

**ORGANIZATIONAL CLIMATE AND PRODUCTIVITY  
OF PUBLIC ELEMENTARY SCHOOLS**

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**ABSTRACT**

*The study aimed to determine the organizational climate and productivity of public elementary schools. Specifically, it sought to determine if there is a significant difference in the organizational climate and organizational productivity when grouped according to school administrator profile, teacher profile, and school profile. It also examined for significant relationship between the schools' organizational climate and productivity. The participants include the public elementary school administrators and teachers of the District of Cabagan, Division of Isabela. The study used descriptive correlational research design. The organizational climate in terms of teacher interaction varies with teachers' age and pupil population. The disparities in age and number of pupils tend to gap the teachers from interacting with one another. The schools' organizational productivity in terms of NAT performance varies with teachers' length of service and educational attainment. The teachers' vigor and enthusiasm together with educational foundation contribute in the performance of the learners. Organizational productivity both in terms of NAT performance and faculty competence are not generally associated with the organizational climate of the school. The teachers' professionalism and ability to accomplish tasks and perform duties and responsibilities regardless of work environment are deemed crucial which determines the faculty competence.*

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**Keywords:** *Organizational climate, organizational productivity, NAT performance, faculty competence*

## INTRODUCTION

Organizational climate is a major factor in the academic lives of educators who teach, learn, and grow professionally in schools. School climate can be a positive factor in the lives of educators or a significant roadblock to learning. Dedicated administrators who are working toward improved school climate make conscious efforts in enhancing and enriching the culture and conditions in the schools so that teachers can teach better and students can learn more (Hansen & Childs, 1998).

Organizational climate can be defined as the internal environment which directly or indirectly influences the organization's activity and characterizes the life in the organization (Venkatesh Organization, 2015). It is the distinct atmosphere of the school strongly observed and felt by the faculty and staff which greatly affects school productivity. Thus, school climate in a broad sense can be understood as the social setting of the school.

Gottfredson and Hollifield (1998) stated that school climate is the single most important factor whether a school succeeds with its students. It is an important predictor of organizational productivity and success. In academic institutions, the school administrators, the teachers, and other school-related aspects to consider are among the major influential factors of school climate that directly affect productivity.

The school administrator, who provides leadership in developing and maintaining a climate conducive to learning, has the responsibility to establish a positive school climate (Dietrich & Bailey, 1996). The relationship between school climate and leadership behaviors is one factor of school success that cannot be ignored. The vision that is articulated by the school administrator can become the foundation for developing a healthy school climate. Sagor (1992) reported that it is imperative that school administrators constantly push for improvement of academic performance. School administrators who can read, and then shape the climate of the school gain a greater understanding of how to positively affect student achievement (Deal & Peterson, 1990). According to Balfanz and Maclver (2000), it is the school administrator's role to provide an environment in which teachers are encouraged to

take risks that lead to increased student achievement.

Teachers, on the other hand as part of the academic organization, are the most valuable asset for their competence is indispensable in the quest for knowledge and quality education. Teachers are the key partners in the learning environment, and their perceptions on school climate need to be assessed in order to improve and maintain educational excellence (Freiberg, 1998). However, school administrators have a strong influence most especially with regard to how the teachers behave in the school. The leadership styles and managerial skills employed and practiced by the school administrators undoubtedly control the interaction describing the school climate. It is deemed crucial in the manner the teachers perform duties and responsibilities and deliver services that directly affect students' achievement.

Other school factors that include school size, faculty and student population, and incentives have political and social impact. The size and complexity of the school make the organization's structure. Stevenson (2001) attested that these school factors are not somewhat nebulous. It actually represents an amalgam of effects rather than just a raw number or a single effect. These are important because these catalyze conditions in terms of school climate, curricular offerings, student participation in extracurricular activities, student self-concept and self-esteem, teacher-student relationships, home-school relationships, and student opportunities to learn and grow. All of these have important roles to play in determining student outcomes.

From the aforementioned, the need to establish a favorable school climate therefore is quite obvious. In the country, this is the clamor of the education sector which calls for a strong leadership of school administrator who would look into the enormous works and functions which can dramatically change the school. This is because school performance springs from the image of the school climate. In developing schools for future programs, Diaz (2015) suggested that the key principle is to empower the school principal as an instructional leader so that together with a team of competent, committed and conscientious teachers, the potentials for pupil achievement can be brought to a higher level.

However, the lack of available researches in the organizational climate and productivity of public elementary schools in the District of Cabagan, Division of Isabela emphasizes the need for such issue to be addressed. By examining the various factors that make up organizational climate and productivity as well with their relationship, this study provides a better understanding the social setting of the said schools. Hence, the study proposed a diligent inquiry on the organizational climate and productivity of public elementary schools in the District of Cabagan.

### **Statement of the Problem**

The study aimed to determine the organizational climate and productivity of public elementary schools.

Specifically, it sought to answer the following questions:

1. What is the profile of the school administrator participants in terms of the following:
  - 1.1 Age;
  - 1.2 Length of Service;
  - 1.3 Administrative Experience; and
  - 1.4 Educational Attainment?
  
2. What is the profile of the teacher participants in terms of the following:
  - 2.1 Age;
  - 2.2 Civil Status;
  - 2.3 Length of Service; and
  - 2.4 Educational Attainment?
  
3. What is the profile of the school participants in terms of the following:
  - 3.1 School Type;
  - 3.2 Pupil Population;
  - 3.3 Faculty and Staff Population; and
  - 3.4 Annual Budget?

4. What is the organizational climate of the public elementary schools in terms of:
  - 4.1 School Leadership
    - a.1 Supportive Principal Behavior;
    - a.2 Directive Principal Behavior;
    - a.3 Restrictive Principal Behavior;
  - 4.2 Teacher Interaction
    - b.1 Collegial Teacher Behavior;
    - b.2 Intimate Teacher Behavior; and
    - b.3 Disengaged Teacher Behavior?
  
5. Is there a significant difference in the organizational climate of public elementary schools when grouped according to:
  - 5.1 School Administrator Profile;
  - 5.2 Teacher Profile; and
  - 5.3 School Profile?
  
6. What is the organizational productivity of public elementary schools in terms of:
  - 6.1 National Achievement Test Performance; and
  - 6.2 Faculty Competence?
  
7. Is there a significant difference in the organizational productivity of public elementary schools when grouped according to:
  - 7.1 School Administrator Profile;
  - 7.2 Teacher Profile; and
  - 7.3 School Profile?
  
8. Is there a significant relationship between the organizational climate and organizational productivity of public elementary schools?
  
9. What program can be proposed to enhance the organizational climate and organizational productivity of public elementary schools?

## **METHODOLOGY**

### **Research Design**

The study made use of descriptive correlational research design. It aimed to determine the organizational climate and productivity of public elementary schools. Specifically, it sought to determine if there is a significant difference in the organizational climate and in the schools' organizational productivity when grouped according to school administrator profile, teacher profile, and school profile. Moreover, it examined whether there is a significant relationship between the organizational climate and organizational productivity of the schools.

### **Participants of the Study**

The participants of the study were the administrators and teachers of the complete public elementary schools (offering Kindergarten and Grades I – VI) in the District of Cabagan, Division of Isabela. The study comprised of nineteen (19) school participants, nineteen (19) school administrators, and two hundred forty four (244) teachers.

### **Instrumentation**

The researcher made use of the standardized Organizational Climate Description Questionnaire (OCDQ) for Elementary Schools adopted from Hoy, et al. (2002). It was modified into two major parts. The first part of the questionnaire sought to determine the profile of the teacher participants whereas the second part assessed the school climate as assessed by the participants in their respective schools. Each statement was rated using a five-point scale from which the participants indicated their degree of agreement or disagreement. The following were the categories that corresponded to a five-point scale:

- 5 - VSA (Very Strongly Agree)
- 4 - SA (Strongly Agree)
- 3 - A (Agree)
- 2 - D (Disagree)
- 1 - SD (Strongly Disagree)

Three subtests of the OCDQ define principal openness, namely: supportive, directive, and restrictive. Likewise, the collegial, intimate, and disengaged subtests define the degree of openness in teacher behavior. These six scores represent the climate profile of the school.

<b>A. School Leadership</b>	<b>Statements</b>
a.1 Supportive Behavior	4, 9, 15, 16, 22, 23, 28, 29, 42
a.2 Directive Behavior	5, 10, 17, 24, 30, 34, 35, 39, 41
a.3 Restrictive Behavior	11, 18, 25, 31, 36
<b>B. Teacher Interaction</b>	
b.1 Collegial Behavior	1, 6, 12, 19, 26, 32, 37, 40
b.2 Intimate Behavior	2, 7, 13, 20, 27, 33, 38
b.3 Disengaged Behavior	3, 8, 14, 21

On the other hand, a separate instrument was used to determine the personal profile of the school administrators while the performance of the school participants in the National Achievement Test and the faculty competence as indicators of organizational productivity as well as with the school profiles were taken from the records of the schools in the Division Office.

*Ethical Consideration*

The ethical review of research proposals that involve human subjects was recently made mandatory by the Commission on Higher Education (CHED) last March 3, 2015 for all public and private educational institutions in accordance with the provisions of R.A. 7722 otherwise known as Higher Education Act of 1994. The requirement covers all researches involving human participants such as undergraduate theses, master’s theses, doctoral dissertations, faculty researches, as well as researches referred by other institutions such as HEIs and government agencies.

The researcher believes that this study complied with the requirements of the Commission on Higher Education with regard to the treatment of the study’s human subjects.

## **Data Gathering Procedures**

Prior to the conduct of the study, a letter was sent to the OIC-Schools Division Superintendent of Isabela for approval to conduct the study. After which, the research instruments were floated to the participants with their informed consent during their vacant period and at their most convenient time to eliminate possible constraints and for a more valid and reliable test results. Likewise, the performance of the schools in the National Achievement Test and faculty competence were taken from the office of the Department of Education – Schools Division of Isabela, City of Ilagan, Isabela.

## **Data Analysis**

The data gathered were tabulated, analyzed, and described using the following statistical tools:

Mean. This was used to determine the organizational climate assessment and organizational productivity of the public elementary schools.

To describe the organizational climate assessment, the following arbitrary levels were used based on the overall weighted mean score of the group.

<b>Weighted Mean Score Level</b>	<b>Descriptive Equivalent</b>
4.20 – 5.00	Very Highly Evident
3.40 – 4.19	Highly Evident
2.60 – 3.39	Moderately Evident
1.80 – 2.59	Less Evident
1.00 – 1.79	Least Evident

To describe the schools’ organizational productivity in terms of the National Achievement Test performance, the following descriptive equivalents were used based on the overall mean percentage score (MPS) performance of the public elementary schools in the National Achievement Test for three consecutive years.



<b>Overall MPS</b>	<b>Descriptive Equivalent</b>
90.00% - 100%	Superior
75.00% - 89.99%	Met Standard
35.00% - 74.99%	Below Standard
0% - 34.99%	Poor

To describe the organizational productivity in terms of the faculty competence, the following adjectival ratings were used based on the Individual Performance and Commitment Review Form (IPCRF) of the teachers.

<b>Range</b>	<b>Adjectival Rating</b>
4.50 – 5.00	Outstanding
3.50 – 4.49	Very Satisfactory
2.50 – 3.49	Satisfactory
1.50 – 2.49	Unsatisfactory
1.49 and below	Poor

The Analysis of Variance (ANOVA) was used to test if there is a significant difference in the organizational climate and in the organizational productivity of the schools when grouped according to school administrator profile, teacher profile, and school profile.

The Pearson Product Moment Correlation was used to measure the degree of relationship between the organizational climate and organizational productivity in public elementary schools in the district of Cabagan.

To interpret the coefficient of correlation, the following interpretations as to the degree or extent of relationship for the different values of correlation coefficients were used:

<b>Coefficients of Correlation</b>	<b>Interpretations as to Degree or Extent of Relationship</b>
$\pm 0.80 - \pm 1.00$	Very High Correlation; Very Dependable Relationship

$\pm 0.60 - \pm 0.79$	High Correlation; Marked Relationship
$\pm 0.40 - \pm 0.59$	Moderate Correlation; Substantial Relationship
$\pm 0.20 - \pm 0.39$	Low Correlation; Definite but Small Relationship
$0.00 - \pm 0.19$	Negligible Correlation

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## **RESULTS AND DISCUSSION**

### **Profile of the School Administrator Participants**

Out of nineteen (19) school administrators, majority or 52.63% are of age fifty one (51) and above and have rendered service of eleven (11) to twenty (20) years. Nine (9) or 47.37% have experiences in the public school. Eleven (11) or 15.79% have been administrators for five (5) years and below and seven (7) or 36.84% have master's degree units.

### **Profile of the Teacher Participants**

Out of two hundred forty four (244) teachers, most of them or 29.51% belong to age forty one (41) to fifty (50), two hundred ten (210) or 86.07% are married, eighty eight (88) or 36.07% have rendered service of ten (10) years and below in the public school, and one hundred eighty three (183) or 75.00% have master's degree units.

### **Profile of the School Participants**

Out of nineteen (19) complete public elementary schools in the district, only one (1) is a central school located at the town proper, majority or 57.89% are below the mean pupil population, eleven (11) or 57.89% are below the mean faculty population, and twelve (12) or 63.16% fall below the mean annual budget.

### **Organizational Climate of Public Elementary Schools**

a. Supportive and directive principal behaviors are highly evident while

restrictive principal behavior is moderately evident.

- b. Collegial teacher behavior is highly evident with, intimate teacher behavior moderately evident, whereas disengaged teacher behavior is low.

### **Comparative Analysis on the Schools' Organizational Climate when Grouped according to Profile Variables**

- a. When grouped according to school administrator' profile, in terms of school leadership, supportive and directive behaviors are highly evident in the schools while restrictive behavior is moderately evident. In terms of teacher interaction, collegial behavior is highly evident in schools, intimate behavior is moderately evident, while disengaged behavior is less evident.
- b. There is no significant difference in the organizational climate of the schools both in terms of school leadership and teacher interaction when grouped according to school administrators' profile.
- c. When grouped according to school teachers' profile, in terms of school leadership, supportive and directive behaviors are highly evident in the schools while the restrictive behavior is moderately evident. In terms of teacher interaction, collegial behavior is highly evident in schools, intimate behavior is moderately evident, while disengaged behavior is less evident.
- d. When grouped according to school profile, in terms of school leadership, supportive and directive behaviors are highly evident in the schools while restrictive behavior is moderately evident. In terms of teacher interaction, collegial behavior is highly evident in schools, intimate behavior is moderately evident, while disengaged behavior is less evident.
- e. There is a significant difference in the organizational climate of the schools when grouped according to teachers' age particularly in terms of collegial teacher behavior.
- f. There is a significant difference in the organizational climate of the

schools particularly in terms of collegial teacher behavior when grouped according to pupil population.

### **Organizational Productivity of Public Elementary Schools**

- a. The schools, in general, performed below standard in the National Achievement Test while the faculty competence is very satisfactory.
- b. Majority of the schools performed below standard in the National Achievement Test. On the contrary, most of the teachers or 68.42% performed very satisfactorily as to faculty competence.

### **Comparative Analysis on the Schools' Organizational Productivity when Grouped according to Profile Variables**

- a. There is no significant difference in the schools' organizational productivity in terms of NAT performance when grouped according to school administrators' age, length of service, administrative experience, and educational attainment.
- b. There is a significant difference in the schools' organizational productivity in terms of NAT performance when grouped according to teachers' length of service.
- c. There is no significant difference in the NAT performance of the schools when grouped according to school type, pupil population, faculty population and annual budget.
- d. There is no significant difference in the schools' organizational productivity in terms of faculty competence when grouped according to school administrators' age, length of service, administrative experience, and educational attainment.
- e. There is no significant difference in the schools' organizational productivity in terms of faculty competence when grouped according to teachers' age, civil status, length of service, and educational attainment.
- f. There is no significant difference in the schools' organizational

productivity in terms of faculty competence when grouped according to school type, pupil population, faculty population and annual budget.

### **Correlational Analysis on the Schools' Organizational Climate and Organizational Productivity**

- a. Organizational climate in terms of school leadership, supportive and directive behaviors are highly evident while restrictive behavior is moderately evident. In terms of teacher interaction, collegial behavior is highly evident, intimate behavior is moderately evident while disengaged behavior is less evident. With regard to organizational productivity, the schools, in general, performed below standard in the National Achievement Test while the faculty competence is very satisfactory.
- b. There is no significant relationship between the schools' organizational climate and organizational productivity in terms of NAT performance.
- c. There is no significant relationship between the schools' organizational climate and organizational productivity in terms of faculty competence.

### **CONCLUSION**

Organizational climate in terms of teacher interaction varies with teachers' age and pupil population. The disparities in age and number of pupils tend to gap the teacher from interacting with one another. On the other hand, the organizational productivity of the school in terms of NAT performance varies with teachers' length of service and educational attainment. The vigor and enthusiasm of the teachers together with educational foundation contribute in the performance of the learners.

Accordingly, organizational productivity both in terms of NAT performance and faculty competence are not generally associated with the organizational climate of the school. Student achievement is affected by numerous other factors outside the school that cause

the achievement gaps among the learners. In addition, the teachers' professionalism and the ability to accomplish tasks and perform duties and responsibilities regardless of work environment are deemed crucial which determine faculty competence.

## **RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations are presented:

1. The school administrators, faculty and staff are encouraged to hold group dynamics and team building activities to develop blossoming social relationship among the workforce of the school alleviating the obstructions within the organization. The social relationship is characterized by harmony, intimacy, and progress for a flourishing organizational climate. Thus, healthy relationships are built on the foundation of secure attachment and are maintained by positive relationship behaviors.
2. Open communication within the workplace is encouraged. Effective communication is essential for the members of the organization to perform and function. Good communication within an organization tends to boost employee morale. When employees feel that they are well informed of the organization's direction and vision, they feel more secure within their role. Thus, it leads to an improved work ethics. School administrators are encouraged to communicate effectively to their subordinates so as to achieve team goals.
3. Regular review and assessment as well as strict implementation and monitoring of educational programs should be conducted by curriculum planners, education supervisors and education specialists to ensure the effectiveness of the programs geared towards educational excellence and organizational productivity.
4. Strengthen home-school partnerships to develop strong relationships with students understanding the environment, economic, political, and cultural influences that shape students' views and behavior. This leads to improved communication between students, parents, and teachers, enhancing trust and mutual respect that helps to improve

the academic performance of the learners.

5. Disseminate the result of this study to the schools concerned and a replication of the study by using a bigger pool or a different district is encouraged to be conducted to ascertain the findings of this study and for greater generalizability.

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