

## **Administrative Factors and Organizational Climate as Determinants of School Performance**

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*School performance serves as barometer in attainment of the philosophical foundations (VMC's) of an institution. It reflects to the actual output or results of an organization's undertaking. In this research, the key criterion variables are students' academic and teacher performances. Tested as predictors or independent variables are administrative characteristics vis-à-vis people oriented, role oriented, innovative oriented, goal oriented and school climate which refer to the quality and character of the school life. The measures of the school climate are: role clarity, respect, communication, reward system, career development planning and decision making, quality of service and conflict management. Multiple regression analysis was used to test the significant effects of the administrative factors and school climate on students' and teachers' performances. The instruments of the study are the organizational climate questionnaire (OCQ) by Furnham, Adrian and Goodstain, Leonard D. (2013) while the administrator characteristics were measured using a developed instrument (Nuqui, A.V. (2018). Teachers' performance was measured using an instrument developed by Dr. Alvin V. Nuqui (2018), while the students' performance was based on PRC Board Performance (2017-2018). Tested as significant characteristics of teachers' performance ( $P < .05$ ) are people and role oriented, administrators, and reward system of school climate, high significant predictor\* ( $P < .01$ ) is quality of service (school climate). Both have high significant combined effects on teachers' performance. On student performance, quality of service (school climate) and people oriented (administrator's characteristics) have significant effects ( $P < .05$ ) while role oriented, and quality of service were tested to be high significant predictors ( $P < .01$ ) of teachers' performance. This study will benefit the stakeholders of the different institutions involved, will realize the different problems and challenges in the pursuit of producing quality education to the whole studentry; and will motivate faculty members to participate in good practices of the institution and for the students.*

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*Keywords: performance, culture, climate*

### **Introduction**

Successful performance of a certain organization earmarks the quality of a certain organization. It predestines what the institution will arrive towards its dreamed destiny. The more it produces remarkable achievements, the higher expectations of tangible recognition occur. And the quality of performance depends on the prime movers of an institutional organization including the environment factors it coheres (Lindsay, 2012).

According to Dugan (2017), the factors that influence the institutional performance are leadership experience, academic rank of the managers, applied policy and procedures, making professional learning community and ensuring efficient financial management and accountability.

In addition, to improve institutional performance, officials should update their policies and procedure through participation of the whole academic community.

Professional pathways which include professional learning priorities, financial resource allocation and distribution should be made to each unit in accordance with aligned work and activities, accessing training regarding educational leadership and promoting the staff to engage in research, community service and publish on reputable journals.

On the other hand, Berry (2012) said that student and teacher comfort is indicated as the most important aspect of any school environment. If students are comfortable, then learning becomes much easier. Being comfortable is a combination of several different factors, e.g. adequate usable space, noise control, lighting, temperature and climate control, and sanitation.

The main objective of this study is to find out mitigating measures in order to ease down, complication among school leaders, faculty and staff confusion on what application should be accepted in relation to school operation and other curricular developments.

In response, the proponent decided to undertake this study in order to analyze and identify some key points or areas in organizational leadership, teacher competence level and organizational climate that could be helpful in the promotion of an effective performance of an institution.

The result of the study is deemed to benefit the following: (a) administrators – the result of the study could be of big help to the administrators or the heads of the institution (e.g. the President, the Vice Presidents, Directors and Program Heads of ALCU school members of Central Luzon) in the realization of the problems and challenges in the pursuit of providing quality education to the whole studentry; (b) faculty members – relevant information produced by the study can motivate them to cooperate in performing active participation with the administration for more meaningful good practices the institution may embrace; and (c) non-teaching personnel – the study may enable them to generate ideas and other relevant information as they continue rendering their service to the school and provide proper decision making and priorities that are relevantly connected to the advancement of the institution itself.

The major problem of the study is to determine the effects of administrative factors and organizational climate on the school performance of selected ALCU schools in Region III. Specifically, this study sought to answer the following: 1) How may the administrative factors be described in terms of people oriented; rule oriented; innovation oriented; and goal oriented; 2) How may the organizational climate be described in terms of role clarity; respect; communication; reward system; career development; planning and decision making; quality of service; and conflict management; 3) What is the level of performance of the school as measured by students' performance; and teachers' performance; 4) Do the administrative factors exert significant effects on school performance; 5) Does the organizational climate significantly affect school performance; and 6) What management implications may be drawn from the findings of the study

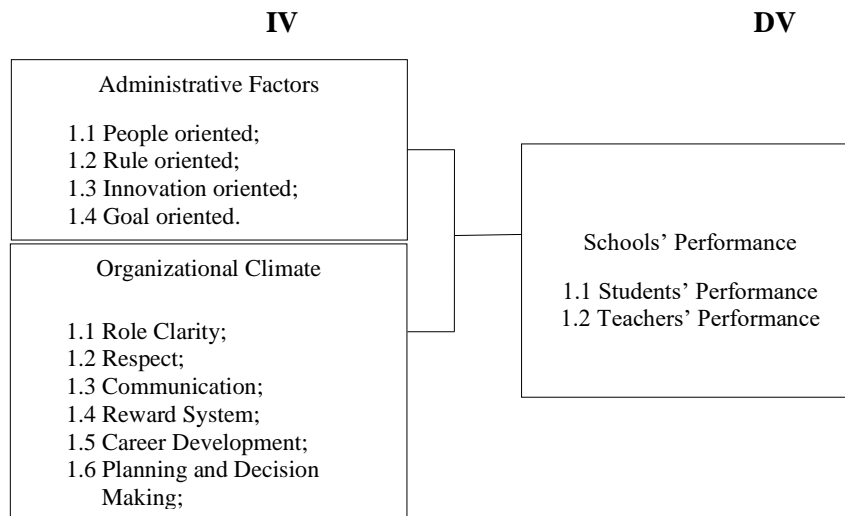


Figure 1. Conceptual model of the study

The focus of the study was the assessment of organization factors and organizational climate as determinants of schools` performance. Administrative factors include people oriented, rule oriented, and goal oriented.

The organizational climate was assessed in terms of role clarity, respect, communication, reward system, career development, planning and decision making, quality of service and conflict management.

Meanwhile, schools` performance was evaluated in terms of students` board exam performance and teachers` performance.

The respondents of the study were the teachers and administrators of the selected higher education institutions during the school year 2018-2019.

The following hypotheses were tested at .05 level of significance: “administrative factors do not exert significant effects on School Performance” and “organizational climate does not exert significant effects on schools` performance”.

## Methods

The study utilized descriptive correlational method that involves the measurement of two or more relevant variables and an assessment of the relationship between the independent variables and dependent variables. It is primarily concerned with present, although it often considers past events and influences as they relate to current conditions.

Multiple linear regression attempts to model the relationship between two or more explanatory variables and a response variable by fitting a linear equation to observe data. In this study the explanatory variables were the administrative factors and organizational climate, while the response variables were the school performance. The school performance, however, was measured in terms of teachers` and students` academic performance.

Instruments using a survey method were administered among school implementers and even beneficiaries of selected ALCU members of Central Luzon. The data gathered were scored and tabulated. Then the results of the scoring system were analyzed, described and interpreted.

Respondents of the study are the five (5) local colleges, namely: 1) school A, 2) school B, 3) school C, 4) school D and 5) school E in the Region III who are officially ALCU members. All the administrators and teachers of the different schools involved in the study were used as the respondents.

The first part of the questionnaire and the Organizational Climate Questionnaires (OCQ) by Furnham, Adrian and Goodstein, Leonard D. and the Bulacan Polytechnic College (BPC) faculty evaluation form covered the personal profile of the respondents while the second part included: (1) administrative factors with the following topics: people oriented; rule oriented; innovation oriented; goal oriented; (2) school climate with the following topics: role clarity; respect; communication; reward system; career development; planning and decision making; quality of service; and conflict management, (3) level of performance of the school with the following topics: students' performance and teachers' performance. The next instruments in data gathering were of interview and observation wherein the researcher interviewed the respondents and observed their common practices using note-taking technique.

The mode of data gathering was the use of questionnaire method. Each of the respondents was given a structured set of questions. In order to gather the data, the researcher did the following: 1) sent a letter to the college presidents of the selected school members of ALCU Region III to ask permission in the conduct of proposed study; 2) distributed personally the questionnaires to the respondents after securing the permission of the college presidents; and 3) collected the questionnaires from the respondents and checked whether all the questions were answered.

After the data were gathered, tallied, tabulated, and treated statistically, the researcher used the following descriptive and inferential statistics appropriate for the data gathered. To answer questions 1, 2, and 3, the researcher used descriptive statistics (mean frequency, standard deviation). To answer questions 4 and 5, the proponent used inferential statistics employed using multiple regression analysis with SPSS version 12. Mean computation and ranking for the perceived degree of seriousness of the problems of the performance of the school were computed.

## Results/Findings

*Table 1. Regression analysis of administrative factors on students' performance*

Variables	Unstandardized Coefficients		Beta	Standardized Coefficients	
	B	Std. Error		T	Sig.
(Constant)	0.903	0.379		2.382*	0.02
People oriented	0.286	0.126	0.289	2.265*	0.026
Rule oriented	0.443	0.149	0.425	2.968**	0.004
Innovation oriented	0.196	0.149	0.202	1.313	0.193
Goal oriented	0.123	0.147	0.128	0.838	0.405
R-squared = .533					
F-value = 21.156					
P-value = .000					
alpha = .05					

### Regression Analysis of Administrative Factors on Students' Performance

The simple linear regression analysis to test the null hypothesis of no significant effect of the administrative factors on schools' performance was conducted. Statistical analysis shows that from among the factors only two of the variables were found to have significant effect on schools' performance; "people-oriented administration tested to be significant predictor of school's performance.

Similarly, on the rule-oriented management, the null hypothesis of no significant effect of the variable on schools' performance was rejected at the .01 level of significance  $P < .01$ , (.004).

It could be inferred based on these analyses that a rule-oriented school manager has high significant effect on schools' performance.

Furthermore, when the entire administrative factors (people oriented, rule oriented, innovation oriented and goal oriented) are combined, they have high significant effect on school performance. The F value of 21.156 was tested at the n01 level 2-tailed, with a P value of 0.000.

These results inferred that to obtain a high performance of schools all of the four (4) factors should be strictly exercised by the administration.

*Table 2. Regression analysis of administrative factors on teachers' performance*

Variables	Unstandardized Coefficients		Beta	Standardized Coefficients	
	B	Std. Error		T	Sig.
(Constant)	1.777	0.379		4.691	0.00
People oriented	0.312	0.121	0.364	2.576*	0.012
Rule oriented	0.31	0.143	0.335	2.157*	0.034
Innovation oriented	0.152	0.148	0.173	1.025	0.309
Goal oriented	0.145	0.142	0.173	1.025	0.309
R-squared = .422					
F-value = 13.302**					
P-value = .000					
alpha = .01					

### Regression Analysis of Administrative Factors on Teacher's Performance

Shown in Table 2 is the simple linear regression analysis of the administrative factors on teachers' performance. The results show that the people oriented and rule oriented are both significant predictors of teachers' performance ( $\beta = .364$ ,  $t=2.576$   $P < .05(.012)$ ) for the former and of the latter ( $\beta = .335$ ,  $t_{comp} = 2.157$   $P < .05(.034)$ ). When all 4 factors are combined, they are all high significant predictors of teacher performance ( $F=13.302$ ,  $P=0.000$ ).

These findings were observed also in the students' performance. This is an indication that administrative factors have significant contributions to the school performance.

It is high time that teachers and their performance are empirically tested, analyzed and explained. Regardless whether the school is government or private located in urban and rural area and the teachers are male or female, the teachers' effectiveness and their performance directly affect the academic

achievement of the students and personality development of the students; teacher effectiveness is influenced by organization climate.

So there has to be a humanistic approach to the teaching learning process. The main objectives of the topic are to find out the significant impacts of organizational climate on academic, professional and social dimensions of teacher effectiveness of secondary schools.

A sample size of 504 teachers of college and university schools was selected and taken up for the study. Organizational Climate Scale developed by Dr. SanjyotPethe, Sushama Chaudhari and Upinder Dhar and Teacher Effectiveness Scale developed by Pramod Kumar and D. N. Mutha were used for the study.

It has been found that there is a significant impact of organizational climate on academic, professional and social dimensions of teacher effectiveness of colleges and universities. As a conclusion teacher effectiveness is essential for the survival, strength, efficiency and success of the institution.

So, it is the prime responsibility of the head of the school authority and head of the institution to keep the climate of school organization healthy because it influences the teacher effectiveness.

*Table 3. Regression analysis of organizational climate on students' performance*

Variables	Unstandardized Coefficients		Beta	Standardized Coefficients	
	B	Std. Error		T	Sig.
(Constant)	0.182	0.433		0.419	0.676
Role clarity	0.207	0.128	0.169	1.614	0.111
Respect	0.063	0.11	0.066	0.573	0.569
Communication	0.034	0.134	0.034	0.253	0.801
Reward system	0.119	0.116	0.117	1.032	0.306
Career development	0.204	0.145	0.223	1.405	0.165
Planning and decision-making	0.088	0.154	0.088	0.571	0.57
Quality of service	0.38	0.119	0.38	<b>3.203**</b>	0.002
Conflict management	0.068	0.109	0.078	0.628	0.532
R-squared = .639					
F-value = 15.281					
P-value = .000					
alpha = .01					

### **Regression Analysis of Organizational Climate on Students' Performance**

The simple regression analysis of the school climate on teachers' performance is shown in Table 3. The statistical analysis shows that, out of the four (4) variables of the school climate, only the quality of service has high significant effect on students' performance. It is further observed that all the variables were tested in combination. The null hypothesis of no significant effect of the combined variables on student performance at .01 level of significance (P=0.000).

It could be interpreted then that role clarity, respect, communication, reward system, career development, planning and decision-making, quality of service and conflict management are all observed in the management of the schools. And there is high probability that the students will have high performance.

The study aimed to determine the impact of organizational climate on performance of college teachers. The researcher selected the area of college education as the focus of the study. The study was delimited to all the public sector degree colleges of ALCU R3. Population of this study consisted of all the administrators and teachers working in public sector degree colleges of Bulacan and the simple random sampling technique sample was used.

The sample consisted of five degree colleges, their heads, and five teachers from each sampled college. In order to measure the variables, the research instruments were the questionnaires for administrations and teachers.

Each questionnaire consisted of variety items. The data collected from sampled colleges were tabulated, analyzed and interpreted in light of the objectives of the study by applying statistical tools of research, such as mean, standard deviation, standard error of means, and coefficient of correlation.

On the basis of analysis, it was concluded that the majority of public college administrators opined that open climate was very highly and positively correlated to teacher performance, but paternal and closed climates were negatively correlated to teacher performance. In light of the conclusions, it is recommended that teachers may be given chances to discuss their academic problems in groups, seminars, and conferences.

More workshops may be arranged for this purpose. The management style of administration may be improved through in-service training, seminars, workshops and departmental meetings and supervision. Performance of teachers can be increased by promoting open, as well as controlled, climates and avoiding closed climate. These climates may be ensured through administrative policy and measures.

The implication of this paper is to provide effective and efficient information in the organizational climate and improve teacher performance in improving student learning outcomes in schools.

Keywords: School Organizational Climate, Teacher Performance Improvement, Student Learning Outcomes.

### *Management Implications*

Reward system is an important tool that management uses to channel employees' motivation in desired ways such as better functionality and further improved school performance;

- to examine the impact of reward systems on organizational performance in school and to determine the reward systems currently used in PGB;
- to determine employees' view of reward system used by HRMO in PGB;
- to assess the effect of extrinsic rewards (remuneration, bonus, salary and promotion) in organization performance; and

- to assess the effect of intrinsic rewards (praise and recognition on organization performance in HRMO in PGB.
- There were also interviewed selected employees. The data were analyzed with use of descriptive statistics (SPSS and excel) and the data were presented as frequency distribution tables and histograms. The findings of this study showed that the five (5) local colleges in the province of Bulacan offer both extrinsic (salary, bonus and promotion) and intrinsic (praise, recognition and genuine appreciation) rewards to their employees. However, the results found that employees were not satisfied with the current reward packages and salary level was viewed to be too low and did not reflect cost of living in PGB employees. The study further indicated the intrinsic (non-financial) rewards were not satisfactory to employees.
- Organizational culture influences knowledge management practices through human resource management practices. Using case study method, the researcher examined the cultural values and knowledge management approach in BPC.
- Initial research of the office of BPC-PREQA on organizational values and knowledge management suggested that organizational values are important to facilitate effective knowledge sharing practices among firm members. The study shed light on the important role of knowledge management leaders and the role of top management in legitimizing and empowering the staff.
- Organizational innovation has become an essential weapon for organizations to compete in this competitive school's environment. The statistical results obtained in this study showed that human resource management has a significant positive impact on organizational innovation and that knowledge management effectiveness has a mediation effect on relationship between human resource management practices and organizational innovation.
- Employees should undertake training programs and apply the knowledge acquired for product, process, and administrative innovativeness. The top managers should strive to improve product, process, and administrative innovations by providing adequate training programs.
- The multi-dimensional conception of teacher performance at both individual and group levels draws implications for school management.
- The new conception extends the conception of teacher performance to five dimensions, including the technical, human, political, cultural, and renewal dimensions.
- The author propose implications for school management which can guide school leaders, administrators, and policy makers in their review of the relevance of current school management structures and practices to the multi-dimensional teacher performance.
- Develop new strategies or initiatives for improving school management and enhancing teacher effectiveness in the five dimensions at both individual and group levels.
- This framework of multi-dimensional teacher performance and its implications for school management can benefit the ongoing and future efforts in understanding the complex nature of teacher performance and the pursuit of teacher effectiveness in the fast-changing new century. Copyright © 2000 De La Salle University, Philippines
- The organizational behavior, economics, sociology and political science on the effects of governments on organization and management, with a focus on how governing ideology and



government capability influence independent organizations' forms, strategies, and their participants' behavior.

- The role of government in fostering innovation and the growth of entrepreneurial organizations, and extra-organizational contextual effects on managerial and employee organizational behavior. Possible public policy implications are illustrated with an application to the role of organizations in national wealth generation and dispersion.
- Performance-contingent monetary incentives on individual effort and task performance.
- Provide a framework for understanding these effects in numerous contexts of interest to accounting researchers and focus particularly on how salient features of accounting settings may affect the incentives-effort and effort-performance relations.
- Compilation and integration of theories and evidence across a wide variety of disciplines reveals significant implications for accounting research and practice. Based on the framework, theories, and prior evidence, we develop and discuss numerous directions for future research in accounting that could provide important insights into the efficacy of monetary reward systems.
- Frequent assertion to be a serious personnel problem in government-the harmful impact of civil service systems upon incentives and motivation.
- Government and school managers indicate that the government managers should: perceive a weaker relationship between their performance and such incentives as pay, promotion, and job security; feel that the formal personnel procedures governing their organizations; provide much less flexibility in administration of such incentives (for example, they are much more likely to feel that it is difficult to fire a manager who is a poor performer); and score lower on scales of satisfaction with promotion and satisfaction with co-workers. Implications for civil service reform, for further research, and for theory be discussed.

## Discussion

The findings of this study can be understood as administrative factors and organizational climate as determinants of school performance.

**Problem 1:** Administrative factors are characterized to be very satisfactory in terms of people oriented. It is understandable that the schools have limitations, maybe financially; hence, not all the needs of the teachers and students could be provided. It is a proven fact that the perception of the person's environment-creativity relationship is conditioned by personality traits and various perception of surrounding world. As far as rule-oriented factors relative to the role of the school administrations are concerned, their constituents believed they are doing their mandates to ensure good school performance.

With the advent of technology, the administrations provide environment for the teachers and students to become innovation-oriented. The respondents believed that their schools are goal-oriented and have organizational objectives and targets.

**Problem 2:** It should be noted that the impact of these factors on the individual may be different and have a diverse scale of potency (Buchanan, 2013).

The same environmental conditions may be perceived differently by people with different specific dimensions of personality (Lundstrom, et.al, 2012). School climate in terms of role clarity could be an indication that the school management has set a climate that serves as motivations to the teachers and students to do their specific role to the maximum level. Respect has an outstanding remark as respondents' value colleagues with respect. In terms of communication, there is a very strong solidarity among the members of the academe. In the reward system, however, two of the criteria were rated only satisfactory ("There is an appropriate difference between the pay awarded to good and bad performers" and "I think my boss is too tolerant of poor performers"). This indicates that the respondents believed that those who were given rewards were not deserving. Perhaps there are no clear policies set by the school management to fully avail the rewards due to their teachers or even students.

The result of this survey could serve as an eye opener to the concerned to obtain a good climate for the school. A very strong positive climate of the school could lead to high or even outstanding performance. Majority of the respondents agree that they can develop a career within the school despite the fact that the indicator "people are promoted fairly in this school" was rated satisfactory. It could also be inferred that the management follows strictly the protocol in making decisions for the benefit of the members of the academe. In terms of quality of service, topping the list is criteria number 2, "we are proud of the quality of service our school provides", followed by "we are proud of the quality of service in our department" and "this school has quality standards that are higher than those of its competitors". The result is an indicator that the services offered by the schools were greatly appreciated by the respondents. In terms of conflict management the respondents agree that there are helpful ways of preventing conflicts from getting out of hand in the school. It could be inferred that the school was able to resolve conflicts among its constituents.

**Problem 3:** Students' level of performance was measured in terms of the rate of board exam takers among graduates. School A has the highest average of 70.65 % for the year 2018 and 71.91% for 2019 in terms of exam takers indicating that the administration consistently encourages all students in taking board exams. The highest level of national exam passers belongs to School C indicating that the institution is persistent in reviews to produce qualified students. Teachers' performance with six indicators rated by the respondents based on their perception was all very satisfactory and was observed with effectiveness as a teacher. The area on professionalism in submitting academic-related documents specifically on the criterion "cooperation in providing assistance to the Registrar's Office with regard to student's records" was rated 4.42 also interpreted as very satisfactory. However, the lowest mean was observed in this area on the criterion, "yearly contributions in research". It is in this particular area where teachers and even students failed to comply. Some teachers said they do not have the time or maybe they still lack the expertise to do research. These are observable even in other institutions of higher learning.

**Problem 4:** When all administrative factors (people oriented, rule oriented, innovation oriented and goal oriented) are combined, they have high significant effect on school performance. However, from among the factors only two of the variables were found to have significant effect on students' performance – "people-oriented administration". Similarly, the rule-oriented management has no significant effect on students' performance. It could be inferred based on these analyses that a rule-oriented school manager has high significant effect on students' performance. These results imply that to obtain a high performance of students, all of the four (4) factors should be strictly exercised by the administration.

**Problem 5:** The role clarity, respect, communication, reward system, career development, planning and decision making, quality of service and conflict management are all observed in the management of the schools. And there is high probability that the students will have high performance

**Problem 6:** This implies that, as they go on the operation, stakeholders of the institutions tend to veyomor the total respect from fellow workers because this will be the main source of unification and cooperation brought about by value-oriented relationship.

Based on the findings of the study the following conclusions were derived: (1) when combined, administrative factors (people oriented, rule-oriented, innovation oriented and goal oriented) have high significant effect on school performance and teachers' performance; (2) when combined, school climate factors (role clarity, respect, communication, reward system, career development, planning and decision making, quality of service, conflict management) have high significant effects on students' performance and teachers' performance; (3) People oriented (administrative factor) has significant effect on students' performance and teachers' performance; (4) effects on teachers' performance; (5) quality of service has high significant effects on students' performance and teachers' performance (school climate); and (6) reward system (school climate) has significant effect on teachers' performance.

Based on the conclusions the following management implications were drawn: (1) To train teacher to become professionally mature in relation to the promotion of highly competent students in areas of school performance both national and local; (2) In relation to the promotion of an effective and efficient school climate and culture there must be a continuous adoption of a very effective program that will serve as a nucleus to the development of harmony among members of the organization, distinctly: the administration faculty and staff including the studentry; thus, a classical example for this would be professional training program and promotion of spiritual growth among stakeholders; (3) The institutions should value the significance of being socially oriented in order to enhance the spirit of togetherness, camaraderie among members of these institutions in order to get rid of divisiveness; (4) There must be highly defined rule and responsibilities to be played by people who are managing important functions of the institution; definite functions and responsibilities can be imposed independently. This is to avoid over lapping of functions; (5) Continuum program for the best interest in serving the students must be invested such as promotion of a good guidance counseling program, well-established school/club organizations, highly functional student government organization, an efficient school health center and well-sanitized school canteen with well-trained food attendant. Management and operation should be highlighted to encourage school leaders and other concerned management group to really develop unified actions for the said students' services; (6) It is best for the institution to implement and practice innovative reward system that is significantly useful to the studentry since it is best to motivate them in gaining good performance not only in the areas of academic but as well in the areas of extra-curricular endeavor; 7) The result of the study should be utilized by the ALCU members as corner stone in developing significant programs for the institution.

After a profound review of the study, the undersigned empirically noticed some valuable importance of the findings that are highly significant for tertiary education operation. The result should be made as baseline for further development beneficial to all ALCU members in Bulacan.

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