

School Factors and Organizational Climate of a Public National High School

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Abstract— Organizational climate is a concept that includes the institutional attributes that give an organization its identity. The study's prime aim was to determine the perceptions of students, teachers, and administrators of the organizational climate in Basilan National High School, in Basilan, Philippines, its best practices, and make suggestions to improve the school's corporate environment. The descriptive research design was used in this study. Purposive sampling was used to select respondents for this study. The study participants were the administrators, teachers who have taught in BNHS for at least ten years, and students (J.H.S. and S.H.S. student leaders). The respondents were 29 students, 29 faculty, and 16 administrators. The standardized instrument, "The Organizational Climate Index" (O.C.I.) by Hoy (2002), was used to measure the organizational climate. All data were analyzed using means and standard deviation. The results revealed that students, teachers, and administration perceived the school's Organizational climate as "very good." The best practices were the exhibition of the right attitude by teachers towards work; implementing policies for the betterment and the development of the school; institutional achievement goals; and exhibition of good qualities by students. However, factors such as institutional vulnerability pose a threat to the school's wellbeing. It needs to be addressed to protect the school from external criticism and dangers.

Keywords— Organizational climate, school factors, administrators, teachers, students, descriptive design, Philippines.

I. INTRODUCTION

The school is the second home for students; thus, it should be comfortable, pleasant, and safe since it is an extension of the home. It is also a community where people interact with each other to work on common goals. The people, physical structures, and atmosphere contribute to the school climate (Babu, & Kumari, 2013).

Organizational climate is a concept that includes the institutional attributes that give an organization its identity. It is the most critical factor in determining organizational behavior, as it provides an idea of the organization's individual and group behavior (Lindahl, & Ronal, 2008). The school climate construct is complex and multi-dimensional. It has been described as the unwritten personality and atmosphere of a school. It includes its norms, values, and expectations. It has been labeled as the "quality and character of school life." Importantly, rather than administrative or physical attributes (e.g., teachers' salary or schools' physical resources), school climate research hones in on the psychosocial atmosphere and the inter-group interactions that affect student learning and school functioning (Raza, & Shah Arid, 2010). "Successful organizations understand the behavior, needs, and desires of

the employees. They work to create a positive environment where employees can thrive," Lindahl (2008).

Several factors have been identified to contribute to academic performance at various levels of education. These include teachers' working conditions, school facilities, the educational climate at home, and learners' background. School climate is considered one of the most important aspects for achieving quality curriculum and pedagogy, governance, and health and social services. They show that a high-quality learning environment is the main factor in learners' academic performance (Nayar, 2005). Research has shown that school climate strongly influences students' emotional and academic success. "When school members feel safe, valued, cared for, respected, and engaged, learning increases." When schools provide students with what they need to succeed and expose students to positive experiences, good things happen (Ladyong, 2014). The ideal presentation of these different variables contributes to the quality of students' academic performance. Educational researchers have resolved that school climate impacts the school's learning environments and the students' performance (Mabula, 2015).

The Basilan National High School is the largest and the most culturally, economically, and intellectually diverse public secondary high school in Basilan Province. It caters to students ranging from the upper socio-economically and intellectually classified group to students. Qualification-wise, its faculty possesses academic qualifications ranging from Baccalaureate to Doctoral. Because of the population's size and the diverse population of both the faculty and the students. The school administrators, teachers, and students as stakeholders were concerned with the academic achievement of students. This called for accurate and reliable data to improve the organizational climate in Basilan National High School. In light of the above context and background, the researcher, with great curiosity, explored the school atmosphere; thus, this study investigated the perceptions of students, teachers, and administration on the existing organizational climate in Basilan National High School. This study provides an accurate description of school climate typical in a generally proportioned public school.

Objectives of the Study

This study was conducted to determine school administrators, teachers, and students' perceptions of Basilan National High School's organizational climate. The specific objectives were:

1. To determine the perceptions of students, teachers, and administrators of organizational climate in Basilan National High School in terms of Collegial Leadership, Professional Teacher Behavior; Achievement Press; and Institutional Vulnerability
2. To determine the best practices in Basilan National High School as perceived by students, teachers, and administration.
3. To make suggestions to improve the organizational climate of Basilan National High School.

Conceptual Framework

This study determined school administrators, teachers, and students' perceptions of Basilan National High School's organizational climate. The school climate in Basilan National High School was explored using the "The Organizational Climate Index" (O.C.I.) instrument by Hoy (2002). It is a short organizational climate descriptive measure for schools. The index had four dimensions-principal leadership, teacher professionalism, achievement press for students to perform academically, and vulnerability to the community. As an implication, this study's insights provide inputs in generating plans to enhance the organizational climate in Basilan National High School.

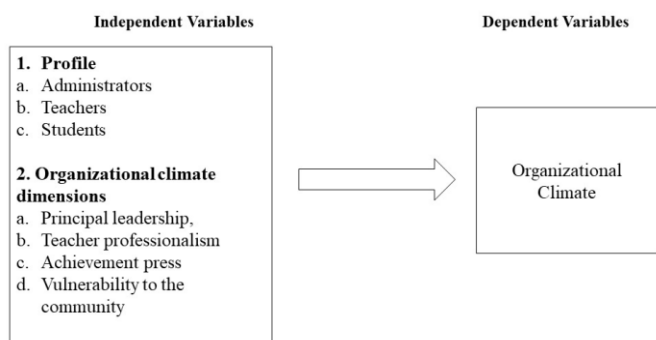


Figure 1. Conceptual Framework of the study.

II. METHODOLOGY

Research Design

The descriptive research design was used in this study. Purposive sampling was for selecting respondents for this study. The study participants were the administrators, teachers who have taught in BNHS for at least ten years, and students (J.H.S. and S.H.S. Student leaders). They were composed of 29 students, 29 faculty, and 16 administrators; 74 respondents were used as the sample in this study. The respondents were chosen since they directly experience the 'organizational climate' in Basilan National High School and are in the best position to give feedback on the constructs considered regarding their school's climate. The school administrator respondents included the principal, department heads, and curricular advisers. The teacher respondent included teaching with permanent status, not holding an administrative position, teaching from grades 7 to grades 12, and have been a teacher in BNHS for at least ten years. The student respondents consisted of Basilan National High School Student officers, both junior and senior high school.

Research Instrument

The standardized instrument, "The Organizational Climate Index" (O.C.I.) by Hoy (2002) was used to measure the organizational climate. It is a short organizational climate descriptive measure for schools. The index had four dimensions - principal leadership, teacher professionalism, achievement press for students to perform academically, and vulnerability to the community. The Organizational Climate Index (O.C.I.) is a 27-item descriptive questionnaire that measures school climate's four dimensions.

In assessing Basilan National High School's perceived organizational climate, the following rating scales on observed climate indicators were used.

TABLE 1. Instrument scale, range, description, and interpretation

Range	Positive climate indicator description	Interpretation
4.20 – 5.00	Always Occur	Excellent organizational climate
3.40 – 4.19	Often Occur	Very Good organizational climate
2.60 – 3.39	Sometimes Occur	Good organizational climate
1.80 – 2.59	Rarely Occur	Fair organizational climate
1.0 – 1.79	Never Occur	Poor organizational climate

Data Gathering Procedure

The researchers sought permission through a formal letter from the Principal of Basilan National High School regarding their intent to conduct the study. This was followed by sampling the respondents for the research. Then, the researcher personally administered the questionnaires. The researcher likewise handled the retrieval of the questionnaires after a week.

Data Analysis

All data were analyzed using means and standard deviation.

III. RESULTS OF THE STUDY

The following tables are the results of the four dimensions of the Organizational Climate Index - principal leadership, teacher professionalism, achievement press for students to perform academically, and vulnerability to the community. The tables present quantitative data of the administration, teachers, and students' responses derived from the questionnaires. It describes how students of Basilan National High School perceived their superiors in terms of Collegial Leadership, Professional Teachers' Behavior, Achievement Press and Institutional Vulnerability

Students' Perception of Organizational Climate of Basilan National High School

The overall mean was 3.42, with a standard deviation of 0.90. For collegial leadership, the was 3.53, with a standard deviation of 0.96. Teachers' behavior had a mean of 3.72 and a standard deviation of 0.97. The mean value for achievement press was 3.52 with a standard deviation of 0.89, and finally, a mean of 2.91 and a standard deviation of 0.79 for institutional vulnerability.

TABLE 2. Students' Perception of Organizational Climate of Basilan National High School

Organizational Climate indicators	Mean	S.D.	Interpretation
Students' Perception on Collegial Leadership	3.53	0.96	Very good
Students' Perception of Professional Teachers' Behavior	3.72	0.97	Very good
Students' Perception on Achievement Press	3.52	0.89	Very good
Students' Perception on Institutional Vulnerability	2.91	0.79	Good
Overall	3.42	0.90	Very good

Teachers' Perception of Organizational Climate of Basilan National High School

Table 3 shows the mean, standard deviation, and descriptive rating for the teachers' perception of collegial leadership, professional teachers' behavior, achievement press, and institutional vulnerability

The overall mean for teachers' perception of organizational climate was 3.41, with a standard deviation of 0.76. On collegial leadership, the mean score was 3.45, with a standard deviation of 0.79. For the teachers' perception of professional teachers' behavior, the table displays a mean score of 3.69 and a standard deviation of 0.78. Teachers' Perception of Achievement Press had a mean score of 3.56 and a standard deviation of 0.77. Finally, institutional vulnerability registered a mean score of 2.92 with a standard deviation of 0.71.

TABLE 3. Teachers' Perception of Organizational Climate of Basilan National High School

Organizational Climate indicators	Mean	S.D.	Interpretation
Teachers' Perception of Collegial Leadership	3.45	0.79	Very good
Teachers' Perception of Professional Teachers' Behavior	3.69	0.78	Very good
Teachers' Perception of Achievement Press	3.56	0.77	Very good
Teachers' Perception of Institutional Vulnerability	2.92	0.71	Good
Overall	3.41	0.76	Very good

Administrators' Perception of Organizational Climate of Basilan National High School

Table 4 portrays the mean, standard deviation, and descriptive rating for the administrators' perception of the organizational climate indicators. The administrators reported an overall mean of 3.54, with a standard deviation of 0.76.

TABLE 4. Administrators' Perception of Organizational Climate Of Basilan National High School

Organizational Climate indicators	Mean	S.D.	Interpretation
Administrators' Perception of Collegial Leadership	4.29	0.73	Excellent
Administrators' Perception of Professional Teachers' Behavior	3.74	0.84	Very good
Administrators' Perception of Achievement Press	3.61	0.85	Very good
Administrators' Perception of Institutional Vulnerability	2.50	0.68	fair
Overall	3.54	0.76	Very good

On individual indicators, collegial leadership had a mean score of 4.29 with a standard deviation of 0.73; professional teachers' behavior had a mean score of 3.74 and standard

deviation 0.84; a mean score and standard deviation of 3.61 and 0.85 respectively for achievement press, and mean and standard deviation of 2.50 and 0.68 respective for institutional vulnerability.

Student's perception of best practices in Basilan National High School

The most pronounced as the school's best practice as perceived by the students, "The administration provides policies for the betterment and the development of the school." Most students focused their attention on the administrators' behavior as they commented that "the administrators are friendly, approachable, have a good attitude," and "help students in many ways." However, some students perceived the administrators to achieve the goals as best practice. One student said that "the administrators work hard, maintain the right standard, and achieve the goals set by DepEd."

Students had high regard for their teachers. One of the faculty's best practices, as perceived by the students, is that they exhibited the right attitude towards their work. The students noticed that "in general the teachers are friendly, approachable and hardworking" Another best practice of the faculty was they had a right working environment. As the students commented, "the teachers observe unity and treat each other as close friends and support each other."

The best practice among students was students' behavior – the relationship among their peers, as they merited it as students exhibited good qualities. Most of their responses reported were: "Students are friendly, respectful to teachers, helpful, disciplined and a good role model and they actively participated in extra-curricular activities even without extra credit or grade." However, it is noteworthy that while some perceived that students exhibited good qualities, one student reported that "some students are naughty, hyper and abusive."

Administrator's perception of best practices in Basilan National High School

Basilan National High School administrators perceived that "the policies and services they rendered are per DepEd memos for school improvement;" they considered this one of their best practices. They perceived that the teachers are effectors while the students are achievers, as they rightfully said that "the teachers help and support the students' needs, while the students strive hard to reach the goal expected of them." In general, the school acknowledged the academic achievements of both the teachers and students.

Teacher's perception of best practices in Basilan National High School

The teachers perceived "support" as one of the best administrative practices. Teachers were provided with opportunities for professional growth. In terms of the faculty, the teachers perceived that Basilan National High School's working environment is "very good" and promotes healthy and good relationships among colleagues. This finding is based on the teachers' responses regarding the best practices in Basilan National High School; most of them perceived that "the teachers demonstrate the harmonious relationship,

promote the healthy working environment, friendly, approachable, open to suggestions and they support each other." However, one reported that "teachers sometimes argue with each other." The findings suggest that the way teachers conduct themselves individually and jointly has a direct bearing on Basilan National High School's organizational climate. Therefore, an atmosphere that facilitates collaborative effort should be encouraged. The faculty performed their responsibility because they spent more time with students. In terms of their students, they felt that the students were active, participative, and hardworking. These were evident in their responses as: "The students participate actively in all the activities of the school," "Most of them are hardworking students," "they strive to achieve higher goals," and "they participated in the division, regional and even national competitions."

The school valued cleanliness and exerted efforts towards preserving nature; it was always concerned with its clientele's welfare. It provided support to both the teachers' and students' needs while maintaining DepEd's standards, recognizing academic achievements, and providing teachers' professional growth and learning opportunities. The administration worked hard to maintain a harmonious relationship with the teachers and students. This was accomplished by providing support, responding to needs, recognizing academic achievements, and ensuring that policies and regulations are implemented per DepEd standards. However, not all goals were met, as one participant reported that "the administrators work hard, able to maintain the right standard, but some aren't met."

IV. DISCUSSION OF RESULTS

Students' Perception of Organizational Climate of Basilan National High School

It could be inferred from Table 2 that students perceive the organizational climate in Basilan National High School as very good. It implies that the students perceived that Basilan National High School has a competent leader/principal, promoting professional growth and curriculum development, and empowering the teachers; thus, they trust their principal. As one of the students commented that "the teachers trust the principal because of his behavior." This finding is in line with the statement made by Othman and Kasuma (2017) in their study on the "Relationship of school climate dimensions and teachers' commitment." The researchers discovered that "the most important factor that makes a teacher trust a principal is the principal being kind to the teacher." Being kind means that the principal is willing to make changes and seek teachers' opinions in the primary decision-making process. The mean score for the item "The superior explores all sides of topics and admits other opinions exist" was the lowest (mean = 2.93, S.D. = 0.92), with a description of good. This finding reveals that the school heads do not always consult with the teachers in making primary decisions. This finding is consistent with what Babu & Kumari, (2013) have stated that "the task of an administrator is to create an organizational structure and culture that encourages employees to work hard and to develop supportive work attitudes and allows people and groups to cooperate and work together effectively".

The students' perception of the teachers' behavior in Basilan National High School is provided in Table 2. The result indicates that the students felt that teachers were more likely to be committed to Basilan National High School, work collaboratively, and support one another. As one student commented that "the teachers help each other and support each other." This finding is supported by the studies made by Hoy and Woolfolk, (as cited in Othman and Kasuma 2017). The researchers emphasized that there is a strong connection between professional teacher behavior and teacher commitment.

It was observed that though the "teachers accomplish their jobs with enthusiasm" (mean score = 4.03, S.D. = 0.82), they did not "go the extra mile" with their students. This finding seemed unsatisfactory because while the teachers accomplish their jobs with enthusiasm, they did not consider "going the extra mile" with their students. Concerning the students' perception of achievement press, the overall mean was 3.51. It could be inferred that the students perceived achievement press 'often occurs' as a dimension in organizational climate and that the corporate environment was very good. This finding agrees with the conclusion of Smith et al. (2009), who stated that "when students, teachers and the school value academic achievement, the demand for higher standards and more improvement." The result also showed that the school sets high standards for academic performance; students work hard to improve on previous work, and academic achievement is recognized by the school as the mean score was 3.39, indicating 'very good.'

Teachers' Perception of Organizational Climate of Basilan National High School

The result outlined in Table 3 indicates that the teachers perceived collegial leadership 'often occurred' as a dimension in organizational climate. This means that the organizational climate was very good, and teachers felt that they could trust their superiors. It was evident in comments from the teachers such as that "the head treat us equally," the head supports us by sending us to seminars and training," and "we work together for student's welfare."

It could be deduced from the result that the teachers perceived that professional teachers' behavior 'often occurred' as a dimension in organizational climate. The organizational climate in terms of this dimension was very good. This portrays that the teachers felt they are in a harmonious relationship with their colleagues as they support each other, work with enthusiasm, and cooperative in terms of their interaction

In terms of achievement press in Basilan National High School, the teachers perceived that achievement press 'often occurred' as a dimension in organizational climate; the organizational climate was very good. This implies that the teachers felt that the students are well supported because they recognize students' achievements. The goals set for the students were achievable and that students felt that they were also well supported by the school.

This finding indicates that the pressure to maintain high standards does not seem to come from the parents. Academic

achievement is highly recognized and acknowledged by the school as perceived by the teachers. Considering the school's geographical location, it is in the heart of the city, and it cannot be denied that pressures are coming from the community, specifically the parents.

It was also revealed that institutional vulnerability 'sometimes occurred.' In terms of this dimension, the organizational climate was 'good.' The teachers perceived Basilan National High School as not vulnerable to parental pressures.

Administrators' Perception on Organizational Climate of Basilan National High School

Table 4 shows that the teachers perceived that the Basilan National High School climate is conducive for teaching as they perceived that their administrator is friendly, approachable, and willing to make changes while maintaining definite standards of performance. The teachers felt that they are supported and recognized by the administration. They noted that the administration "provides beneficial services and support," "sends teachers to seminars/training," "recognizes teachers & students achievements."

Usually, like in any school organization, it is common for the principal and teachers to discuss and interact with each other regarding school matters and issues. This interaction may sometimes influence the climate in the school. So an administrator must reflect on how he/she sees his/her school. According to Sumarjono, and Gemnafle (2016), "the teacher always perceives and responds to every circumstance, speech, attitude and or behavior that occurs around it, so in creating a positive school organization climate should be the primacy of the work of every educational leader called the principal." "Leaders passionately believe that they can make a difference" (Kouzes, J & Posner, B, 2003). Administrators as leaders need to recognize pressures from outside, such as from parents and the selected group that can influence the policy implementation and school development.

V. CONCLUSION

This research developed a better understanding of the Organizational Climate of Basilan National High School. Perceptions of the administrators, teachers, and students were examined to determine the school's Organizational Climate in terms of the O.C.I. dimensions by Hoy et al. (2002). It could be concluded that students, teachers, and administration perceived Basilan national High School's Organizational climate as "very good." However, factors such as institutional vulnerability pose a threat to the school's wellbeing. It needs to be addressed to protect the school from external criticism and dangers.

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