

Organizational School Climate and Organizational Health of Mountain Province State Polytechnic College

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Abstract

A school's climate plays a major role in the staff's behavior. How faculty perceives their work environment is imperative to establish because it determines the concentration and effort that will be expended to lead an educational organization to its vision and mission. Using the descriptive research design, this study examined the organizational school climate of the Mountain Province State Polytechnic College involving the school administrators, the teaching and non-teaching staff. The adapted but modified Organizational Climate Description Questionnaire (OCDQ) and Organizational Health Index (OHI) were the two research instruments used in the data gathering of the study. The OCDQ was used to evaluate the administrators' leadership style with the criteria of supportive, directive, and respectful. Employees' interaction was also measured through collegial, intimate and disengaged behavior. The OHI tool was used to measure the organizational health of the school at the technical, managerial, and institutional level. From the analysis of data, findings revealed that the school climate of MPSPC was closed. This closed school climate is brought about by the low openness indices of the administrators and employees. On the other hand, the organizational health of MPSPC was healthy. This healthy organizational health of MPSPC proved that our school continue to survive in its environment and progressively aims to become strong and flourishing in its endeavors. Therefore, school environment such as organizational climate and organizational health were important in maintaining good relationship with peers. Results of this study could be a basis in the making, and improving the college organizational climate and organizational health in any institution.

Keywords: School Climate, Organizational Health, Mountain Province State Polytechnic College

Introduction

Interaction and communication are key components in education. Lacking either of these traits can lead to misunderstandings and misconceptions. School effectiveness should be periodically evaluated by examining the organizational school climate. A school's climate plays a major role in the staff's behavior. How employees perceives their work environment is imperative to establish because it determines the concentration and effort that will be expended to lead an educational organization to its vision and mission. It is crucial for educational institution to test teachers' perception of the school climate when moving towards a new direction and to periodically check the organizational health and stability. Utilizing this tool will help administrators know if their leadership is effective, and may identify areas that can be addressed and improved upon to effectively lead the teaching staff to reach the school's maximum efficiency. The strengths

perceived by the faculty and administration can be encouraged, strengthened and utilized to support or correct weaker areas.

Maslow (1943) hierarchy of needs emphasized that a successful organization, one must satisfy their needs gradually. Maslow as cited by Rafferty (2008) further reiterate that hierarchy of needs is necessary in all types of organizations whether in business and or in educational sectors. In a school setting, Schoen & Teddlie (2008) claims that in a school setting, satisfaction of needs is important to guarantee a success and progressive achievement of students, teachers, administrators', and all other stakeholders in the organization. Satisfaction of needs is an assurance of all members in an organization to effectively and efficiently perform their duties and responsibilities. Self-fulfillment as the highest level of Maslow's hierarchy of needs is a good motivation for every stakeholder of the school, thus it should be given a favorable juncture of circumstances so that potential and skills of the organizational workers will be boosted.

In order for an organization to move forward and have its members productive, it is essential that the group feel they are valued and appreciated. Administrators play a major role on how effective their teachers are in and outside of the classroom. Employees who feel they are part of the decision-making or school improvement tend to go beyond what is required. Otherwise, employees who do not feel part of the organization tend to give only what is required nothing more or less due to how they perceive the atmosphere. The most effective way to assure successful organizational climate and organizational health is an open school environment in which the administrators' models openness for questions, problem solving and guidance, teachers will respond with trust and loyalty. Openness and health are the two basic conceptual structures in measuring a sound and healthy school climate. School climate can be conceived from a variety of vantage points (Anderson 1982; Miskel and Ogawa 1988).

According to Norton (2008), the organizational school climate appertains based on the observations and experienced of every stakeholder. A sound and healthy organization is depicted through social and professional interactions of the workers. Halpin and Croft (1963), claims that each of the stakeholders will have their own picture of their school climate in accordance to their own personal interactions, perceptions, and encounters in the school. Moreover, school climate is also described as the quality and frequency of interactions that take place between the educators and learners, between the learners themselves, between the educators themselves, between the principal and the educators, between the principal and the learners , between learners and the staff of the school, the parents and finally the community (Emmons, 1996).

Miles (1969) started the investigation about organizational climate. Based on this study, he pointed out that a healthy schools does not only survives in its environment, but also continues to cope adequately over the long haul, and continuously develops and extends its surviving and coping abilities". Hoy and Tarter (1997) stated that the congruency of a healthy school, the technical, managerial and personnel institutional levels must be congruent. This congruency of each level should be made manifesting teaching and student learning. Interestingly, schools undergoing management and leadership changes may also have a profound impact on the school climate and organizational health. Each president of the state college or university is given a four - year term. There are times that the term is cut short because of unavoidable circumstances like early resignation and death. This was experienced by the Mountain Province State Polytechnic College when Dr. Nieves Dacyon resigned as president of the school. Dr. Geraldine Madjaco took over as Officer –in –Charge until the installation of Dr. Eufemia Lamén. The untimely demise of Dr. Lamén has placed the school again in a situation where an Officer in-Charge has to lead the school until the election of another president. Dr. Josephine M. Ngodcho then was appointed as the officer in charge. At present, the school is

headed by Dr. Rexton F. Chakas, who was installed as the College President on August, 2014. The fast turnover of presidents and designations affects the organizational school climate of the school.

There are two factions that could be created in a workplace. First is to adapt with the change and deal with it head-on. Second is to shy away from it. Employees who adapt the change often try to move ahead with the new management or otherwise treat the change as a form of challenge which they strive to subdue. Studies on school climate and organizational health are important concepts in their own right, notwithstanding their relationship to student achievement. The identification of the organizational school climate serves as the baseline in developing strategies for school improvement plans. Moreover, evaluating the organizational school climate is one way of assessing the schools' atmosphere in which could significantly contribute to school development and achievements. Hence, the researcher aimed to examine the connection between organizational school climate and organizational health of the Mountain Province State Polytechnic College as eventual means for enriching schools and help the school attain its vision, mission, goals and objectives.

Conceptual Framework

This study is anchored on the theory of Abraham Maslow (1943), Howard (1987), basic needs and the studies of Heller (2002) and Rooney (2003). Based on their theoretical concepts, it is believed that the kind of environment is imperative to the attainment of open and healthy organization. The variables that were considered in this study are job classification of employees either as administrators and employees and sex of respondents. The study considers two assumptions: First, administrators could possess a better perception of the organizational school climate and organizational health in as much as they are the one which craft policies and implement the programs in their own schools compared to the views of the employees. Second, sex may or may not have an influence to the respondents' perceptions of their own schools.

Statement of the Problem

The study aimed to examine the organizational school climate and organizational health among select school administrators', faculty and staff at the Mountain Province State Polytechnic College. Specifically, it aimed to answer the following questions: 1. What is the organizational school climate of the Mountain province State Polytechnic College? 1.1. What is the difference in the perceived organizational school climate of MPSPC when the respondents are grouped into: a. Job Classification b. Sex 2. What is the organizational health of the Mountain Province State Polytechnic College? 1.1. What is the difference in the perceived organizational health of MPSPC when respondents are grouped into: a. Job Classification b. Sex 3. What is the relationship between the organizational school climate and organizational health of Mountain Province State Polytechnic College?

Importance of the Study

The researcher believes that organizational school climate has major impact on the workers performance. School climate could be a positive factor that influences the personality and motivating attitude of the workers and other stakeholders of the school or it may bring obstruction to learning. Dedicated administrators or leaders who are functional for the improvement of their organizational school climate are definitely laboring to upgrade the 4culture and conditions in the schools so that all members of the school community will live harmoniously. This study provides data arching to a better understanding and improvement of the relationship between organizational school climate and organizational health of the Mountain Province State Polytechnic College. Moreover, the result would be the baseline data for the

creation of school climate committee that would look into the development of positive organizational school climate.

Methodology

The study utilized a descriptive survey method since it aimed to examine the organizational school climate and organizational health of the Mountain Province State Polytechnic College. There were 149 respondents involved in the study which were composed of the administrators, the permanent teaching and non-teaching staff of the college for the second semester of the school year 2014- 2015. The researcher utilized Slovincs Formula to get her sample size for the study. The respondents were grouped into sex and job classification. In job classification, the respondents were classified into administrators and employees. The administrator respondents were composed of the president, vice-presidents, executive deans, directors, coordinators, department heads and office / unit heads. The employees were composed of the teaching and the non- teaching staff of permanent status only.

Data Gathering Instrument

The researcher adapted the revised Organizational Climate Description Questionnaire (OCDQ) developed by Hoy, Tarter, and Kottkamp (1991). The revised OCDQ is a forty two item tool with six components that described the behavior of employees and administrators. The response assorts along a four-point scale demarcated by the categories “rarely occurs (1)”, “sometimes occurs (2)”, “often occurs (3)” and “very frequently occurs (4)”. This revised tool gauges three aspects of administrator’s leadership which are supportive, directive and restrictive. These three proportions of administrator’s behavior furnish the elements of a second – order constructs administrator openness (or closeness). The administrator - employees’ relations is understood along a general continuum from open to close. The revised OCDQ also gauges three proportions of employees’ relations which are collegial, intimate and disengaged behavior. Like the proportions for administrator behavior, the three components of employee behavior provided the building block of a second – order construct, employees’ openness. The employee – employee relations also are pictured along a general continuum of open to close. The proportions of employee and administrators openness are utilized in categorizing organizational school climate into four types namely; open, closed, engaged and disengaged school climate.

The second instrument is the Organizational Health Inventory (OHI). This is composed of forty four items tool describing the organizational health of MPSPC. The response assorts along the four point scale demarcated by categories “rarely occurs (1)”, “sometimes occurs (2)”, “often occurs (3)” and “very often occurs (4)”. Describing the technical level of organizational health, employees’ affiliation and academic emphasis are the critical components of a sound organizational health. At the administrator’s category, including collegial leadership and resource influence are the important elements that describe a healthy organization. On the other hand, the institutional category is described by the institutional integrity which pertains to the capability of the concerns of the environment. Lindahl (2006) contends that both instruments were accepted and approved to gauge organizational school climate and Hoy et al. (1991) have standardized them. This is also supported by Anderson (1982) when he said that the OCDQ is one of the major school climate tools that were utilized by school reviewer’s researchers in assessing a school climate organization. He further emphasized the “tremendous heuristic value” of this tool that has raised spacious interest in school climate.

Treatment of Data

Organizational school climate of MPSPC, as measured by OCDQ were statistically scored by item with the appropriate number 1, 2, 3, 4. In this study the researcher reversed the scores in items 6, 31, 37 and calculated the mean of each item. Computation of mean score were done by

collating the scores in the following items: Supportive Behavior (4,9,15,16,22,23,28,29,42), Directive Behavior (5, 10, 17, 24, 30, 34, 35, 39, 41), Restrictive Behavior (11,18, 325, 31, 36), Collegial Behavior (1,6,12, 19, 26, 32, 37, 40), Intimate Behavior (2,7, 13,20,27,33,38) and Disengaged Behavior (3,8,14,21). Computed mean was descriptively labeled under the pre-set criteria for the school climate: “Low” and “High”. The “Low” has a mean score of 1.00 to 2.49, while “High” has a mean score of 2.50 to 4.0. Since the school climate is a second-order construct, the openness indices are computed accordingly. The degree of administrator openness was measured through systematizing scores on categories, and by adding the sum of the directive and restrictive scores from the supportive score. On the other hand, the degree of openness in employee behavior was computed through systematizing the scores on categories and adding the disengagement score from the sum of the collegial and intimate scores.

Formula for Computing Administrator - Employee Openness

$$\text{Administrator Openness} = \frac{(\text{Mean Score of Supportive}) + (4.00 - \text{Mean Score of Directive}) + (4.00 - \text{Mean Score of Restrictive})}{3}$$

$$\text{Employee Openness} = \frac{(\text{Mean Score of Collegial}) + (\text{Mean Score of Intimate}) + (4.0 - \text{Mean Score of Disengaged})}{3}$$
 The mean scores from the revised OCDQ were tested against the variable job classification and sex used t-test. To measure the organizational health of the MPSPC, the adapted Organizational Health Inventory (OHI) was used. The computed mean were descriptively labeled under the pre-set criteria for the school climate: “Low” and “High”. The “Low” has a mean score of 1.00 to 2.49 while “High” has a mean score of 2.50 to 4.00”. To determine the overall health of the school, the researcher added the mean score of the seven domains and divided it by the number of domains. If the total mean score of the three hierarchical school functions/ levels is from 1.00 to 2.49, then the school was labeled unhealthy school; and when the total mean score is from 2.50- 4.00, the school is labeled healthy. The mean scores of the revised OHI were tested against the following variables of job classification and sex using t-test. The same procedure as in the school climate of this section was adopted accordingly. And finally for the measurement of relationship between the organizational school climate and organizational health the Pearson Product Moment Correlation was utilized.

Results and Discussion

The organizational school climate of MPSPC is described as closed. This closed organizational school climate is brought by the administrators’ high supportive, low directive and low restrictive behaviors and the employees’ high collegial, high intimate and low disengaged behaviors. High supportive administrator behavior indicates that the administrators listen and receptive to the employees’ ideas. They give genuine and frequent praises, they respect the competence of the teaching and non-teaching staff. The administrators also afford their employees freedom to execute their functions without close supervision and provide facilitating stewardship devoid of bureaucratic trivia. On the other hand, findings on the employees’ behavior reveal that the employees support open and professional behavior between and among them. The employees exhibit high intimacy which means that they know each other well and are typically close personal friends. Further, the employees cooperate and committed to their tasks.

The weighted means of the different behaviors were used to compute for the openness indices of the administrator and employees. Findings reveal that the openness indices of the administrators and employees’ are low. Hoy, Tarter and Kottcamp (1991) said that, if both administrator and employee openness were low, then the organization reflects a closed climate. The study show high supportive, low directive, low restrictive, high collegial, high intimate, and low disengaged behavior that actually describes an open organizational school climate but because the computation of the administrator and employee openness is both low this findings lead to the conclusion that the organizational school climate of MPSPC is closed. The means of the different dimensions of organizational school climate were closer to the borderlines of high

and low. The low openness indices of both the administrator and the employee shows that though supportive, collegial and intimate behaviors were high, which are the desired behavior in an open school climate, this behaviors needs to be improved so that the disengagement of employees will be lowered. Taguiri and Litwin(1968) saw both collegial and intimate behaviors as related in contrast to disengaged behavior in an open school climate. This coincides with the findings of the study on employee behavior but collegiality and intimacy needs to be strengthened to lower the disengagement of employees. On organizational school climate as perceived by the respondents according to job classification. The administrators and the employees manifested different perception on the dimensions of organizational school climate. The administrators perceived directive behavior as high but the employees perceived it as low. This means that the administrators perceived themselves as directive but the employees did not agree. The study of Gomez (2012) describes directive administrator behavior as a behavior that employs rigid strict supervision. This coincides with the findings of the study that the administrators in MPSPC employs a close supervision on the activities of their employees. This is supported by Cruz (1995) posited that in building the strong commitment of teachers toward their job and other task, administrators must give a strong directive leadership in setting and developing school goals. Facilitating communication and managing instruction is a tool for creating a unity of purpose. According to Dr. Rexton F. Chakas, the President of MPSPC, he claimed that he has to be directive in his management to provide direction and set clear standards of performance and ascertain that policies are implemented. Directive leadership style has minion than other leadership style in the context of time constraints and simplicity of assessment evolution (Magsood 2013). The employees, on the other hand, seem not to perceive their administrators as directive. This finding reveals that the employees understand the actions of their administrators.

Despite the administrators constant monitoring and control on the activities down to the smallest detail, the employees did not perceive their administrators as directive. Ms. Myla Foman-eg, a staff from the Registrar's Office said, "*I appreciate very much the supervision done by the administrator because we are constantly reminded that we have to do our best in our job*". This statement agrees with Anderson (2008) who said that directive leadership is letting the people know precisely what it is they need to do by making performance expectations very clear. On organizational school climate perceived by the respondents according to sex, findings reveal a non-significant result. This means that there is no significant difference on the perception of organizational school climate when respondents are grouped according to sex. The female respondents rated organizational school climate as lower than their male counterparts. This implies that the two groups of respondents perceived organizational school climate according to sex on the same level. The two groups of respondents both perceived their administrators to be supportive but not directive and restrictive. They also looked at the employees' behavior as predominantly collegial but not intimate and disengaged. Thus according to sex, there was no significant difference in their perception on the organizational school climate. This agrees with Kanter (1977/1993) who contends that what appeared to be different between men and women in organizations were not related to gender but to the work positions and the structure of opportunity.

Findings of the study also revealed that the Organizational Health of Mountain Province State Polytechnic College is healthy. The MPSPC effectively and efficiently meet the instrumental needs of adaptation and goal achievements. The school explicitly meets the workers' needs both in social and normative integration. This implied that the school system mobilizes their resources in achieving their goals and infusing common values into the work group (Hoy& Tarter, 1997). Furthermore, the organizational health of MPSPC was divided into three levels which are the institutional, managerial and technical. Institutional level of MPSPC organizational health as

measured by the institutional integrity links the school with its environment. This means that the school conformed legality of the community and the community supports the endeavors of the school. In the managerial level of the organizational health, the school monitors and supervised both the internal administrative functions in the organization measuring its initiating structure, consideration, administrative influence, and resource support. The MPSPC administrators allocate resources and coordinate the work effort. They find ways to develop teacher loyalty, trust and commitment.

In the technical level, MPSPC organizational health is very much concerned on the teaching-learning process. The emphasis of morale and academic aspects were fully attained by the organization. These indicators explain that the primary function of the school is to generate educated students. The teachers and the administrators have the main responsibility for solving the problems related to effective learning and teaching. Findings also revealed that on the different dimensions of organizational health, institutional function which is measured by institutional integrity was perceived by the respondents as low. This low perception of respondents on institutional integrity showed that the respondents are sometimes besieged by their unreasonable parental demands and the school is sometimes stroked by the caprice of the public. This shows that are times that the parents, community and the other stakeholders of the school has to interfere with matters involving the school and there are times that parents and community demands are not pleasing to the respondents. In spite of the low institutional integrity, the organizational health index of MPSPC is healthy. The administrators of MPSPC are dynamic, merging in both task-oriented and relations-oriented behavior. This is evidenced by the respondents being high in consideration and high in initiating structure. This means that the administrators are supportive to their employees and yet they provide high standards of performance.

In addition, the administrators have the capacity to persuade their superiors as manifested by their ability to obtain what is needed for the effective operation of the school. The teachers of MPSPC are consigned to teaching and learning. They set high but achievable objectives for students, upholds high standards of performance and support a serious and orderly learning surrounding. This is shown by the high academic influence of the respondents. The resource support is high in MPSPC which is evidenced by the availability of the classroom supplies, instructional materials and other supplementary materials. Further, the respondents showed confidence to their peers, diligent in doing their work, and positively they associate with the school. As the respondents being proud of their school manifest that the employees and administrators high morale. Hoy, Tarter and Kotkamp (1991) posited that when the teacher ascertain the school inhibiting from the pressure of vocal parents or public whim, teachers are likely to feel certain that the educational mission of the school will go progress without unwarranted parochial concern.

Initiating structure emanated as the dominant factor affecting the organizational health as perceived by the respondents according to job classification. This behavior referred to any administrator behavior that delineated the relationship between administrator and employees and established distinct patterns of organization, specific means of communication and systematic way of instruction. This shows that the administrator is equally task and achievement oriented. In MPSPC, there are several meetings which act as avenues for discussions and presentation of policies or rules and regulations. These are the faculty, non-teaching staff, academic council, administrative council meetings and others which are facilitated by the chairperson, executive dean, vice-presidents or the president.

In terms of the relationship among variables investigated in the study, results showed that gender of the respondents did not affect the perception of the respondents on organizational health. Results of Pearson “r” reveals that organizational school climate and organizational health is not significantly correlated obtaining r-value of 0.044 against its critical r-value of 0.210 at 0.05 level of significance. This implies that organizational school climate is not correlated to the organizational health of the Mountain province State Polytechnic College. However, there are specific dimensions of organizational school climate and organizational health that were correlated. Supportive administrator behavior was weakly correlated to initiating structure, consideration and academic emphasis. This finding was in consonance with Sinden, Hoy, and Sweetland (2004), when they articulated that if supportive behavior discharge by school administrators towards teachers generally executes respectful behavior along with trust anent to the administrators of the school. Directive administrator behavior was weakly correlated with consideration and academic emphasis and collegial employee behavior was weakly correlated to morale and academic emphasis. Consideration was weakly correlated to supportive and directive administrator behavior. Azzara (2001) pointed out that the most considerate administrators will successfully foster a positive interpersonal relationship with the members of the organization is contemplated the epitome of good leadership.

This study shows that a considerate behavior promotes supportive and directive behaviors. Academic emphasis showed weak correlation to supportive, directive and collegial behaviors. This shows that the quest for academic excellence still affects the organizational climate and health of schools. Hoy and Tarter (1990) and De Villiers (2006) found correlation between school climate and health of schools which is different from the findings of this research that organizational school climate is not correlated to organizational health.

Conclusions

The MPSPC has a close school climate organization with a healthy organizational health. Sex was not significant in the perception of respondents on the organizational school climate of MPSPC. Job classification and sex was not significant in the perception of respondents on the organizational health of MPSPC and the organizational school climate and organizational health stands independently with each other in the case of MPSPC.

Recommendation

The Mountain Province State Polytechnic College should set a committee that will look into the improvement of the organizational school climate of closed to open climate. Details of this research could act as a baseline data in crafting the programs, activities, and policies to improve the school climate of the school. All learning institutions and other sectors of organization should adapt a proposed organizational health framework which could serve as the guide in monitoring the health condition of the school and all others. The profile of the school that was undesirable should undergo further diagnosis to find the real cause and thereby develop strategies for improvement. The school climate and health of Mountain Province State Polytechnic College could be improved and enhanced by engaging in a more team building activities between and among employees.

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