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**SCHOOLS ORGANIZATION AND WORK CLIMATE OF TEACHERS  
AND SCHOOL HEADS OF DISTRICT V AND ITS SPECIAL  
EDUCATION (SPED) CENTER, DIVISION OF  
SAN CARLOS CITY**

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**ABSTRACT**

This study aims to examine the organizational structure, work climate and challenges encountered in navigating the systems. The respondents were the 29 principals and 21 SpEd teachers in District V, Division of San Carlos City. The findings revealed that the Organizational Structure overall mean is 2.796 Moderately Agree, Description of Work Climate mean of 2.792 Moderately Agree, and Challenges in Navigating Organizational Structure and Work Climate mean of 3.047 interpreted as Moderately Encountered. In terms of Relationship Between School Organization and Work Climate, the Pearson  $r$  is 0.803 and  $p$ -value of 0.036 is statistically significant with strong positive correlation. This means that improvements in school organization as leadership clarity, communication, decision-making, and resource management are associated with positive work climates. Thus, organizational strengthening can directly contribute to supportive and satisfying work environment for teachers and principals. Likewise, Training Needs of Teachers and Principals revealed several priority areas as Leadership development and role clarification, Participatory decision-making, Communication and conflict resolution, Strategic resource planning, Professional motivation,

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wellness and Support for inclusive education. Finally, Acceptability of the Proposed Training Program overall mean is 3.960, interpreted as Acceptable. Hence, it needs to address the key stakeholders as responsible for the effective operation, continuous improvement and sustainability of inclusive and professional environments for stronger organizational structures, improved work climates, and enhanced educator support systems.

**Keywords:** *Organizational Structure, Leadership, Decision-Making, Resource Management, Role Clarification, Participatory Decision-Making, Conflict Resolution, Strategic Resource Planning, Inclusive Education, Key Stakeholders, Continuous Improvement and Educator Support Systems*



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