingod Public-School Teachers. The result implies that giving opportunities for the teacher to have autonomy when it comes to the teaching-learning process is an integral part of being a great instructional leader.

Keywords: Organizational Climate, Instructional Leadership, Teacher Autonomous Behavior and Public School Teachers

I. INTRODUCTION

Teachers should be provided as much autonomy as necessary, for they are the best positioned people to make rational decisions for students' academic career, give them support, craft lectures, and select instructional methods. However, teacher autonomy has become a central area of discussion and controversy in public education in recent years, primarily as a consequence of education policies that limit teachers' expertise, sensitivity, resourcefulness, authority or performance (The Glossary of Education Reform, 2014). It has also been found that the lack of teacher autonomy has become a cornerstone of bigger school problems. Not every child is studying at the same speed, or in the same manner; and due to lack of autonomy, teachers were unable to consider specific approaches to particular issues (Sandoval, 2018). Moreover, the pressure of making students do well on standardized exams may be a burden to certain teachers in their attempts to educate their students autonomously. The connection between the teachers' sense of autonomy, the actions and activities of staff, and the academic performance of students, however, remains uncertain (Gurganious, 2017).

The autonomous behavior of teachers is vital to secure a learning atmosphere that meets the varied needs of the students. Just as the learner wants space, independence, autonomy and appreciation, so does the teacher need the same.

An environment that encourages collective activities among the teachers needs to be promoted (Sehrawat, 2014). Many researchers in the field would claim that teacher autonomy is a crucial, almost mystical, element for the successful improvement of the school and profession. Research confirms that teacher autonomy can be taken to signify teachers' rights, jurisdiction, range of activity or choice in various aspects of their professional careers (Wermke, Olason, & Salokangas, 2019). Teachers need more autonomy in the classroom. Power must be moved downwards, toward the instructors engaging with the students on the front rows, rather than moving upwards, to make sure that every individual's need is attended. This is the key to improve educational system (Sandoval, 2018).

There are various studies on teacher autonomous behavior that links with different factors. For instance, teacher autonomy is linked to instructional leadership. They believe that the instructional leadership of principals was found to correlate positively with the autonomy of teachers, suggesting that teachers, who work in a school where the principal efficiently exhibits stronger instructional leadership, appear to be more likely to actively incorporate elements of teaching learner autonomy (Ham & Him, 2015). In addition, findings indicate a major effect of developmental and instructional leadership on work satisfaction and organizational involvement of teachers, influenced by the implicit effects organizational climate and self-efficacy of teachers (Dou, Devos, & Valcke 2017). Instructional leaders frequently have tremendous pressure to encourage improvement, and this desire to push the needle can drive teachers and administrators to adopt a tactical approach teaching — telling teachers what they have done right or wrong, and what they need to do to better (Knight, 2019). On the other hand, instructional leadership is also linked to Organizational Climate. It has been found that there is a significant relationship between organizational climate and principal's leadership behavior (Deoisres, 1980). In a separate study, primary school leaders do not demonstrate leadership practices at the highest level, so the degree of organizational climate has been found to be low (Mustafa & Güneş, 2015). Furthermore, it is revealed that among the identified moderators, only leadership style/approach was a moderator variable (Dulay, Çakmak & Karadağ, 2015). Lastly, studies indicate that the perceived autonomy of teachers is shown to be correlated with a positive working climate as with the

organizational climate has a significant effect on the educational, professional and societal factors of teacher performance (Naik & Mani, 2018). Consequently, a climate that positively impacts the organization creates an atmosphere in which teachers enjoy an exceedingly high spirit (Dondero, 1997).

Much research has been carried out in the international setting, investigating factors related to teacher autonomous behavior. However, the researchers have not come across a study that links instructional leadership and organizational climate to teacher autonomous behavior, especially in the Division of Davao del Norte. Hence, the researcher finds the urgency to conduct this study to fill the gap in the literature covering these subjects, especially in the local context. The results of the study are expected to contribute to the identification of components that are present in the teacher autonomous behavior and that they may contribute to the construction of an epistemology of professional practice in the teacher autonomous behavior process.

II. RESEARCH OBJECTIVES

The main purpose of this study is to determine the mediating effect of organizational climate on the relationship between instructional leadership and teacher autonomous behavior. Specifically, this aims:

1. To determine the level of instructional leadership in terms of:
 - 1.1 instructional resource provider;
 - 1.2 maintain visible presence;
 - 1.3 professional development;
 - 1.4 maximize instructional time;
 - 1.5 monitoring student's progress;
 - 1.6 feedback on teaching and learning; and
 - 1.7 curriculum implementation.
2. To determine the level of teacher autonomous behavior in terms of:
 - 2.1 primary work processes in the class;
 - 2.2 curriculum implementation;
 - 2.3 participation on decision making at school; and
 - 2.4 professional development.
3. To determine the level of the organizational climate in terms of:
 - 3.1 supportive principal behavior;
 - 3.2 directive principal behavior;
 - 3.3 restrictive principal behavior;
 - 3.4 collegial teacher behavior;
 - 3.5 intimate teacher behavior; and
 - 3.6 disengaged teacher behavior.
4. To determine the significant relationship between instructional leadership and teacher autonomous behavior.
5. To determine the significant relationship between organizational climate and instructional leadership.

6. To determine the significant relationship between organizational climate and teacher autonomous behavior.
7. To determine the mediating effect of organizational climate on the relationship between instructional leadership and teacher autonomous behavior.

Hypotheses

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

1. There is no significant relationship between instructional leadership and teacher autonomous behavior.
2. There is no significant relationship between organizational climate and instructional leadership.
3. There is no significant relationship between organizational climate and teacher autonomous behavior.
4. There is no mediating effect of organizational climate on the relationship between instructional leadership and teacher autonomous behavior.

III. THEORETICAL AND CONCEPTUAL FRAMEWORK

The researcher attempts to explain the mediating effect of organizational climate on the relationship between instructional leadership and teacher autonomous behavior. To have a clear understanding of the school climate, classroom management strategies, student connectedness, and the whole concept of its relationship, this research is anchored on the following credible authorities:

First, this is anchored on the Force Field Theory of Lewin (1939), which suggests that the climate and a person's behavior is correlated. Lewin states that within a field of forces there is every person. The realm of forces the person reacts to or responds to is called his life-space. The environment really impacts the person depends on how firm the borders between the climate and the person is (Exploring Your Mind, 2018). This supports the claim that relationship between instructional leadership and teacher autonomous behavior is mediated by organizational climate.

It is also assumed under the Self-Determination Theory by Deci and Ryan (1985) that psychological necessities encourage people to grow and develop. This theory states that when their demands for expertise, relation, and autonomy are met, people can become self-determined. Ryan and Deci also indicated that the propensity towards being either aggressive or inactive is primarily affected by the social circumstances in which people are brought up. Social support is crucial (Cherry, 2019).

Additionally, Beus, Smith, and Taylor (2018) that people are motivated by the fear of social ambiguity to make sense of their social contexts, and that this sense-making takes place by abstract social experiences that endow events with a

common context called climate that tells behavior-guiding aspirations of individuals and communities and eventually eases the fear of social ambiguity (Beus, Smith, and Taylor, 2018).

Figure 1 illustrates the theoretical framework of the variables of the study. The first box (on the upper center) refers to the mediating variable, which is the organizational climate. Meanwhile, the second box (on the lower left) refers to the independent variable, which is instructional leadership. In contrast, the third box (on the right) refers to the dependent variable, which is teacher autonomous behavior.

The first domain under the independent variable, which is Instructional Leadership, is *instructional resource provider*. Instructional Resource Provider refers to the obligation of the instructional leader to refurbish teachers with necessary items and career development in order to carry out their professional career effectively, which has been

significantly associated with student accomplishment (Akram, Kiran & Ilgan, 2017).

Maintaining visible presence refers to the physical visibility of the principal or the instructional leader in all facets of the school. This aspect is consistent with sustaining visible presence to oversee instructions and try to assess them. Trying to direct and evaluating guidelines is defined as activities that involve the relation between the principal, the teachers and the students regarding the improvement of the school environment (Akram, Kiran & Ilgan, 2017).

Professional Development refers to how the principal provides and develops opportunities for professional development to improve the instructional skills of the teachers. An operational instructional leader is someone who organizes development conferences, monitoring and supervision processes of the teachers (Akram, Kiran & Ilgan, 2017).

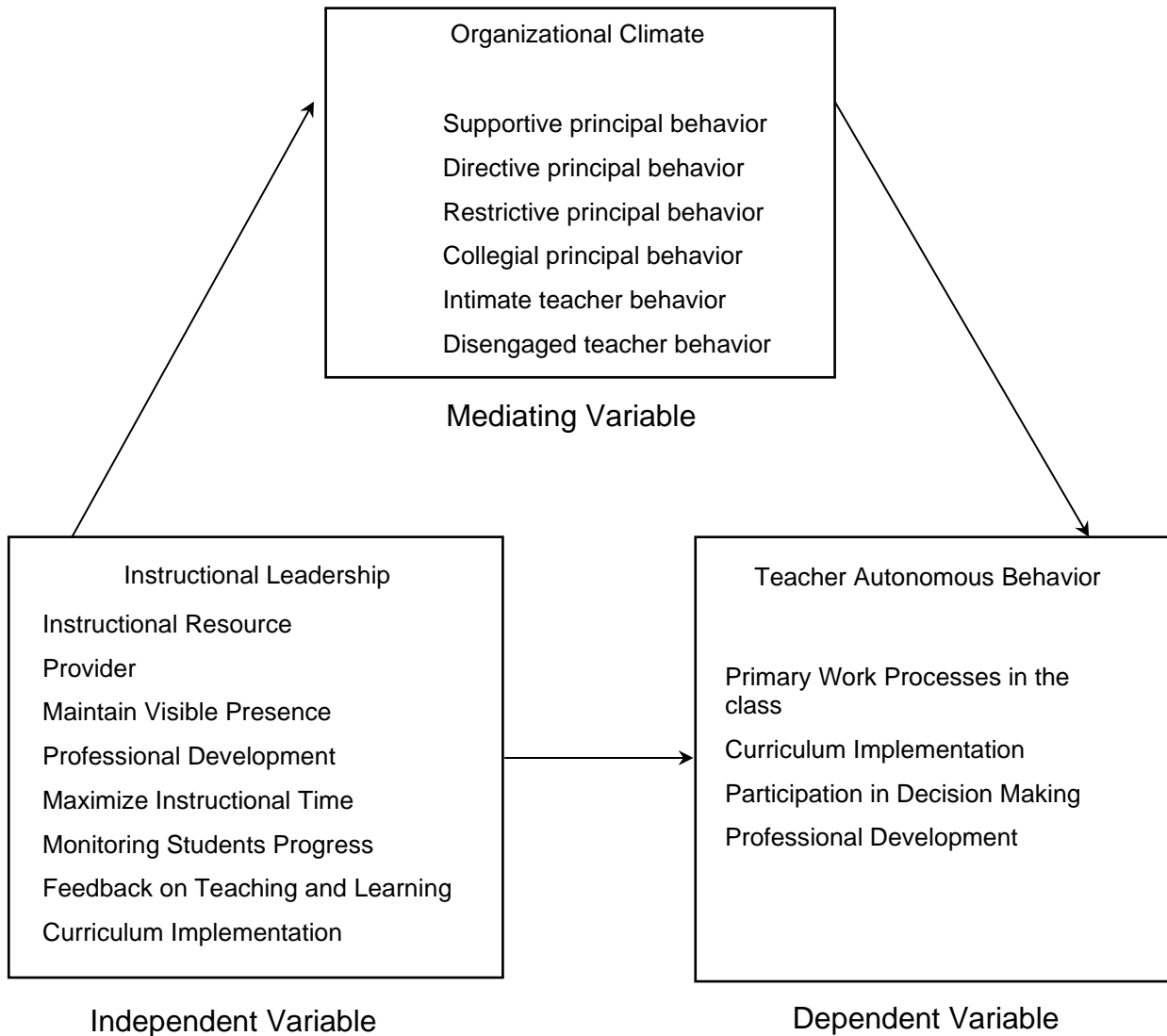


Figure 1. The Conceptual Paradigm Showing the Variables of the Study

Maximize Instructional Time refers to maximizing or safeguarding planned time for teaching, testing instructions, and other student events where regular contact and supervision between teachers and students is established. It can be defined as the period allocated by principal or instructional leaders interacting closely with teachers and students to teach and learn (Akram, Kiran & Ilgan, 2017).

Monitoring Students Progress refers to the activities provided from the principal monitor student performance to make educational choices and provide students with input on success and academic achievement. Good school principals provide ongoing assessment methods for teachers and parents. General student monitoring is likewise one of the instructional leader's key obligations (Akram, Kiran & Ilgan, 2017).

Feedback on Teaching and Learning refers to the principal's practice of being observable all throughout school, giving teachers feedback and encouragement on classroom and performance development activities, conveying praise and recognition to students on classroom activities or behavioral patterns, and ensuring uninterrupted teaching time (Akram, Kiran & Ilgan, 2017).

Curriculum Implementation how the principal maintains a climate or environment that promotes the effective operation of learning strategies, arrangements, initiatives, management and implementation in the school and it is essential that the principal knows why, how and when to do tasks. The actual task of the instructional leader includes a strong professional thinking practice, timeliness of the syllabus and effective monitoring (Akram, Kiran & Ilgan, 2017).

On the other hand, the first domain for the dependent variable, which is teacher autonomous behavior, is *primary work processes in the class*. Primary work processes in the class involve the thought, emotions, intentions and behavior of teachers and students in the class or learning environment, as well as the contact dynamics and explanations of the learning atmosphere arising from such experiences (Huitt, 2006).

Curriculum Implementation refers to helping the learner gain experience or understanding. Although multiple factors also affect curriculum implementation, it takes place as the student obtains the planned perceptions, knowledge, skills, views and ideas to enable the same student to function properly in a society (Bediako, 2019).

Participation in decision-making at school refers to a concept focused on the underlying idea that people who are influenced by the decision, hold experience in the decision and are accountable for executing the decision, should participate and be included in every decision-making made at school (Schneider & Mack, 2020).

Professional Development refers to a structured, systematic, and professional learning leading to changes and developments in teaching methods and enhancements in student learning achievement. Teachers must utilize more advanced teaching methods to develop proficiency of learning

approaches, problem-solving, efficient coordination and communication and self-direction. Effective professional development is important for teachers to learn and refine the pedagogies necessary to teach these skills (Darling-Hammond, Hyler, & Gardner, 2017).

A mediating variable was used in this study. The mediating variable is one that interprets the relationship between the other two variables. It explains the relationship between independent and dependent variables. Further, the mediating variable acts as a mediator between separate and underlying factors and an outcome. It aims is to estimate the way a variable affects the impact of X on Y. A mediator assumed to cause the issue and not vice versa. One reason for testing mediation is trying to understand the mechanism through which the first variable affects the outcome (Baron & Kenny, 1986).

Furthermore, a variable may function as a full mediator when it meets the following conditions: variations in levels of the independent variable significantly account for the changes in the presumed mediator; differences in the mediator significantly account for the varieties of dependent variables; and when both independent variable and mediating variable appear in the model, a previously significant relationship between the independent and dependent variables in no longer meaningful and when the direct pact is zero (Baron & Kenny, 1986).

The first indicator for the mediating variable, which is organizational climate, is *supportive principal behavior*. It aims at both society's problems and faculty fulfillment tasks. The principal is compassionate, sincerely concerned about students, and seeks to inspire through the use of positive feedback and with diligent practice providing an example (Hoy, Smith & Sweetland, 2002).

Directive principal behavior is a rigid overbearing behavior. The Principal keeps close, regularly engages, and perpetually monitoring of practically all types of school teaching practices (Hoy, Smith & Sweetland, 2002).

Restrictive principal behavior is a behavior which impedes teacher jobs rather than encourages it. The principal overloads teachers with require dpaper documents, working group requirements, and other demands that meddle with their teaching duties practices (Hoy, Smith & Sweetland, 2002).

Collegial principal behavior sustains obtainable and professional interaction with teachers. Teachers adore, respect, assist, and help out each other professionally, as well as personally practices (Hoy, Smith & Sweetland, 2002).

Intimate teacher behavior is aimed to help the students develop academically and socially. Teachers are working extremely hard to ensure students' academic achievement in school (Hoy, Smith & Sweetland, 2002).

Disengaged teacher behavior by teachers means a lack of significance and concentration on career development activities. Teachers merely put their time in; actually, they are

condemnatory disgruntled of their colleagues (Hoy, Smith & Sweetland, 2002).

This chapter dealt with the discussion of research methods and procedures employed by the researcher in this study. These included the research design, research locale, population and sample, research instruments, data collection, and statistical tools, and ethical consideration.

IV. RESEARCH DESIGN

This study utilized quantitative non-experimental descriptive correlational research since this described the quantitative data being gathered regarding the level of the three variables that include instructional leadership, teacher autonomous behavior, and the organizational climate. Most importantly, this has tested the significant relationship of the variables and the mediating effect of organizational climate on the relationship between instructional leadership and teacher autonomous behavior.

The role of correlation research which concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations is very important part of a research study. Understanding the associations and relationships that exist among human phenomena is an abiding impetus for scientific investigation in all of the social science disciplines, and that impetus transcends even the most polarized model distinctions between various research methods (Curtis, Comiskey, & Dempsey, 2016).

Furthermore, this study used a mediation variable. Mediation variable is one that seeks to analyze the process that causes mediation in the independent variable (instructional leadership) and a dependent variable (teacher autonomous behavior) by way of the incorporation of a third explanatory variable, known as a mediator variable (organizational climate). A mediation variable speculates that the independent variable influences the mediator variable which in turn influences the dependent variable. Thus, the mediator variable serves to clarify the nature of the relationship between the independent and dependent variables. In other words, mediating relationships occur when a third variable plays an important role in the relationship between the other two variables.

Population and Sample

The respondents of the study were the teachers from 36 different public schools of Talaingod, Davao del Norte. The teachers were deemed knowledgeable about the subject, matter, and capable of providing factual data that is necessary for the completion of the study.

These teachers were permanent in position and with at least three years length of service in their school assignment. The teachers paid under Local School Board (LSB) were excluded in the survey for they did not have the same welfare or benefits from the institution as what regular employees had nor did they have a commitment to the institution. Moreover,

the qualified respondents' participation was voluntary, that if they felt that they would not gain from this study, they were allowed to discontinue their involvement.

Furthermore, this study utilized census or the complete enumeration for the data sampling, through this method there were 300 respondents. Accordingly, census is the method of statistical enumeration wherein all of the members of the studied population are included ("Census and Sample Surveys: Collection of Data, Examples, Questions", n.d.).

V. RESEARCH INSTRUMENTS

The researcher adapted three downloaded scales to assess the Instructional Leadership, Teacher Autonomous Behavior, and Organizational Climate:

The first questionnaire was adapted from Wayne K. Hoy and Fawcett Professor Emeritus's study which is designed to stimulate the responses on the extent of supportive principal behavior, directive principal behavior, restrictive principal behavior, collegial principal behavior, intimate teacher behavior, disengaged teacher behavior.

The second questionnaire was adapted from Akram and Abduhrahman. This instrument deals with the instructional resource provider, maintain visible presence, professional development, and maximize instructional time, monitoring students' progress, feedback on teaching learning and curriculum Implementation.

The third tool is the questionnaire adapted from Evers, Verboon and Klaiejsen that is designed to elicit responses of primary work processes in the class, curriculum implementation participation in decision professional development

The established questionnaires were contextualized to suit the context of the research objectives as well as the context of the respondents. The contextualized research questionnaires will be presented to the panel of experts for validation. Comments and suggestions from the panel experts will be properly taken and incorporated in the finalization of the said instrument.

Approval of the school principals and teachers of the 36 different schools from Talaingod, Davao del Norte was sought to float the research instrument, as teachers were chosen to be the respondents of this study. Permission letter was delivered and directly approved by the school principal of each school. The same procedure was also done in the conduct of pilot testing in the Municipality of Kapalong. The researcher distributed and administered the questionnaire to the teachers and retrieved the same after it is accomplished. The retrieval rate of the questionnaire was 100%. When the questionnaires were settled, the researchers started the survey. The data that was gathered by the researchers were tallied, tabulated, analyzed, and interpreted based on the objective or purpose of the study. The same procedure was also done during the pilot testing to find the validity of the elements applicable to the teachers.

VI. DATA ANALYSIS

The following statistical tools were used to analyze the data

Weighted Mean. This was used to determine the level of instructional leadership, teacher autonomous behavior and organizational climate.

Pearson r. This was used to determine the significant relationship between instructional leadership and teacher autonomous behavior, organizational climate and instructional leadership, and organizational climate and teacher autonomous behavior.

Sobel z-test. This was utilized to ascertain the mediating effect of the organizational climate on the relationship between instructional leadership and autonomous behavior teachers.

VII. RESULTS AND DISCUSSION

Level of Instructional Leadership. Shown in Table 1 are the results of the descriptive statistics on assessing the level of instructional leadership of public school teachers from Talaingod, Davao del Norte. The data from the analysis of the level of instructional leadership has an overall mean of 4.35 (*SD*=0.74) which is considered very high. The indicators also have shown a descriptive equivalent of very high; Instructional Resource Provider (\bar{x} = 4.39, *SD* = 0.68), Maintain Visible Presence (\bar{x} = 4.35, *SD* = 0.74), Professional Development (\bar{x} = 4.39, *SD* = 0.73), Maximize Instructional Time (\bar{x} = 4.35, *SD* = 0.77), Monitoring Student’s Progress (\bar{x} = 4.32, *SD* = 0.79), Feedback on Teaching and Learning (\bar{x} = 4.34, *SD* = 0.75), Curriculum Implementation (\bar{x} = 4.33, *SD* = 0.77). This implies that the instructional leaders of Public schools in Talaingod, Davao del Norte are equipped and competent when it comes to their instructional leadership.

Table 1. Level of Instructional Leadership

Indicators	Standard deviation	Mean	Descriptive Equivalent
Instructional Resource Provider	0.68	4.39	Very High
Maintain Visible Presence	0.74	4.35	Very High
Professional Development	0.73	4.39	Very High
Maximize Instructional Time	0.77	4.35	Very High
Monitoring Student’s Progress	0.79	4.32	Very High
Feedback on Teaching and Learning	0.75	4.34	Very High
Curriculum Implementation	0.77	4.33	Very High
Over-all Result	0.74	4.35	Very High

Instructional leaders ensuring the best implementation of the curriculum by the teachers is supported by the study of Oduro-Bediako (2019) that the teachers’ involvement in the implementation and process of curriculum improvement is essential to align the content of the curriculum in the students’ needs in the classroom. Also, the execution of the program relates to how the teacher turns the planned or officially defined course of study into syllabuses, work schemes, and lessons to be offered to the students.

Level of Autonomous Behavior of Teachers. Table 2 shows the results of descriptive data used to assess the level of autonomy among instructors in Talaingod, Davao del Norte. The overall mean of the level of Autonomous Behavior is 4.22 (*SD*=0.95) with a descriptive equivalent of very high. The very high level could be attributed to predominantly very high ratings given by the public-school teachers on Curriculum Implementation (\bar{x} = 4.29, *SD* = 0.81), Participation in Decision Making at School (\bar{x} = 4.24, *SD* = 0.78), Professional Development (\bar{x} = 4.22, *SD* = 0.79). The primary Work Processes in the class of Public-School Teachers is the only indicator that has a High Descriptive Equivalent (\bar{x} = 4.07, *SD* = 1.19). This simply implies that Public-school teachers of Talaingod, Davao del Norte have autonomy in the school particularly on their ability to make autonomous decisions about what they teach to their students and how they will teach and deliver it.

Table 2. Level of Teacher Autonomous Behavior

Indicators	Standard deviation	Mean	Descriptive Equivalent
Primary Work Processes in the Class	1.19	4.07	High
Curriculum Implementation	0.81	4.29	Very High
Participation in Decision Making at School	0.78	4.24	Very High
Professional Development	0.79	4.25	Very High
Over-all Result	0.95	4.22	Very High

Teacher autonomous behavior or teacher leadership is an essential part of the teaching-learning process and in providing learning environments for both teachers and learners. This concept puts at the heart the growth of teachers and learners and also indicates that educators will have learning plans in place (Hopkins, 2001).

Level of Organizational Climate. Shown in table 3 is the descriptive statistics result on the Level of organizational climate perceived by the Public-School Teachers of the Municipality of Talaingod, which has a mean of 3.96 (*SD* = 1.14), interpreted as high. The high level reflects how instructors perceived how the institution values a positive environment. It also indicates how public school teachers of Talaingod, Davao del Norte perceived positively the organizational climate of their institutions.

Table 3. Level of Organizational Climate

Indicators	Standard deviation	Mean	Descriptive Equivalent
Over-all Result	1.14	3.96	High

This is supported by Hoy, Smith & Sweetland (2002) who define that supportive behavior of the principal or heads can be manifested through being compassionate and genuinely concerned about the teachers or the students and seeking to inspire by using positive feedback and setting a good example. The Directive Principal Behavior yielded a high descriptive equivalent that is defined by Hoy (2005) as the rigid domineering behavior, it implicates that the heads or the principals of the public-School Teachers in Talaingod keep

close, regularly engages, and perpetually monitoring of practically all types of school teaching practices (Hoy, Smith & Sweetland, 2002). Furthermore, strict task monitoring, staff supervision, and setting goals that are aligned with the desired direction for the organization, as well as closely monitoring it, determines the teacher's performance efficiency and effectiveness within the institution (Ayub, et al, 2014). Another basis used in analyzing the organizational climate is the Restrictive Principal Behavior, this indicator has a total descriptive equivalent of moderate, which means that the level or the restrictive behavior can be manifested sometimes by the head or the principal, it implicates that teachers are burdened sometimes with paperwork, committee duties, and other demands that interfere with their ability to teach (Hoy et al., 1991). The findings of the result can have a negative impact on the performance of the teachers, as stated by Ozen (2018) that when school teachers massive increase paperwork and supererogatory guidelines, although they were skilled in their fields, they could not produce new ideas or perform well in the field.

Correlations Between Instructional Leadership, Autonomous Behavior of Teachers and Organizational Climate. Shown in Table 4 are the results of the relationship between the independent variable (Instructional Leadership), dependent variable (Teacher Autonomous Behavior), and mediator (Organizational Climate). Bivariate correlation analysis using Pearson product-moment correlation was used to determine the relationship among the three variables used in this study.

Table 4. Correlation of the variables between Instructional Leadership, Autonomous Behavior of Teachers and Organizational Climate

Pair	Variables	Correlation Coefficient	P-value	Decision
IV and DV	Instructional Leadership and Teacher Autonomous Behavior	.574**	0.000	Reject
IV and MV	Instructional Leadership and Organizational Climate	.469**	0.000	Reject
MV and DV	Organizational Climate and Teacher Autonomous Behavior	.600**	0.000	Reject

Instructional Leadership and Teacher Autonomous Behavior are the subjects of the first zero-ordered correlation analysis. It has a computed R-value of 0.574***, which is significant at the 0.05 level, and a probability value of $p < 0.000$. This suggests that the two variables have a strong relationship. As a result, the study's null hypothesis, that there is no significant association between the two variables (Instructional Leadership and Teacher Autonomous Behavior), is rejected.

Similarly, the second bivariate correlation analysis, which examined the relationship between Instructional Leadership and Organizational Climate, came up with an r-value of 0.600** and a probability value of $p < 0.000$, which is significant at the 0.05 level. This shows that the two variables

have an existing relationship. As a result, the study's null hypothesis, that there is no substantial association between instructional leadership and organizational climate, is likewise rejected.

The final correlational analysis was between Organizational Climate and Teacher Autonomous Behavior, with an R-value of 0.600** and a probability value of $p < 0.000$, which is significant at the 0.05 level. This shows that the two variables have a positive relationship and are linked. As a result, the null hypothesis of no significant correlation between the two variables which are organizational climate and teacher autonomy is likewise rejected.

The strong relationship among the variables is strongly supported by Ham & Him (2015) where principals' instructional leadership was found to correlate positively with teacher autonomy, implying that teachers who work in a school where the principal efficiently exhibits stronger instructional leadership appear to be more likely to actively incorporate elements of teaching learner autonomy. Moreover, instructional leaders are frequently under tremendous pressure to encourage improvement, and this desire to move the needle can lead teachers and administrators to take a tactical approach to teach—telling teachers what they have done correctly or incorrectly, and what they need to do to improve. However, this is not the way to ensure that teachers succeed; instead, they require autonomy (Knight, 2019). Instructional Leaders really need to allow teachers to have autonomy in the school by giving them the authority to decide on how they will teach the lessons.

Lastly, the strong relationship between instructional leadership and the autonomous behavior of Public School Teachers of Talaingod is strongly supported by Ham, Ahn, Cha, Ju, Kim, Ku & Park (2013) where they stated that teachers whose principals provide stronger instructional leadership are far more likely to use teaching methods to foster learner autonomy in their classrooms. This strategy proved to be very stable, even after taking into account a variety of variables related to school and teaching practices at the same time.

Similarly, the second bivariate correlation analysis, which examined the relationship between Instructional Leadership and Organizational Climate, came up to have an existing relationship (Deoisres, 1988). The study's null hypothesis, that there is no substantial association between instructional leadership and organizational climate, is likewise rejected. The result of the study is supported by a study where it found out that lacking high-level leadership practices results in a low level of organizational climate. However, a positive and significant relationship between instructional leadership and organizational climate is discovered. It also demonstrates that instructional leadership is a significant predictor of organizational climate (Mustafa & Güneş, 2015).

The final correlational analysis was between Organizational Climate and Teacher Autonomous Behaviors that shows a significant positive relationship and that the two variables are linked, teachers' perceived autonomy has been shown to be correlated with a positive working climate (Knight,

2019). Moreover, it is also supported that organizational climate has a significant effect on educational, professional, and societal factors of teacher performance (Naik and Mani, 2018). This suggests and conforms to the result of the study that a positive organizational climate fosters an environment in which teachers have an exceptionally high level of spirit. The teachers are working together and are not concerned with tedious work or routine documents, allowing them to exercise more autonomy (Dondero, 1997). To conclude, the null hypothesis of no significant correlation between the two variables which are organizational climate and teacher autonomy is likewise rejected.

VIII. MEDIATION ANALYSIS OF THE THREE VARIABLES

Mediation analysis investigates the mediating influence of a third variable in the relationship between two variables by testing mediation hypotheses.

There are conditions and steps to be taken in this study in order for the third variable to operate as a mediator. The outcomes of the steps are shown in Table 5. The first step shows how the Independent variable, Instructional Leadership, predicts substantially the Dependent variable or the Teacher Autonomous Behavior. Then there's Step 2, where the independent variable, Instructional Leadership, predicts the study's mediator, Organizational Climate. The third step demonstrates how organizational climate influences the autonomy of public school teachers in Talaingod, Davao del Norte.

If the results are significant after the three steps, a mediation analysis using the med graph with the Sobel z test variable on the dependent variable is furtherly required. Moreover, full mediation will be achieved if the Sobel z test variable on the dependent variable becomes non-significant at the end of the analysis, it simply means that the mediating variable which is the organizational climate is responsible for mediating all of the effects on the relationship between Instructional Leadership and Teacher Autonomous Behavior. However, only partial mediation is obtained if the regression coefficient based on the analysis is significantly lowered at the final stage but remains significant, meaning that part of the independent variable is mediated by the mediator however the rest is either direct or mediated by variables that are not included in the model or the study.

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	.533	.044	.574
Step 2	a	.397	.043	.469
Step 3	b	.465	.052	.424
Step 4	c'	.349	.044	.376

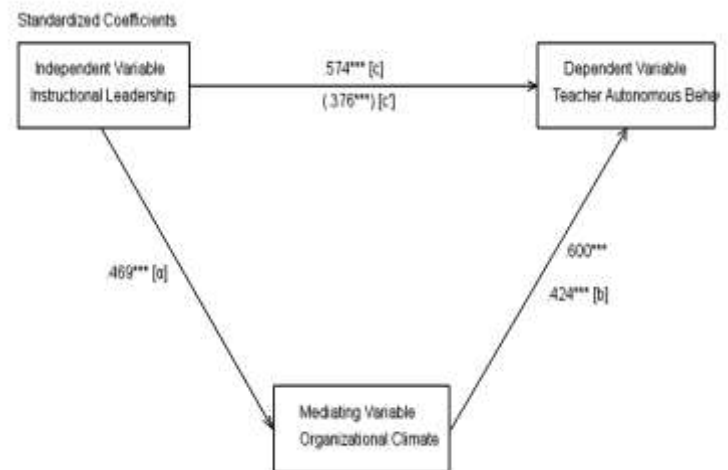
As revealed in step 4 (denoted as c' in table 5), the effect of Instructional Leadership on Teacher Autonomous

Behavior was found to be reduced after being mediated by Organizational Climate in this study. With this, partial mediation took place since the effect was found to be significant at $p < 0.05$ level.

Furthermore, the result of the computation of mediating effects is shown in Figure 3. The Sobel test yielded a z-value of 6.423328 with a p-value of 0.005, which is significant at 0.05 level. This means that mediating effect is partial, such that the original direct effect of Instructional Leadership to Teacher Autonomous Behavior was found out to reduce upon the addition and the mediation of by Organizational Climate. The positive value of Sobel z indicates that the addition of organizational climate reduces the effect of Instructional Leadership on Teacher Autonomous Behavior.

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 Instructional Leadership on Teacher Autonomous Behavior can be attributed to the indirect path. The total effect value of 0.533 is the beta of Instructional Leadership to Teacher Autonomous Behavior. The direct effect value of 0.349 is the beta of Instructional Leadership to Teacher Autonomous Behavior with Organizational Climate included in the regression. The indirect effect value of .397 is the amount of the original beta between the Instructional Leadership to Teacher Autonomous Behavior that now goes through organizational climate to Teacher Autonomous Behavior (a * b, where "a" refers to the path between MS \square SABTM and "b" refers to the path between AM \square SABTM).

The ratio index is computed by dividing the indirect effect by the total effect; in this case, 0.397 is divided by 0.533 equals 0.745. It seems that about 34.6 percent is the total effect of organizational climate to the effect of Instructional Leadership to Teacher Autonomous Behavior, and about 65.4 percent of the total effect is either direct or mediated by other variables not included in the model.



Mediation Analysis			
	Sobel z-value	6.423328, $p < 0.05$	
	Percentage of the total effect that is mediated	34.635084 4	
	The ratio of the indirect to the direct effect	0.5289542	
Effect Size Measures			
Unstandardized Coefficients			
	Total:	0.533	
	Direct:	0.349	
	Indirect:	0.397	
	Ratio Index:	0.745	
Figure 3. Med graph Showing the Variables of the Study			

IX. CONCLUSION

This section of this research shows the conclusion of this study. It can be gleaned from the results of the study affirm to the assumptions of the mediating effect of Organizational Climate that is perceived by the Public School Teachers to the relationship between the Instructional Leadership and the Teacher Autonomous Behavior, although the Organizational Climate only had a partial mediation, this simply means that not all can be explained by the mediator on the influence of Instructional Leadership and the Teacher Autonomous Behavior.

Moreover, the findings of this study show the strong relationship between Instructional Leadership and the Teacher Autonomous Behavior, it conforms to the related studies that instructional leaders who provided more opportunities for teachers to participate in making decisions about teaching, learning, and administrative have teachers who are more autonomous in their stance toward their work (Mulford, 2003). Giving opportunities for the teacher to have autonomy when it comes to the teaching-learning process is an integral part of being a great instructional leader.

X. RECOMMENDATION

With the result of the conducted study that aims to explore the mediating effect of Organizational Climate that is perceived by the Public-School Teachers of Talaingod to the relationship between instructional leadership and the Teacher Autonomous behavior, the foregoing findings and conclusions recommends the following:

Since the Level of Autonomous Behavior of Teacher is greatly affected by the Instructional Leadership of the Heads/Principal as indicated by the High descriptive equivalent on the Correlational Analysis, the study recommends that Instructional Leadership among the heads/Principal of the various institution in Talaingod, Davao del Norte should continue, improve or even plan for ways on how they can provide the instructional resources needed by the teachers in delivering the lessons, maintain their visible presence in all

activities in the school, plan ways on how the teacher can improve professionally and hone more their pedagogical expertise on their fields, maximize instructional time, monitor the progress of the students and give feedback to the teachers, and have a strict, strong effective and efficient implementation of the curriculum, by doing such it can give the teachers the autonomy that has a positive consequence on the instruction and the use of teaching methods to foster learners in the classroom (Han, 2013).

Also, the result of the mediation analysis that shows organizational climate partially affects the relationship of Instructional Leadership and the Teacher Autonomous Behaviour, thus, this study recommends that principals and other academic leaders must maintain or make a better environment for the teachers and other stakeholders to promote effective teaching and learning and the professional and personal growth of both learners and teachers.

Lastly, this study recommends that other researchers must conduct the same study with different context to monitor the Autonomous Behaviour of Teachers in different divisions and regions to show other factors that can affect on their career growth.

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