



# **Collaborative Climate and Organizational Identification of Public Elementary School Teachers**

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## **Authors' contributions**

*This work was carried out in collaboration between both authors. Both authors have contributed equally. Both authors read and approved the final manuscript.*

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## **ABSTRACT**

This study aimed to determine the significant relationship between collaborative climate and organizational identification among public elementary school teachers. A descriptive-correlational research design was employed, with a 195 teachers from public elementary schools of San Roque District, Division of Davao City. Data were collected through standardized questionnaires and analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression. The findings revealed that both collaborative climate and organizational identification were at very extensive levels. Correlation analysis indicated a significant positive relationship between collaborative climate and organizational identification ( $r = 0.68$ ,  $p < 0.05$ ). Further analysis identified that among the dimensions of collaborative climate employee attitude, work group support, organizational culture, and immediate supervisor employee attitude had the

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strongest influence on organizational identification ( $r = 0.70$ ,  $p < 0.05$ ). Based on these findings, it is recommended that school administrators implement leadership development programs, recognition initiatives, and collaborative professional development activities to enhance teacher engagement and institutional commitment. Strengthening these dimensions may further improve educators' connection with their schools, fostering a more cohesive and motivated teaching workforce.

**Keywords:** *Collaborative climate; organizational identification; public elementary school teachers; descriptive-correlational; education.*

## 1. INTRODUCTION

Organizational identification refers to the extent to which employees define themselves in terms of their organization's values, goals, and mission. When teachers experience poor organizational identification, they may feel disconnected from their institution, leading to decreased motivation, job dissatisfaction, and reduced commitment to their roles. Teachers who do not strongly identify with their schools often experience higher stress levels, lower job performance, and an increased likelihood of leaving the profession. Factors such as weak leadership, lack of recognition, and an unsupportive work environment contribute to poor organizational identification, which, in turn, affects the overall quality of education and student outcomes.

Internationally, poor organizational identification among teachers has been a pressing concern, especially in countries facing high attrition rates and teacher burnout. In Germany, teachers with weak organizational ties often feel undervalued and disengaged, leading to high turnover rates (Kanyiri, 2025). The lack of a shared vision between school administrators and teachers in the United States exacerbates this issue, creating a fragmented educational system (Castro, 2023). Furthermore, in Tanzania, inadequate compensation, limited professional growth opportunities, and bureaucratic inefficiencies further weaken teachers' connection to their institutions, negatively impacting education quality (Emynorane et al., 2024).

The integration of collaborative practices in school culture further strengthens faculty members' identification with their institution. Schools that promote collaboration help build strong connections between teachers and the school's mission. This can be achieved through mentorship programs, cross-departmental initiatives, and shared professional development opportunities. These practices foster a sense of unity and long-term commitment among

educators (Havea & Mohanty, 2020). Teachers who participate in collaborative activities are more likely to experience a sense of professional fulfillment, reinforcing their commitment to the organization (Buonomo et al., 2020). Research highlights that educators who feel supported and engaged in a collaborative culture exhibit stronger organizational loyalty and a greater willingness to contribute to institutional success (Tahir et al., 2023).

By fostering a strong collaborative climate, schools can enhance organizational identification among faculty members, leading to greater engagement, commitment, and institutional stability. When educators perceive their professional growth and success as interconnected with their school, they are more likely to invest their efforts in achieving collective goals (Bergmark, 2023).

In the Philippines, organizational identification issues among teachers have been linked to heavy workloads, low salaries, and the pressure of meeting standardized performance metrics. In Caloocan, public school teachers face challenges such as large class sizes, insufficient teaching resources, and administrative demands that divert their focus from meaningful instructional engagement (Stevenson et al., 2020). The lack of institutional support and professional development opportunities in Sulu has led to growing dissatisfaction, resulting in poor organizational identification (Sabtula et al., 2025). Additionally, contractual employment arrangements for some teachers in Quezon City contribute to feelings of job insecurity and disconnection from the schools they serve (Dagmang, 2022).

A collaborative climate in schools can play a crucial role in enhancing organizational identification among teachers (Çoban et al., 2023). When school administrators foster open communication, shared decision-making, and teamwork, teachers are more likely to feel valued and connected to their institutions

(Griffiths et al., 2021). A positive and inclusive work environment allows educators to contribute ideas, engage in meaningful professional development, and build strong relationships with colleagues, thereby reinforcing their sense of belonging (Karlsudd, 2021). Collaboration also fosters trust and mutual support, reducing workplace stress and increasing commitment to the organization (Barker Scott & Manning, 2024). By promoting a culture of cooperation and inclusivity, schools can strengthen teachers' identification with their institutions, ultimately improving job satisfaction and educational outcomes.

Effective leadership plays a significant role in shaping both a collaborative climate and organizational identification. School leaders who facilitate regular meetings, open communication, and shared decision-making contribute to a work culture where faculty members feel valued and respected (Morris et al., 2020). When teachers perceive their voices as influential in shaping institutional policies, they are more likely to identify strongly with their school (Kahne et al., 2022). Research indicates that leadership styles that prioritize collaboration and faculty engagement significantly enhance organizational identification among educators (Esoy et al., 2024).

In San Roque District, Division of Davao City, poor organizational identification among teachers has been observed in several educational institutions, particularly in public schools where teachers struggle with excessive workloads and inadequate resources. Teachers feel unrecognized for their efforts, leading to disengagement and a lack of enthusiasm in their roles. Furthermore, inconsistencies in school leadership and decision-making processes contribute to feelings of alienation, diminishing teachers' sense of belonging and commitment to their institutions. If left unaddressed, this issue could result in higher turnover rates and declining educational quality in the region.

To ensure healthy and productive learning environment, this study aims to determine the relationship between collaborative climate and organizational identification among elementary school teachers in public schools in San Roque District, Division of Davao City. Given the growing concerns regarding teacher disengagement and high turnover rates, there is an urgent need to explore how fostering a supportive and cooperative work environment can enhance teachers' commitment to their institutions. The findings of this study will contribute to the development of policies and interventions aimed at strengthening teacher

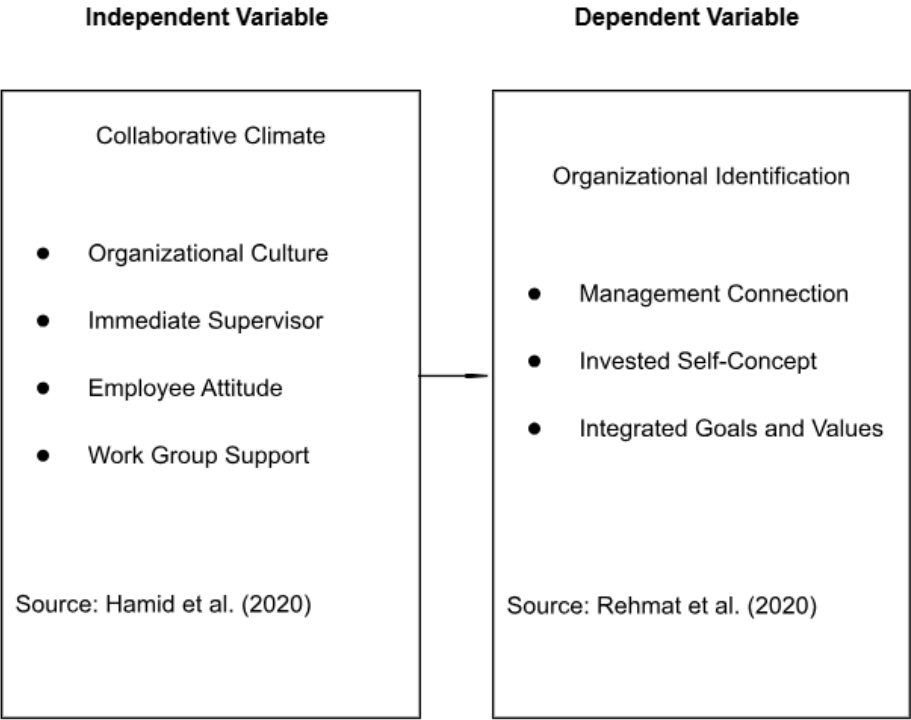


Fig. 1. Conceptual framework of the study

retention and professional satisfaction. Moreover, by addressing the research gaps, this study will provide empirical evidence that can guide school administrators, policymakers, and education stakeholders in creating a more inclusive and supportive work environment for teachers, ultimately benefiting the quality of education in public elementary schools.

## 1.1 Statement of the Problem

This study aimed to determine the significant relationship between collaborative climate and organizational identification of public elementary school teachers in San Roque District, Division of Davao City. Specifically, it sought to answer the following questions:

1. What is the extent of the collaborative climate of public elementary school teachers in terms of:
  - 1.1 Organizational culture;
  - 1.2 Immediate supervisor;
  - 1.3 Employee attitude; and
  - 1.4 Work group support?
2. What is the extent of organizational identification of public elementary school teachers in terms of:
  - 2.1 Management connection;
  - 2.2 Invested self-concept; and
  - 2.3 Integrated goals and values?
3. Is there a significant relationship between collaborative climate and organizational identification?
4. Which domains of collaborative climate significantly influence to the organizational identification?

## 1.2 Hypotheses

Ho1: There is no significant relationship between collaborative climate and organizational identification.

Ho2: None of the domains of collaborative climate significantly influence to the organizational identification.

## 2. METHODOLOGY

### 2.1 Research Design

This study employed a quantitative research design, specifically utilized a descriptive

correlational approach. Quantitative research involved the systematic collection and analysis of numerical data to examine relationships between variables objectively and reliably (Ghanad, 2023). By utilized standardized survey instruments, the study quantified the factors associated with collaborative climate and organizational identification, ensuring statistical accuracy in assessing their relationship (Mohajan, 2020).

A non-experimental framework was adopted, as the study does not manipulate variables but rather observed naturally occurring relationships between collaborative climate and organizational identification (Mohajan, 2020). Unlike experimental research, which establishes causality through controlled interventions, non-experimental research provides insights into how variables interact in real-world organizational settings (Roberts, 2021).

The descriptive correlational approach was chosen to explore and describe the relationship between collaborative climate, measures organizational culture, immediate supervisor, employee attitude, and work group support, and organizational identification, and it assessed management connection, invested self-concept, and integrated goals and values (Weisman et al., 2023). This approach allows the study to determine the strength and direction of relationships between these factors without implying causation, providing insights into how workplace dynamics influence employees' sense of identification with their organization (Bednar et al., 2020).

In the context of this study, the descriptive correlational research design was deemed appropriate as it aims to measure the extent of collaborative climate and organizational identification. It also sought to determine the significant relationship between collaborative climate and organizational identification of public elementary school teachers.

### 2.2 Research Respondents

This study was conducted in San Roque District, Division of Davao City. This study included the 9 schools of San Roque District. There were 195 teachers who were involved as respondents of the study out of 382 population using the Slovin's Formula with .05 margin of error, who rated the Collaborative Climate and Organizational Identification of Public Elementary School

Teachers. This were conducted during the school year 2024-2025. To ensure randomization in respondent selection, the researcher employed simple random sampling using the lottery or fishbowl technique. Each eligible teacher in the population was assigned a unique number. These numbers were written on identical pieces of paper, rolled, and placed into a large container that allowed free movement. The container was thoroughly shaken to ensure proper mixing, and numbers were drawn one at a time without replacement until the required sample size was reached. This process ensured that each teacher had an equal and unbiased chance of being selected for the study.

The inclusion criteria were as follow: Teachers currently employed in a public elementary school within that division during the 2024-2025 school year and have at least one year of teaching experience. Teachers were excluded if they do not meet these requirements. Specifically, the study excluded anyone not employed in a public elementary school in San Roque District, Division of Davao City, during that period, those with less than a year of teaching experience, and those who were on temporary leave or under administrative review, as these situations might skew the representation of active teachers' experiences. Furthermore, school administrators and guidance counselors were also excluded because their primary duties involve supervision and student support, rather than direct classroom instruction.

### **2.3 Research Instrument**

The first section of the questionnaire measures collaborative climate using an adapted version of the Collaborative Climate Scale by Gupta and Pathania (2021) as cited by Kim and Jung (2022). This section included key indicators such as organizational culture, immediate supervisor, employee attitude, and work group support. The original scale demonstrated a Cronbach's alpha coefficient of 0.760, supporting its reliability. In this study, the adapted scale achieved a Cronbach's alpha value of 0.908, confirming its consistency.

The second section assessed organizational identification using an adapted version of the Organizational Identification Scale by Parker and Haridakis (2008), as cited in Rehmat et al. (2020). This section included indicators such as management connection, invested self-concept, and integrated goals and values. The original

scale had an overall Cronbach's alpha coefficient of 0.720, indicating high reliability. In the present study, the instrument demonstrated good reliability, with a Cronbach's alpha value of 0.897.

### **2.4 Data Gathering Procedure**

In order to collect data for this study, the researcher went through the following processes and procedures:

The data collection procedure for this study were carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines were followed.

The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purposed. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, correlation analysis and multiple linear regression analysis.

### **2.5 Data Analysis**

In analyzing and interpreting the data gathered for this study, several statistical tools were utilized to determine the aim of the study.

Mean was used to determine the extent of readiness for collaborative climate and organizational identification of public elementary school teachers.

Pearson r-moment correlation analysis was applied to assess the strength and direction of

the relationship between collaborative climate and organizational identification of public elementary school teachers.

Regression Analysis was conducted to identify which specific domains of collaborative climate, including organizational culture, immediate supervisor, employee attitude, and work group support significantly influence organizational identification of public elementary school teachers.

3. RESULTS AND DISCUSSION

3.1 Extent of Collaborative Climate of Teachers among Public Elementary School Teachers

Presented in Table 1 is the summary of the indicators in the extent of collaborative climate, including organizational culture, immediate supervisor, employee attitude, and work group support, based on the mean scores and standard deviations. The indicator employee attitude has the highest mean of 4.57, categorized as "very extensive," suggesting that teachers highly value collaboration, knowledge sharing, and teamwork, which contribute to a more supportive and innovative work environment. Work group support follows closely with a mean of 4.56, also categorized as "very extensive," indicating that teachers actively support and learn from one another, fostering a culture of mutual assistance and professional growth.

Meanwhile, organizational culture received a mean of 4.40, categorized as "very extensive," reflecting that the school environment promotes a collaborative and inclusive atmosphere where teamwork and shared goals are emphasized. The indicator immediate supervisor obtained the lowest mean of 4.23, categorized as "extensive," indicating that while supervisors encourage communication and innovation, there may be areas for further strengthening their role in fostering collaboration. The overall mean of 4.44, categorized as "very extensive," indicates that

public elementary school teachers experience a highly collaborative climate in their schools.

This suggests that they actively engage in teamwork, value shared learning experiences, and receive support from both colleagues and leadership, which enhances the overall work environment and professional effectiveness.

The overall standard deviation of 0.72 suggests that responses were relatively consistent across participants, indicating a shared perception of a strong collaborative climate in the school.

This finding aligns with the study of Kmiecik (2021), which emphasized that strong employee attitudes toward collaboration lead to increased knowledge sharing and workplace innovation. Similarly, Chen (2023) highlighted that work group support enhances job satisfaction and overall team performance. Furthermore, Lijun and Te (2024) found that fostering a positive organizational culture strengthens collaboration and contributes to a more effective school environment.

3.2 Extent of Organizational Identification of Teachers among Public Elementary School Teachers

Presented in Table 2 is the summary of the indicators in the extent of organizational identification, including management connection, invested self-concept, and integrated goals and values, based on the mean scores and standard deviations. The indicator integrated goals and values has the highest mean of 4.67, categorized as "very extensive," suggesting that teachers strongly align with their school's mission, vision, and educational values, demonstrating a deep commitment to the institution's overall goals. Invested self-concept follows with a mean of 4.61, also categorized as "very extensive," indicating that teachers feel a strong personal connection to their school, viewing its success and reputation as integral to their own professional identity. Meanwhile, management

Table 1. Extent of collaborative climate of teachers among public elementary school teachers

Indicators	SD	Mean	Descriptive Level
Organizational Culture	0.72	4.40	Very Extensive
Immediate Supervisor	0.72	4.23	Extensive
Employee Attitude	0.66	4.57	Very Extensive
Work Group Support	0.65	4.56	Very Extensive
Overall	0.72	4.44	Very Extensive

connection received a mean of 4.55, categorized as "very extensive," reflecting that teachers feel a strong connection with school leadership, respect the administration's decisions, and receive valuable guidance from their supervisors.

The overall mean of 4.61, categorized as "very extensive," indicates that public elementary school teachers exhibit a high level of identification with their school. This suggests that they not only share the institution's values and objectives but also feel personally invested in its success and maintain a positive relationship with school leadership, contributing to a strong organizational culture.

The overall standard deviation of 0.66 suggests that responses were relatively consistent across participants, indicating a shared perception of strong organizational identification among teachers.

This finding aligns with the study of Al Hassani and Wilkins (2022), which emphasized that a strong sense of organizational identification among teachers leads to increased commitment and motivation. Similarly, Buerkle et al. (2023) highlighted that alignment with institutional goals and values fosters a deeper sense of belonging and purpose among educators. Furthermore, Melesse and Belay (2023) found that teachers who feel personally invested in their school's success demonstrate greater job satisfaction and long-term dedication to their profession.

### 3.3 Significant Relationship Between Collaborative Climate and Organizational Identification among Public Elementary School Teachers

Presented in Table 3 is the correlation analysis between collaborative climate and organizational identification among public elementary school teachers. The relationship between collaborative climate and organizational identification has a correlation coefficient of 0.68 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a moderate to high and statistically significant positive relationship between collaborative climate and organizational identification. The  $R^2$  value of 0.46 suggests that approximately 46% of the variation in organizational identification can be explained by collaborative climate. Given that the p-value is less than 0.05, the null hypothesis ( $H_0$ ) is rejected, supporting the claim that collaborative climate is significantly related to organizational identification.

This suggests that teachers who operate in schools with a strong collaborative climate are more likely to feel a deeper sense of connection to their institution, align with its values and goals, and maintain strong professional relationships with colleagues and leadership. Schools that foster a culture of teamwork, mutual support, and open communication create an environment where teachers develop a strong organizational identity. Therefore, improving collaboration within schools can be a strategic approach to enhancing teachers' commitment, loyalty, and overall professional engagement.

This finding is supported by the study conducted by Bryer (2020), which emphasized that a collaborative work environment fosters a stronger sense of belonging and identification with the organization. Their research found that teachers who frequently engage in professional collaboration and knowledge-sharing develop a deeper commitment to their institution. Similarly, Morris et al. (2020) highlighted that workgroup support and strong leadership influence how teachers perceive their school and their role within it. Furthermore, SarÄ±kaya (2020) observed that teachers in schools with open communication, shared goals, and mutual support structures are more likely to exhibit higher levels of organizational commitment and job satisfaction.

### 3.4 Domains of Collaborative Climate That Significantly Influence Organizational Identification among Public Elementary School Teachers

Presented in Table 4 is the regression analysis of how different domains of collaborative climate—organizational culture, immediate supervisor, employee attitude, and work group support significantly influence organizational identification among public elementary school teachers. The regression model reveals that all four indicators positively contribute to organizational identification. Specifically, employee attitude (with a  $\beta$  of 0.82) has the strongest relationship with organizational identification, followed by work group support ( $\beta = 0.78$ ), organizational culture ( $\beta = 0.75$ ), and immediate supervisor ( $\beta = 0.72$ ). The t-statistics for each indicator (4.48 for employee attitude, 4.42 for work group support, 4.35 for organizational culture, and 4.30 for immediate supervisor) and the p-values (all 0.000) confirm that these relationships are statistically significant.

**Table 2. Extent of organizational identification of teachers among public elementary school teachers**

Indicators	SD	Mean	Descriptive Level
Management Connection	0.64	4.55	Very Extensive
Invested Self-Concept	0.67	4.61	Very Extensive
Integrated Goals and Values	0.64	4.67	Very Extensive
<b>Overall</b>	<b>0.66</b>	<b>4.62</b>	<b>Very Extensive</b>

**Table 3. Significant relationship between collaborative climate and organizational identification among public elementary school teachers**

Variables	Mean	SD	R	R <sup>2</sup>	Degree of Relationship	p-value	Decision
Collaborative Climate	4.44	0.72	0.68	0.46	High	0.000	Reject Ho1
Organizational Identification	4.62	0.66					

**Table 4. Domains of collaborative climate that significantly influence organizational identification among public elementary school teachers**

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	3.54	0.73		7.25	0.000	Significant
Organizational Culture	0.75	0.57	0.50	4.35	0.000	Significant
Immediate Supervisor	0.72	0.59	0.48	4.30	0.000	Significant
Employee Attitude	0.82	0.63	0.55	4.48	0.000	Significant
Work Group Support	0.78	0.61	0.52	4.42	0.000	Significant

#### Regression Model

Organizational Identification = 3.54 + 0.75 (Organizational Culture) + 0.72 (Immediate Supervisor) + 0.82 (Employee Attitude) + 0.78 (Work Group Support)  
R = 0.705; R<sup>2</sup> = 0.498; F = 68.40; p-value = 0.000

The regression equation, organizational identification = 3.54 + 0.75 (organizational culture) + 0.72 (immediate supervisor) + 0.82 (employee attitude) + 0.78 (work group support), reveals that the overall model explains 49.8% of the variance in organizational identification (R<sup>2</sup> = 0.498). Additionally, the model's F-value of 68.40 and its p-value of 0.000 indicate that the model is statistically significant.

These results highlight that the indicators of collaborative climate, particularly employee attitude, work group support, organizational culture, and immediate supervisor, play a crucial role in strengthening teachers' organizational identification. Teachers who work in collaborative school environments, receive strong support from colleagues and supervisors, and share a positive workplace culture develop a stronger organizational identity. This suggests that fostering a climate of teamwork and shared values within schools can enhance teachers' commitment, engagement, and sense of belonging. Therefore, school leaders should prioritize strengthening collaborative practices to

support teachers in maintaining a strong connection with their institution.

This finding is consistent with the research of Nguyen and Ng (2022), who emphasized that organizational culture and workgroup dynamics significantly impact teachers' identification with their school. Their study revealed that teachers working in supportive and team-oriented environments are more likely to develop a positive professional identity and long-term commitment to their institution. Additionally, Liu and Watson (2023) demonstrated that when schools encourage teamwork, effective leadership, and shared values, teachers exhibit higher job satisfaction and a stronger sense of institutional pride. Similarly, the work of Ali (2025) highlighted that collaboration, mentorship, and leadership support empower teachers to remain engaged and invested in their school community.

## 4. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:



Firstly, the collaborative climate among public elementary school teachers is always observed in terms of organizational culture, employee attitude, and work group support. This indicates that schools foster a strong culture of collaboration, where teachers demonstrate positive work attitudes and receive substantial support from their colleagues. However, the collaboration with the immediate supervisor is only oftentimes observed, suggesting areas for improvement in leadership engagement and supervisory support.

Secondly, the organizational identification among teachers is always observed in terms of management connection, invested self-concept, and integrated goals and values. This suggests that teachers feel a strong connection with school management, perceive their role as an integral part of their identity, and align their personal values with institutional goals.

Thirdly, a significant relationship exists between collaborative climate and organizational identification, highlighting the critical role of a supportive and cooperative work environment in strengthening teachers' sense of belonging and institutional commitment. Schools that promote a collaborative culture, encourage positive work attitudes, and provide strong peer support contribute to teachers' deeper identification with the organization.

Finally, among the dimensions of collaborative climate, employee attitude has the strongest relationship with organizational identification, followed by work group support, organizational culture, and immediate supervisor. This implies that teachers' personal attitudes toward collaboration play a crucial role in shaping their connection with the institution, while interactions with colleagues and institutional culture also contribute significantly. The relatively lower influence of immediate supervisors suggests that leadership styles and engagement strategies may need further enhancement to improve organizational identification among teachers.

This study is anchored in the Job Demands-Resources (JD-R) Theory, Career Construction Theory, and Self-Determination Theory to examine the relationship between collaborative climate and organizational identification among educators.

The Job Demands-Resources (JD-R) Theory, proposed by Demerouti et al. (2001), explains

how workplace resources and job demands influence employee well-being and engagement. According to this theory, a positive collaborative climate acts as a job resource that fosters motivation, enhances teacher engagement, and strengthens organizational identification. In the context of this study, the availability of strong work group support, a positive organizational culture, and effective leadership contributes to teachers' professional commitment and sense of belonging.

The Career Construction Theory, introduced by Savickas (2005), focuses on how individuals shape their careers through adaptability, personal agency, and identity development. This theory emphasizes that teachers actively construct their professional identities by engaging in collaborative activities, aligning with institutional goals, and fostering meaningful work relationships. In this study, organizational identification is influenced by teachers' ability to develop a shared vision, collaborate effectively, and integrate themselves into the school culture.

The Self-Determination Theory, developed by Deci and Ryan (1985), highlights the role of intrinsic motivation and psychological needs in shaping behavior. This theory suggests that autonomy, competence, and relatedness drive professional satisfaction and long-term organizational commitment. In this study, teachers' organizational identification is strengthened when their work environment fosters collaboration, provides opportunities for skill development, and enhances their sense of connection with colleagues and school leadership.

## **5. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations were proposed:

Firstly, the extent of the collaborative climate among teachers is very extensive; school administrators may focus on strengthening immediate supervisor support by implementing leadership development programs that equip supervisors with strategies for fostering open communication, mentorship, and team-based problem-solving. Schools may also encourage supervisors to provide more structured feedback and guidance to teachers, ensuring that leadership support aligns with the strong

collaborative culture already present in the institution.

Secondly, the extent of organizational identification among teachers is very extensive. To further enhance this, institutions may implement initiatives that reinforce teachers' sense of belonging and professional commitment, such as recognition programs, participatory decision-making structures, and institutional branding efforts that highlight the collective mission of the school. Additionally, fostering more opportunities for teachers to engage in leadership roles within school committees may strengthen their alignment with institutional goals and values.

Thirdly, recognizing the significant correlation between collaborative climate and organizational identification, school leaders may establish policies that reinforce collaboration as a core institutional value. Schools may integrate structured team-based professional development activities, collaborative lesson planning sessions, and cross-departmental projects that encourage interaction among teachers. These initiatives may help solidify the connection between a strong collaborative work environment and teachers' professional identity and commitment to the institution.

Finally, given that employee attitude has the strongest influence on organizational identification, followed by work group support, organizational culture, and immediate supervisor, targeted interventions may be implemented to enhance these dimensions. Schools may design well-being programs and motivational workshops that reinforce positive teacher attitudes, ensuring that educators remain engaged and committed to their roles. Strengthening work group support through peer mentoring programs, collaborative research projects, and shared teaching strategies may further enhance teamwork and institutional connection. Additionally, fostering a culture of inclusivity and shared decision-making may ensure that the organizational climate remains conducive to both professional growth and strong institutional identification.

Future researchers may explore the long-term impact of collaborative climate on organizational identification across different levels of education. They may also examine how each dimension of collaborative climate interacts with specific organizational identification factors, such as teacher retention, institutional loyalty, and

professional commitment. Additionally, future studies may assess the role of leadership styles, school governance, and digital collaboration tools in shaping the relationship between collaborative climate and organizational identification in educational settings.

## **DISCLAIMER (ARTIFICIAL INTELLIGENCE)**

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript.

### **The details of the AI usage are as follows:**

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

## **ETHICAL APPROVAL AND CONSENT**

This study was carried out in full compliance with established ethical standards to protect the rights, dignity, and well-being of all participants. Before beginning data collection, the researcher secured all required approvals, including authorization from the Dean of the Graduate School at Rizal Memorial Colleges and ethical clearance from the institution's Ethics Review Committee. The ethical protocols were guided by the framework presented by Pregoner et al. (2025), ensuring consistency with current research standards for studies involving human subjects in educational settings. Participation was completely voluntary, and all participants were clearly informed about the study's purpose, scope, and their right to withdraw at any time without any negative consequences. Informed consent was obtained to confirm their understanding and willingness to participate. To protect confidentiality, no identifying personal information was gathered, and all responses were handled with strict privacy. The data collected were used solely for academic purposes. These steps ensured the research was conducted with transparency, ethical soundness, and professional integrity.

## **COMPETING INTERESTS**

Authors have declared that no competing interests exist.

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