

The Climate of the College of Arts and Sciences SY 2014-2015

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CHAPTER I

THE PROBLEM

Rationale

The economic, social, and political global trends coupled with the changing nature of the workplace present new challenges to individuals in organizations. The accelerated rate of technological development fosters the emergence of new behavioral patterns at every level of the organization. One of these patterns is the increasing emphasis on teams and teamwork. Creating teams at work fosters the need to manage diversity or differences. Putting people in teams also means that one needs to understand better the sources of human diversity, dynamics between diverse individuals and the effects of diversity on individual motivation, communication, perception, competence, career development, work design, leadership, performance, team productivity, organizational development, and competitiveness.

Since man's actions cannot be predicted with one hundred percent accuracy, there is a need to anticipate what he might do or not do. Quite often, managers do not know that there is a conflict until it breaks out. Frequent resignations, large wastage and scrappage, a fast turnover of personnel, several shutdowns, pickets or strikes signify that there is a need for a healthy and stimulating psychological climate.

Henry and Blanchard aptly said, " Many of the most critical problems are not in the world of things but in the world of people."

Conflicts over performance and other job-related issues are inevitable. In most conflict situations, each party attempts to blame the other for what has happened. Each side feels that the other is wrong. Thus, big, uncontrollable problems arise because managers are far from being sensitive and perceptive to their neighbor's plight.

Today, one cannot deny the fact that the effectiveness of an organization is influenced by the organizational climate and culture, which the company often uses to establish implied rules for the way people should behave. Managers, especially top managers, create the climate for the enterprise since their values influence the direction of the firm. In many successful companies, values driven leaders serve as role models, set the standards for performance, motivate employees, make the company special, and are symbol to the external environment.

However, school systems across the country are experiencing problems in relation to climate and culture. A school climate can help or hinder faculty

and staff as they attempt to satisfy their needs at work. A research by Wayne Hoy and James Appleberry as cited by Sergiovanni, provides convincing evidence for this with their findings that in schools with more custodial (tend to be rigidly controlled and concerned with maintenance and order) climates, teachers were significantly less engaged in their work, showed less esprit, and were more aloof.

Hoyle, English, and Steffy also stated that, school climate maybe one of the most important ingredients of a successful instructional program. Without climate that creates a harmonious and well functioning school, a high degree of academic achievement is difficult, if not downright impossible to obtain.

Litwin and Stringer as cited by Segiovanni, defined climate as “The perceived subjective effects of the formal system, informal style of managers, and other important environmental factors on the attitudes, beliefs, values, and motivation of people who work in a particular organization. Climate provides a reading of how things are going in the school and a basis for predicting school consequences and outcomes. Such a barometer represents an important tool for evaluating present conditions, planning new directions, and monitoring progress toward new directions. Indeed, a school climate is a key dimension of human resources supervision.

The school climate might affect the students as well. According to Urban, “Unless students experience a positive and supportive climate, some may never achieve the most minimum standards or realize their full potential.

It is important therefore, to know the existing climate so as to create an atmosphere where students can see and appreciate, an atmosphere that will let them develop the feeling of belongingness to that particular institution. This will pave the way to let them manifest and realize their full potentials.

Sergiovanni and Starratt, and Lunenberg and Ornstein confirm the same because they stressed that there is a great deal of support for school climate as an important factor that can directly and indirectly affect student achievement.

In the Philippines, a number of studies have been conducted regarding problems on organizational climate and school culture. According to Peros, the Philippine educational system has been confronted with numerous problems related to the provisions for staff development and continuing in service education for teachers, budgetary allocation for fair and commensurate salary system, provisions for wholesome working conditions, maintenance of the merit system in matters of personnel transactions like promotion and transfer, provision for job security and lowering of morale among teachers.

In the study made by a research team of the Association of Catholic Universities of the Philippines at the University of Sto. Tomas as cited by Windsor identified that the problems in the profession may be interpreted as stress producing burn-outs causing factors such as low pay, overloading to

augment meager salaries, extra non teaching assignments giving them less time to rest and prepare their lessons, non participation in policy formulation when such policies affect their working lives, and climate that was not characterized by openness in their school network.

Similarly, Zulueta in her study, Faculty Satisfaction/Dissatisfaction in Tertiary Level Institutions in Metro Manila, found out that the factors associated with faculty turnover and dissatisfaction were low salaries, lack of tenure, inadequate fringe benefits, work load schedules, ranking system, reward system, unclear management policies/programs, costly social and cultural activities and unsatisfactory interrelationships. Plaza on the other hand in her study, Faculty Turnover at St. Theresa's College, Tandag, Surigao del Sur, identified poor management as the main reason for faculty turn over.

Moreover the study of Miguel as cited by Valino, was on the relationship of organizational climate, job performance and job satisfaction in the main office of the Ministry of Education Culture and Sports (MECS). The study showed a positive relationship of the aforementioned variables. The employees who perceived the organizational climate as supportive had better performance than those who perceived the organizational as less supportive.

Hornilla as cited by Valino, also found out that the significant determinants of faculty morale are performance rating, perception of administrators' role behavior, educational attainment, and co-curricular activities (off-and-on campus). The strongest predictor of morale was found to be performance rating.

Meanwhile, Gonzales as cited Dayao said that behavior problems in school are minimized when students feel that the school environment contributes favorably toward their advancement.

Dayao also mentioned that the teachers, are likewise, important factors that determine the favorableness of the school culture and environment. Teachers should project a character and behavior that is warm, sympathetic, understanding, and friendly.

The College of Arts and Sciences of Lorma Colleges, is chosen by the researchers to study is living in a climate, which is unique from some other institutions. As the service department, its teachers are expected to bring about qualitative outputs. The technologically advanced institution is geared toward quality education as cited from its mission and vision. Every personnel is given a task and is expected to act according to his/her job description. This is where responsibility and empowerment is taken into account and where every member feels that he/she is taking part in the realization of the organizational goals. This is also a manifestation of trust on the ability of each member. There are established rules and regulations as embodied in the manual as guide of actions. The institution upholds a 'we' spirit and 'can do'

attitude. It is for this reason that there are different activities that involve all personnel and are given merits for accomplishments worthy of recognition. Such activities include convocations that include not only the personnel but the students as well. In this manner, the relationship among the members is strengthened, allowing each personnel to feel the rapport and the support of one another. Behind this strong relationship is 'the Lorma Smile'.

Thus, every teacher is expected to develop self-discipline to follow time as scheduled and attend functions where he/she is expected. Violations to this will subject the employee to administrative disciplinary actions. The implementing guidelines seem to be very clear. It is clear enough that there are specific goals that the teachers are supposed to perform accordingly. However, several questions need to be given an answer to establish the existing climate. Some of these are; what is the group trying to accomplish? How do the group members work together? How do they treat one another? How can administrators judge the extent to which the groups are working effectively? Why was there a fast turnover of employees for the past two years particularly, for the School Year 2014-2015? An answer to these questions is quite important to the institution to determine how things are going on as a basis for policy recommendations.

Cognizant of the situation, the researchers feel that a formal research on the subject must be undertaken, hence, this study.

THEORETICAL FRAMEWORK

Whenever a collection of people is brought together by managers to start up a business, they are creating a community. Not only must the citizens be trained for their roles and coordinated into workteams but also their needs must be provided for in a nurturing, inspiring climate.¹⁹

As one becomes part of that organization, he becomes aware of the existing culture. And as he is relating to the other members of the organization, he is influenced by the existing climate that definitely would affect his relationship with them. He can on the other hand resist and leave or accept and be a part of that organization.

Such organizations include the school, which is a learning institution. It is a community of shared norms and values that define what this community is and how it works. This include how to identify and carefully develop targets, goals, steps, procedures, timetables, and schedules that will become the basis for establishing the best routes for delivering instruction; to provide clear instruction as to what to do and how to do it; how to develop a system of monitoring to ensure that instruction is delivered properly; how to provide additional training to correct mistakes and better align what deliverers do with what they are supposed to do; and how to put into place an evaluation scheme that measures the extent to which the system is working.

The school as an organization is not excluded from having its own climate. Simply because schools also consist of group of individuals who flocked together for a certain purpose – literacy.

In fact, Year 2000 is the target of most third world countries as the Milestone to achieve universal literacy. Basically therefore, is the need for building a strong esprit de corps among management, teachers and staff in a learning institution who shall be able to sustain the cherished values of moral integrity, civic consciousness, work ethics and spiritual faith?

Psychologically speaking, according to Sergiovanni, people have needs and seek opportunities to meet these needs. Symbolically speaking, people seek to make sense of their lives by searching for meaning. The psychological side of human nature is more readily affected by the school climate and the symbolic side is more readily affected by the school culture.

It is to be noted that the management plays the major role in the climate of an institution. It is a great help for the members if the climate is determined so they may be guided to find the approach on how to evaluate, monitor and initiate reforms within the institution.

At the organizational level, health would imply that the system inputs particularly the personnel, are used effectively. The overall coordination is such that people are neither overloaded nor idling.

Etzioni suggested that teachers tend to make decisions not as isolated individuals but as members of collectivities. Their teaching preferences, how they are likely to respond to school improvement initiatives, and even how cooperative they are likely to be with supervisors are all shaped by such membership.

Sergiovanni holds the contention that an effective group is concerned not only with accomplishing its tasks but also with improving its ability to accomplish even more difficult tasks in the future.

Quality education demands for a skillful and functional workforce, imbued with industrial discipline and genuine work ethics, which are instruments of people empowerment and social transformation. These are the products of quality teachers and administrators. But quality teachers can only be sustained if their job satisfaction is recognized and fulfilled. Davis and Newstrom added that employee's attitude develop as a consequence of the feeling of equity or inequity in the reward system, as well as from supervisory treatment.

In a healthy organization, the goal of the system would be reasonably clear to the system members and reasonably well accepted by them. This clarity and acceptance, however, should be seen as a necessary but insufficient condition for organizational health. The goals must also be achievable with

existing or available resources, and be appropriate – more or less congruent with the demands of the environment.

Motivating people to become more knowledge competent requires an understanding of care. Care is something most human beings can relate through their personal histories. Caring for someone helps them to learn, to increase an awareness of events and consequences, and to help nurture personal knowledge creation while sharing insights. As philosopher Milton Mageroff suggested that “to care for another person, in the most significant sense, is to help him grow and actualize.”

Jack Welch, CEO of General Electric, recognized the value of effective leadership in promoting the full power of the organization. As he wrote in annual report to shareholders, “In an environment where we must have very good idea from every man and every woman in the organization. We cannot afford management styles that suppress and intimidate.

CONCEPTUAL FRAMEWORK/PARADIGM

Current research clearly indicates that school environments that are intentionally designed to promote character development can foster ethical behavior, self-efficacy, resiliency, and high performance.

Since the climate of the school is a matter of impression, it is often difficult to define with precision. Climate might be viewed as the enduring characteristic that describes the psychological character of a particular school, distinguish it from other schools, and influence the behavior of teachers and students, and as the psychological ‘feel’ that teachers and students have for the school.

The overall goal of the climate component is to establish a comprehensive framework that schools can use to create and maintain a moral school climate. Moral school climate is imperative for a successful character education program where elements of character are modeled and internalized by students, school staff, families, and other members of the school community.

Moreover, the leadership of the school is a critical factor in establishing the school climate. At the same time, however, this climate is established through the network of all persons at the school. According to Edward A. Wynne and Kevin Ryan in ‘Reclaiming Our Schools’:

“A key responsibility of principals is to ensure the school is staffed with highly competent and active staff members. Unless such broad scale efficacy is achieved, any principal’s assumed competency will go for naught. Furthermore, if the principal is to foster morality, he must have a broad-gauged vision of the school’s overall role.”

The North Carolina Partnership in Character Education has adopted an eight step process to create an effective school climate. This process will ensure the key elements of (caring, civic virtue and citizenship, justice and fairness,

respect, responsibility, trustworthiness, and other elements deemed appropriate by school/community partnership) selected by the community are fully integrated with the curriculum and internalized by the students and adults in the school community. The eight steps are:

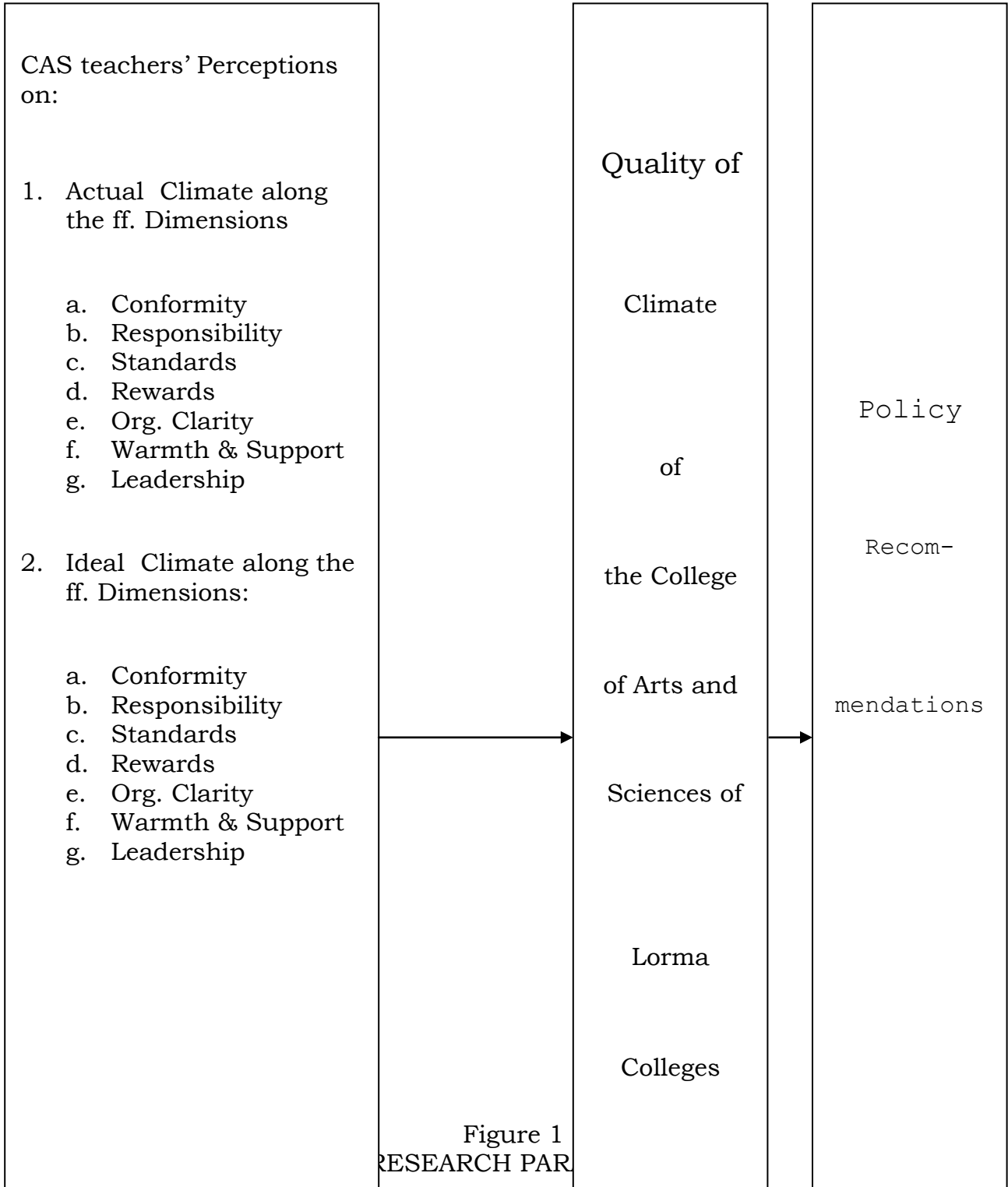
1. Collect baseline data regarding moral indicators.
2. Build consensus for improving the moral climate by conducting awareness activities that inform parents, students and staff of the rationale for the project and the process to be followed.
3. Appoint a steering committee or management team with leadership responsibilities.
4. Conduct a formal pre-assessment of the school's moral culture.
5. Identify improvement priorities and develop action plans for improvement activities.
6. Organize task forces to implement the action plans.
7. Coordinate the work of the task forces.
8. Evaluate the overall impact of the climate improvement effort using a formal post-assessment and report the results and incorporate "lessons learned" into the ongoing process.

The preceding concepts are supportive of the present study. The paradigm shows how the dependent variable, independent variable and interact with each other. The independent variable deals with the College of Arts & Sciences teachers' perception of the organizational climate's current position along the dimensions of conformity, standards, responsibility, rewards, organizational clarity, warmth and support, and leadership and the choice of the College of Arts & Sciences teachers' of where the organization should ideally be in the aforementioned dimensions.

After a thorough analysis of the responses of the respondents, the actual and the ideal climate of the College of Arts and Sciences of Lorma Colleges was determined. The findings served as a basis for the researchers for the formulation of policy recommendations.

INDEPENDENT VARIABLES

DEPENDENT VARIABLES



Statement of the Problem

The study aimed to determine the quality of the organizational climate of the College of Arts and Sciences of Lorma Colleges as perceived by the teachers for the SY 2014-2015 as a basis for policy recommendations.

Specifically, it sought to answer the following questions:

1. How do the teachers' perceive the actual organizational climate along the following dimensions:
 - a. conformity
 - b. responsibility
 - c. standards
 - d. rewards
 - e. organization clarity
 - f. warmth and support
 - g. leadership
2. How do they envision an ideal climate along the aforementioned dimensions?
3. Are there significant differences between the actual and the ideal climate?
4. What policy recommendations can be proposed to address the organizational climate of the College of Arts and Sciences?

HYPOTHESIS:

1. There is no significant difference between the actual and ideal climate of the College of Arts and Sciences.

Scope and Delimitation of the Study

This study focused on determining the quality of the climate of the College of Arts and Sciences of Lorma Colleges for the SY 2014-2015. The climate consists of seven (7) dimensions namely, conformity, standards, responsibility, rewards, organizational clarity, warmth and support and leadership. Respondents consisted of all the teachers of the College of Arts and Sciences for the School Year 2014-2015. The proposal for policy recommendations is intended to strengthen the climate of the College of Arts and Sciences of Lorma Colleges.

Definition of Terms

The following terms are defined conceptually and operationally.

Actual. This stands for the respondent's assessment on the organization's current position.

Conformity. This refers to the feeling that there are many externally imposed constraints in the organization; the degree to which members feel that there are many rules, procedures, policies, and practices to which they have to conform rather than being able to do their work as they see it.

Ideal Organizational Climate. This stands for the respondent's assessment as to where the organization should ideally be.

Leadership. It stands for the administrator's ability to select leaders among the members according to expertise.

Organizational Clarity. It refers to the feeling among members that things are well-organized and goals are clearly defined rather than being disorderly, confused, or chaotic.

Climate. It refers to the set of behaviors a member should pattern his/her actions according to the different dimensions-conformity, responsibility, rewards, leadership, sense of community, standards, and diversity.

Policies. This refers to the guides to actions or decisions of people in an organization. They are planned expressions of the organizations' official attitude toward the range of behavior within which it will permit or desire its employees to act.

Policy Recommendations. This refers to the suggested courses of action to address the problems from the study in order to improve the climate of the College of Arts and Sciences of Lorma Colleges.

Responsibility. This refers to the degree to which members feel that they can make decisions and solve problems without checking with superiors each step of the way.

Rewards. This stands for the degree to which members feel that they are being recognized and rewarded for good work rather than being ignored, criticized, or punished when something goes wrong.

Standards. It refers to the emphasis the organization places on quality performance and outstanding production including the degree to which the member feels the organization is setting challenging goals for itself and communicating these goal commitments to members.

Teaching Staff. This refers to the personnel who hold teaching loads.

Importance of the Study

Climate is an important component of any organization. The presence of this component can either help or hinder the progress of the organization. Since it brings about either success or failure, this therefore is to be given an extra attention.

The study conducted will provide insights to the College of Arts and Sciences of Lorma_Colleges as a whole.

This would also serve as a motivation for the administration to improve the existing climate to ensure better working environment and relationship among the members of the department.

The teaching personnel as well will be motivated to harness their creativity in the classroom and develop a teaching style geared towards the attainment of the organizational goal. That is to create a meaningful learning experience.

This will also be beneficial to the students since it will make them feel the pride of being a part of this institution.

The researchers, being a part of the institution, will benefit from the changes that will take place as a result of this study.

The policy recommendations which will be proposed will serve as an eye-opener to administrators to strengthen the weaknesses of the climate of the College of Arts and Sciences of Lorma Colleges.

Lastly, the study will help the future researchers to assess and establish existing climates in organizations to develop some policy recommendations, which would bring about a transformation in the organization.

CHAPTER 2

RESEARCH METHODOLOGY

This chapter presents the methods and procedures adopted by the researcher to gather the needed data for the study.

Research Design

The study utilized the descriptive survey method. Descriptive research is a design to describe the nature of a situation, as it exists at the time of the study and explore the causes of particular phenomenon. According to Manuel and Medel, descriptive research involves the description, recording, analysis and interpretation of the present nature, nature composition and process of phenomena.

Some authorities in research described descriptive method to be a ‘fact-finding or information gathering’ with analytical interpretations. According to Sanchez, this method involves describing what already exists. It involves element of analysis and interpretation of significance, which is being described.² It is something more and beyond than just data gathering. The true meaning of the data collected should be reported from the point of view of the objectives and the basic assumptions of the study. It proceeds to describe certain phenomena. In the words of Best and Kahn they say

“It is concerned with conditions or relationships that exist; practices that prevail; beliefs and processes that are going on; effects that are being felt or trends that are developing.”

Likewise, according to Sevilla, descriptive method involves determining information about variables rather than individuals. It is employed to measure existing phenomenon which is an inquiry to why it exists.

Since the aim of the study is to establish the existing organizational climate, descriptive survey method was employed. The method helped the researcher to draw out the facts needed to describe the existing climate of the College of Arts and Sciences of Lorma Colleges, which then served as basis for the analysis, interpretation, and proposed policy recommendations.

Population and Locale of the Study

The respondents of the study are the faculty of the College of Arts and Sciences of Lorma Colleges, City of San Fernando La Union, for the School Year 2014-2015. The respondents consisted of 25 teaching staff of the department.

Data Gathering Instrument

The researcher utilized a standardized questionnaire on organizational climate by Sergiovanni, Thomas and Starratt, Robert S.

The organizational climate questionnaire has been categorized into seven (7) dimensions and the respondents were asked to give two answers in one number. One is the assessment of the organization’s current position on these dimensions. The second is indicative of the choice of the respondent as to where the organization should ideally be on those dimensions. Responses on the organizational climate were rated from ranges 1-10 with an appropriate description of “not a characteristic – very highly characteristic”.

Treatment of Data

The data gathered were tallied and tabulated according to the different dimensions of school climate.

Weighted mean was utilized to describe the assessment of each of the dimensions of organizational climate.

In order to come up with an appropriate description of the organizational climate, the following scale was used:

Actual/Ideal Climate

Weighted Mean	Descriptive Equivalent
1.00 - 2.50	Not a characteristic
2.51 - 4.50	Minimally characteristic
4.51 - 6.50	Moderately characteristic
6.51 - 8.50	Highly characteristic
8.51 - 10	Very Highly characteristic

To determine the significant difference between the actual and ideal organizational climate along the different dimensions t-test was used. The t-test was used to determine the difference between 2 independent samples at 0.05 level of significance. The formula for t-test is as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_{X_1}^2}{n_1} + \frac{S_{X_2}^2}{n_2} - 2r_{12} \frac{S_{X_1} S_{X_2}}{\sqrt{n_1 n_2}}}}$$

$$\text{Where: } S_X = \frac{\sum X}{\sqrt{n}}$$

POLICY RECOMMENDATIONS

Policy agenda are premised on:

- Organizational climate as based on the identified dimensions, which as revealed by the findings, are either moderately characteristic or on the borderline between moderately characteristic and highly characteristic of the institution. Said recommendations are geared towards enhancing these dimensions to reach higher levels of manifestation in the institution.

Chapter 3

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

This chapter presents, analyzes and interprets the data gathered in the course of the study.

Actual and Ideal Organizational Climate of the College of Arts and Sciences

The following tables and discussions present the actual and ideal organizational climate of the teachers of the College of Arts and Sciences along the following dimensions: conformity, responsibility, standards, rewards, organization clarity, warmth and support and leadership.

Actual Organizational Climate of the College of Arts and Sciences

Table 1 presents the actual organizational climate of the teachers of the College of Arts and Sciences. It can be gleaned from the Table that generally, the grand mean value of 6.19 indicates that the actual organizational climate is moderately characteristic of the College of Arts and Sciences. This implies that generally the different dimensions are averagely seen in the department. They are perceived to be neither very good nor very bad. Taking the dimensions separately, it is noted that it is conformity that ranked first and described as a highly characteristic of the department. This means that the teachers feel that there are too much rules, procedures, policies, and practices they have to conform. They feel that the too many rules in which they have to comply is exasperating. Imposed rules and procedures in an organization insure a

Table 1

Actual Organizational Climate of the College of Arts and Sciences

Areas	Weighted Mean	Description	Rank

1. Conformity	7.12	Highly characteristic	1
2. Responsibility	6.48	Moderately Characteristic	2
3. Standards	6.36	Moderately characteristic	3
4. Rewards	5.88	Moderately Characteristic	6
5. Organization clarity	6	Moderately characteristic	4.5
6. Warmth and support	5.48	Moderately characteristic	7
7. Leadership	6	Moderately Characteristic	4.5
GRAND MEAN	6.19	Moderately characteristic	

systematic way of doing things, order, discipline, and compliance with the existing standards. However, if it is too much, it might bring about resentment among members. Most especially if the non-conformity entails deprivation of their right to receive their salary. It is felt as a form of harassment on their part. Furthermore, the members will feel that there is no room for initiative, creativity and resourcefulness that will later give rise to the feeling of being robotic. It also lessens dignity of a person resulting to a low morale. Therefore, commitment, creativity, resourcefulness, and responsibility are dulled. Firestone corroborates this finding in his study by saying that autonomy for teachers is a necessary prerequisite for a sense of accomplishment. Lightfoot affirmed the same in his findings that the teachers have a sense of freedom to make certain decisions basing from their belief that they can control certain aspects of their work. Preventing teacher's autonomy leads teachers' defection from profession.

Responsibility ranked second and it has an average weighted mean of 6.48, which connotes that it is a moderately characteristic of the department. This means that there is not so much emphasis in personal responsibility in the organization. The respondents perceive that members are not given high personal responsibility to achieve their part of the organizational goals. Studies show that the level or extent by which teachers perceive their own involvement and participation in the activities of the school that are meaningful to them relates to their sense of either empowerment or alienation. Empowering teachers means letting them have an enabling experience on opportunities for decision making, control over their schedule, a high level of teaching

competency, and growth and development. Other studies also show that teachers were less willing if their leaders sought their opinions but made the final decisions themselves instead of allowing teachers that opportunity. The finding of this study confirms in the definition of Manove, M. in his *Economic Journal* (1997) that a responsible job is as one in which the value of the job outcome is highly sensitive to the input of the worker's effort. When a teacher is entrusted with a certain level of responsibility, the more he would be utilizing his skills or abilities and that he to be more productive with his job.

Moreover, it is believed that the nature of the jobs of respondents helps them identify the sets of responsibilities they need to accomplish their tasks. It is also believed that these personal responsibilities are geared towards the attainment of the organizational goals. Thus, tasks are done with minimal supervision. This means that the respondents perceive that the organization encourages involvement in decision making and problem solving. This is corroborated by Paula's that the level or extent which teachers perceive their own involvement and participation in the activities of the school that are meaningful to them relates to their sense of either empowerment or alienation. Short, Miller-Wood and Johnson confirm the same when they said that if members were not encouraged to participate in the decision making and problem solving they would feel they could not make good decisions; therefore, dismayed and frustrated.

Standards is perceived to be moderately characteristic of the department with its average weighted mean 6.36. This reveals that this dimension is seen on the average by the respondents.. Standards are manifested from evaluations given every end of the semester as basis for promotions, sanctions, rewards, and punishments. There are three (3) sets of evaluation on quality performance for teachers, - the peer evaluation, student's evaluation and head/dean's evaluation. Other than these, are classroom observations that are usually conducted by the dean. The evaluation helps determine performance and is a basis for a remedy to improve it. In-service trainings that are usually conducted in the organization are indeed great help for members having low performance as well as members with good performance to improve more.

This shows that members are not so much given the information they need about their jobs, roles, and set of standards that encourage them to bring about quality performance and outstanding production. Oftentimes, desired outputs are not achieved because of confusing guidelines. There are no specific standards as there are rules that are subject to one's interpretation. And there are guidelines that are here today and gone tomorrow. Freiberg confirms this finding that a relatively distortion communication does not ensure a good and prompt sensing of internal strains; thus, good diagnosis of system difficulties not be made right away.

Rewards as perceived by the respondents is a moderately characteristic of the organization since its AWM is 6.00. This means that members feel that they are recognized and rewarded but not that much. This emphasizes that

though there are rewards given, the respondent feels that lesser reward and recognition are given to them. Reward is a motivation for every member of the organization. A motivated member of the organization brings about quality performance and outstanding production. If one is motivated, it is also manifested in the outputs. It is expected for members to work at their best if they are motivated. As found out from a research in Tacloban City as cited by Casilla, "Unless teachers are rewarded, they will not be working for better outputs." Thus, the feelings of discomfort, unwished for strain, dissatisfaction will be changed with the feelings of well being, satisfaction, and pleasure.

Organizational Clarity shows an AWM of 6.26 and has a verbal interpretation of moderately characteristic. This implies that the current position of this dimension as perceived by the respondents is that things are moderately organized and defined as opposed to well-organized and clearly defined goals. It implies that members of the department prefer well-organized and clearly defined goals. In as much as they are partners in achieving the organizational goals, it is therefore necessary that goal systems are clear and reasonably well accepted. Research results affirm this finding that the principal's top priority goals if communicated effectively to teachers and other staff can influence both daily practice and the professional climate at the school. The same findings are revealed from Bryk and Discoll's study that among the elements that shape a school's climate are the extent to which the staff shares a commitment to the school's central mission, teachers' collaborate, parents support teachers. The principal provides clear direction and priorities to the staff and the administrators communicate expectations clearly and enforce rules of student conduct.

Warmth and Support is moderately characteristic. The respondents find this dimension as moderately valued in the organization. This means that good relationship in work is not fully manifested. Casilla in her research, cited that human treatment of the administration to the subordinates is contributory to favorable organizational climate. "Employees prefer to work with considerate supervisors, warm and employee-centered, rather than hostile, pathetic, and job-centered," said Siegel. Sergiovanni and Starratt confirm this idea when they cited that if members feel attracted to the organization they would want to stay with it, influenced by it, and exert influence in a collaborative style. It is therefore, the behavior that fosters the development of trust and openness in the organization that would influence a member to stay, cooperate, and love the organization.

The findings moreover, implies that teachers in the College of Arts and Sciences are given different levels in the extent to which they provide personal and work-related support, and warmth and friendliness in their interpersonal relationships. In the Journal of Menon (1969) entitled "Interpersonal Relations and Industrial Safety" he found that supervisors felt responsible and committed when they experienced satisfaction due to opportunities in the job for learning experience and due to its challenging nature in interpersonal

atmosphere characterized by support from superiors. The support from the supervisors seems to be instrumental to the development of responsibility and work commitment especially on the part of employees who do not look for detailed work instructions.

The last dimension is leadership, which has an AWM of 6. This tells that this dimension is a moderately characteristic of the department. This means, that members accept and reward leadership based on expertise. Members feel free to take leadership roles in case of leadership crisis and they are rewarded for successful leadership. However, the table reveals that the teachers perceived this dimension as a moderately characteristic of the organization. This implies that though they are rewarded for successful leadership they cannot feel that they are offered of leadership positions like others in the group. The basis of leadership, according to Maxwell is people. The kind of leadership style of a head creates a corresponding organizational climate. It can also have a major influence on motivation, production, and job satisfaction.

As noticed from the table, leadership has the same rank with organizational clarity. This connotes that the attainment of the departmental and eventually the organizational goals would depend greatly on how the leader communicates effectively the vision of the school. And this is transpired in the carrying out of the specific objectives of the department. This is corroborated by Frans Van Houten, who believes in allowing people's creativity to flow in an atmosphere of freedom and describes his style of leadership as a 3-step process: 1. It is important to describe the vision for the organization, a vision and strategy that everybody can understand, stand behind and follow; 2. To establish an organization where people understand what their roles are; and 3. create an atmosphere where people can contribute a lot. The task of the management is to coach, rather than to tell. In this atmosphere, he said, people perform their best. And he added, "There is a lot of emphasis on competence development when employees develop themselves, it's a win-win situation for the company".

Ideal Organizational Climate of the College of Arts and Sciences

Table 2 presents the ideal organizational climate of the teachers of the College of Arts and Sciences. This reveals the teachers' preference as to where the department should ideally be. The grand mean of 7.87 which is highly characteristic. This means that the respondents desire the different dimensions

Table 2

Ideal Organizational Climate of the College of Arts and Sciences

Areas	Weighted Mean	Description	Rank

1. Conformity	6.72	Highly characteristic	7
2. Responsibility	7.88	Highly characteristic	5.5
3. Standards	7.88	Highly characteristic	5.5
4. Rewards	8.08	Highly characteristic	3
5. Organization clarity	8	Highly characteristic	4
6. Warmth and support	8.28	Highly characteristic	1
7. Leadership	8.24	Highly characteristic	2
GRAND MEAN	7.87	Highly characteristic	

of organizational climate as prevalent in the organization. Taking the dimensions separately, warmth and support ranked first with an overall weighted mean of 8.28 which interpreted as highly characteristic. This implies that if there is a sense of team spirit among the members, the organizational climate is likely to be perceived as warm and supportive. This is supported by Taylor (1995) who stated in his book entitled “Using volunteers in economic development. Economic Development Review” that leaders who intend to build good relationships with their employees often do well with improving cohesion within the organization which limits the turnover rate and reduces the number of days absent from the job. A positive climate in the warmth dimension creates less burn-out, which too reduces employee turnover rate. In the same manner, Day and Bedeian (1991) mentioned in their journal entitled “Predicting job performance across organizations: The interaction of work orientation and psychological climate” that leaders that are in tune with the warmth dimension of their organization’s climate often create an atmosphere where friendly attitudes and perceptions prevail.

This means that members love to have a good relationship prevailing in work. It means that the members are willing to trust and support one another. It is a common observation that members, who know how to respect one another no matter how different their ideologies are, often manifest a cheerful

attitude at work. An organization with prevalent factions is often disliked. The relationship within an organization can be a motivating factor. There were several members of an organization who went out of it though monetary reward is satisfying because of a 'cold' relationship among the members. Besides, being a member means one can identify oneself in the group. Thus, if one cannot identify oneself in the group, one gets out of it leading to fast turn over of members. Newmann and Wehlage study support these findings that when teachers feel a sense of community at their schools, they can better communicate consistent goals to students and collaborate more effectively on raising student achievement. Slavin also affirms the same with the finding that the significant correlation between organizational health and feelings of trust toward both colleagues and the principal give persuasive demonstration that reliability in the work of one's colleague or superior is consistent with healthy organizational dynamics in schools. It shows that both morale and trust in colleagues are salient measures of the vitality of organizational life, and thus, the strong relationship. As Casil also found out that keeping an open line communication between supervisor-subordinates maintains spontaneous and friendly relations.

Similarly, leadership garnered an overall weighted mean of 8.24 which is highly characteristic from among the teachers of College of Arts and Sciences. This implies that members prefer the organization to accept and reward leadership based on expertise. Most likely, an organization should not be dominated by or dependent on one or two individuals. One problem manifested in this study based from feedbacks is the superior-subordinate relationship. Leaders are only focusing on the achievement of the organizational goals leaving the relationship with the subordinates broken. But it is worthy to note that it is through the members that organizational goals are attained. Maxwell corroborates this when he stated, that effective leaders do not focus on themselves and on their success. They are others minded, to them success means developing people. Rojas confirmed by saying a successful school manager is one with strong motivation, works by example, observes teachers religiously, communicates effectively, encounters problems courageously, makes sound decisions, an agent of change, progresses and reforms.

As stated by Dansereau, et. al. entitled in his "A vertical dyad linkage approach to leadership within formal organizations: A longitudinal investigation of the role-making process. *Organizational Behavior and Human Performance*", supervisors as leaders play an important role in shaping the attitude and behavior of their subordinates. The excellent leader not only inspires subordinate's potential to enhance efficiency but also provides the subordinated with opportunities to satisfy their needs in the process of achieving organizational goals.

Rewards is preferred to be a highly characteristic of the organization as evident from its AWM of 8.08 and it ranked third as seen in the table compared to its present position which is moderately characteristic. This means that

members would rather like to be recognized and awarded positively than being ignored, punished and criticized. While it is true that rewards and recognition are given to deserving members, feedback from the respondents reveal that there are some other and better ways by which rewards are manifested. Like commendation of proven abilities, recognition of worthy attitude toward work, monetary rewards and others. This finding is corroborated by Casil's study that non-recognition of employee, that he is a valuable resource of the agency, non-upgrading of employee skills and non-improvement of employee attitude, non commendation of proven ability, work experience and accomplishments, non recognition of worthy attitude toward work were considered serious problems to supervision. Research of Casilla supported that when organizational climate was viewed in terms of reward levels, the effect of security needs on job satisfaction was deemed significant. In the work of Arellano as cited by Casilla said, "we all work to be appreciated". The same is true with Torralba's case studies, which reveal that recognition for achievement is a critical motivating factor. Similarly, Ballagay confirmed the same with the finding that financial constraints and lack of encouragement and support from superiors rank the highest among the constraints, which greatly hinder the pastor in effectively doing his ministerial functions.

Organizational Clarity has an AWM of 8 and has a descriptive equivalent ratio of highly characteristic. This connotes that members prefer that the organization will present well-organized and clearly defined goals rather than disorderly, chaotic and confused. Well-organized and clearly defined goals instill an understanding to members to clearly identify where they are heading. It means that the members have a clear concept on what the organization wants them to do to achieve the organizational goals. This will further lead to a systematized and organized way of doing things. If the goals are not presented clearly to members, chances are disagreement will likely to arise in the organization. One will be tempted to act according to one's own interpretation of the goals that will eventually lead to confusion and chaos. Feedbacks from respondents reveal that administrators have communicated expectations clearly yet seem to be very ideal. The finding is affirmed by Sergiovanni and Starratt when they said clarity and acceptance is necessary for organizational health and the goals must be achievable with existing or available resources, and be appropriate – more or less congruent with the demands of the environment.

Responsibility and standards ranked fifth. Responsibility is preferred to be a highly characteristic because of it AWM of 7.88 as disclosed in the table. This means that it is preferable that members of the organization are given personal responsibility to achieve their part of the organization's goals with minimal intervention of the administrators. Furthermore, members like it better to have a climate where they can make decisions and solve problems without checking with supervisors each step of the way. This is to ensure to them that the organization trusts its members' ability to handle problems that come their way. Thus, they want that they be given freedom to do things on

their own. This is confirmed in the findings of Rhinehart and Short that a school climate that encourages involvement in decision making is characterized by openness and risk taking and an environment that encourages teachers to bring about new ideas and approaches. Moreover, Short, Miller-Wood, and Johnson supported the same with their findings that teachers were less willing if they perceived that their principals sought their opinion but made the final decision themselves instead of allowing teachers that opportunity. As Etzioni suggested that teachers tend to make decisions not as isolated individuals but as members of collectivities.

Respondents would like standards to be a highly characteristic of the organization as revealed from their responses' AWM of 7.88. This means that the respondents prefer the organization to emphasize quality performance and outstanding production. High, challenging standards set in the organization pave way to quality performance and outstanding production if these are properly communicated to each and every member. It will then serve as a basis in establishing their commitment in the accomplishment and attainment of the organizational goals. Newstrom and Davis as cited by Casil, confirm the finding, that without communication, the organization will collapse and the coordination of work is impossible.

Lastly, conformity received the lowest overall weighted mean value of 6.72 which is highly characteristic. Conformity as the first dimension is desired to be a highly characteristic by respondents. This implies that they would like to maintain the existing implementation of guidelines but to a minimal extent since the AWM in the actual is greater (7.12) over the AWM of the ideal which is slightly lower (6.72). This implies that through the proper adoption of policies, well created procedures and collective agreements among the teachers and their dean, this would encourage the teachers to do their duties or tasks in their workplace. It indicates that they would rather have slightly moderate rules, procedures, policies and practices to which they have to conform. Rules and procedures are important and needed in the organization. But too much of it will obstruct the creativity and lessens the dignity of a member. The study of Boyd as cited by Casil, affirmed the finding by stating that the challenge to supervisors is to continue to create a climate in which a man will want to continue to give his best – a climate where a member is not pressured to work with many “do’s and don’ts.” Likely, Andres strongly assert that the key to unlocking increased productivity lies in managing them with a concern for balancing individual needs with organizational goals.

Comparison of Perception between the Actual and Ideal Climate of the College of Arts and Sciences

Table 3 discloses the difference in the perception of the respondents on the actual and ideal climate of the College of Arts and Sciences.

Table 3**Significant Difference between the Actual and Ideal Organizational Climate of the College of Arts and Sciences**

Indicators	<i>t</i> -test statistics	<i>t</i> -coefficient	Decision	Remarks
Actual and Ideal Organizational Climate of the College of Arts and Sciences	4.31	2.45	Reject Null Hypothesis	Significant

Level of Significance: 0.05

The *t* or computed value is 4.31 in contrast with the tabular value or *t*-coefficient of 2.45. The computed value is greater than the tabular value. In testing the significance of the hypothesis at 0.05 level of significance and with a degree of freedom of 6, the null hypothesis is rejected. It is concluded from the findings of this study that there is a significant difference between the actual and the ideal organizational climate as perceived by the teachers of the College of Arts and Sciences. It means that the perception of the respondents on the current climate and what they want ideally be in the organization are the not the same. It is inferred therefore that the organizational climate that exists is not what the respondents are experiencing in the department. It is far from what they would want it to be. It means that the existing climate is not good and had not reached its ideal setting.

CHAPTER 4**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of the study where conclusions and recommendations are drawn.

The problem's aim was to determine the quality of the organizational climate and school culture of Lorma Colleges as perceived by the teachers of the College of Arts and Sciences..

The researchers therefore have formulated the following specific problems:

1. How do the teachers' perceive the actual organizational climate along the following dimensions:
 - a. conformity
 - b. responsibility
 - c. standards
 - d. rewards
 - e. organization clarity
 - f. warmth and support
 - g. leadership
2. How do they envision an ideal climate along the aforementioned dimensions?
3. Are there significant differences between the actual and the ideal climate?
4. What policy recommendations can be proposed to address the organizational climate of the College of Arts and Sciences?

The researcher utilized the descriptive survey method of research and used a standardized questionnaire on organizational climate and school culture by Sergiovanni, Thomas and Starratt, Robert S. to gather the needed data.

The respondents are 25 faculty members of the College of Arts and Sciences for the SY 2014-2015.

The following statistical tools were used in the treatment of data: weighted mean for the assessment of the respondents on the different dimensions of organizational climate and t-test to determine the significant difference between the actual and ideal organizational climate along the different dimensions.

Findings

This study came out with the following salient findings:

1. The Perception of the Respondents on the Actual Organizational Climate is as follows:
 - a. Conformity came out to be a highly characteristic of the department
 - b. Responsibility, standards, rewards, organizational clarity, warmth and support and leadership are moderately characteristic in the department.
2. The Vision of the Respondents on the Ideal Organizational Climate is as follows:
 - a. Responsibility, standards, rewards, organizational clarity, warmth and support, and leadership should be highly characteristic in the department.
3. There is a significant difference between the actual and the ideal organizational climate as perceived by the respondents.

CONCLUSIONS

Based from the findings the following conclusions are drawn out:

1. The current and actual climate in the College of Arts and Sciences Lorma Colleges is not sound. It does not foster an environment where teachers in the department work relatively well within the context of their duties and responsibilities as professionals. It has not yet reached the level where the department should ideally be.
2. The College of Arts and Sciences of Lorma Colleges does not fully manifest the dynamism, coherence and articulation of the different components that characterize a strong organizational climate rather, it has been characterized by the respondents as weak as compared to where the different dimensions ideally should be.

RECOMMENDATIONS:

Based on the aforementioned findings and conclusions, the following policy agenda for the College of Arts and Sciences are recommended:

- a. Conformity appears to be a dimension that weighs rather heavily on the members. In view of this, the challenge is to continue to create an environment in which all employees will want to continue to give their best. One way of meeting this challenge is not pressuring members to work with many do's and don'ts. Among other things, the imposition of penalties that constitute double jeopardy, e.g. deduction in pay or its equivalent, withholding of salaries for non-compliance in meeting deadlines for the submission of syllabi, grades, and/or other reports, as well as failure to participate in activities which does not have a direct bearing on the basic responsibilities of teaching, be re-evaluated. Similarly, sanctions imposed on erring faculty and staff should be in consonance within the provisions of the Administrative Manual.
- b. Responsibility, standards, rewards, organizational clarity, warmth and support, and leadership which are perceived to be moderately characteristic thus, specific recommendation for each of these dimensions are made:
 - b.1. Responsibility is seen to be moderately characteristic in the department. This goes to show that members are not yet empowered enough. This could be attributed to the fact they perform their tasks on what is prescribed (do's) and proscribed (don'ts). This situation stifles creativity, resourcefulness, and initiative. In view of this, steps are needed to involve members to assume personal responsibility to achieve their part of organizational goals, make decisions, and solve problems without checking with superiors each step of the way be designed. Communicating clearly the institutional goals, involving the teachers in curriculum making and other matters concerning learning, delegating workloads equally, and exhibiting trust to every faculty members' ability to do his/her responsibility should be maintained.
 - b.2. Standards is on the same footing as responsibility. This implies that the emphasis on quality reference and outstanding production, as well as setting challenging goals and communicating these goal commitments to members is viewed as not so strong as it should be. Consequently, measures to motivate members not only to accomplish their tasks but also improving their ability to accomplish even more difficult tasks in the future be initiated. Said measures should include, but not necessarily limited to, cash incentives, promotions, and staff development. The Search for the Most Outstanding Teacher, and other awards and distinctions should remain as practices of the institution and the leader should do away

from favoritism and personal biases and prejudices in the process of recommendation.

- c. b.3. Rewards another dimension perceived as moderately characteristic of the department. This appears to indicate that members feel that they are not fully recognized and rewarded for their good work. This perception leads to a situation where members are not motivated to work for better outputs and to retaliate to their leader. To remedy this situation, a detailed presentation of all the monetary as well as non-monetary benefits and privileges they receive be done. The institution should also continue in giving awards and distinctions to deserving employees. Particular attention should be given to the explanation of the ranking system which is the basis of their basic salaries.

b.4. Organizational Clarity came out as moderately characteristic in the department. The perception is that things are not so well organized and that goals are not clearly defined. Consequently, this creates a situation where members do not fully appreciate the department and what it stands for. In view of this, measures to explain very clearly to the members the structure of the organization, its vision, mission, goals and objectives should be intensified. The mission, vision, goals, objectives, guidelines and policies should not be subject to each member's own understanding and interpretation. It is a must that the members will have a common understanding of the guidelines and policies. The Orientation of employees every year should continue. Another way of doing this is to give each employee a copy of the Administrative Manual where each employee will base his actions, duties, and responsibilities in the institution. The Administrative Manual should also disclose to each employee the penalty/sanction whenever he violates policies.

b.5. Warmth and Support – The College of Arts and Sciences of Lorma Colleges must have policies, rules and regulations as well as practices that promote and strengthen the bonding, spirit of camaraderie, and friendship among the faculty of the College of Arts and Sciences as a family. These must be maintained and enhanced further through departmental activities that will involve all members in the department.

b.6. Leadership appeared to be moderately characteristic of the institution. This indicates that the members accept and reward leadership based on expertise with certain reservations. This brings about a situation where members view leadership more as a burden than a challenge and an opportunity for advancement. For this reason, measures to create a potential pool of leaders be adopted. Conducting seminars on management and leadership should be continued. It is strongly recommended that there should be a minimum number of years of stay in the position of leaders to avoid corruption and abuse of authority. Corollary to this is the provision

of sufficient incentives and rewards for those who assume leadership positions.

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QUESTIONNAIRE ON ORGANIZATIONAL CLIMATE:

Instruction:

Using the scale below, encircle the number that describes Lorma Colleges, College of Arts and Sciences school climate.

Actual – stands for your assessment on the organization’s current position.

Ideal – stands for your assessment as to where the organization ideally be.

Average Weighted Value

8.51 – 10

6.51 - 8.50

4.51 – 6.50

4.50 – 2.51

1.00 – 2.50

Descriptive Equivalent

Very highly characteristic

Highly characteristic

Moderately characteristic

Minimally characteristic

Not a characteristic

1. **Conformity.** The feeling that there are many externally imposed constraints in the organization; the degree to which members feel that there are many rules, procedures, policies, and practices to which they have to conform rather than being able to do their work as they see it.

Actual

Conformity is not characteristic of | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Conformity is very characteristic of this

this organization

organization

Ideal

Conformity is not characteristic of this organization	1	2	3	4	5	6	7	8	9	10	Conformity is very characteristic of this organization
---	---	---	---	---	---	---	---	---	---	----	--

2. Responsibility. Members of the organization are given personal responsibility to achieve their part of the organization's goals, the degree to which members feel that they can make decisions and solve problems without checking with superiors each step of the way.

Actual

No responsibility Is given in the organization	1	2	3	4	5	6	7	8	9	10	There is great emphasis on personal responsibility in the organization
--	---	---	---	---	---	---	---	---	---	----	--

Ideal

No responsibility Is given in the organization	1	2	3	4	5	6	7	8	9	10	There is great emphasis on personal responsibility in the organization
--	---	---	---	---	---	---	---	---	---	----	--

3. Standards. The emphasis the organization places on quality performance and outstanding production including the degree to which the member feels the organization is setting challenging goals for itself and communicating these goal commitments to members.

Actual

Standards are very low or nonexistent in the organization	1	2	3	4	5	6	7	8	9	10	High challenging standards are set in the organization
---	---	---	---	---	---	---	---	---	---	----	--

Ideal

Standards are very low or nonexistent in the organization	1	2	3	4	5	6	7	8	9	10	High challenging standards are set in the organization
---	---	---	---	---	---	---	---	---	---	----	--

4. Rewards. The degree to which members feel that they are being recognized and rewarded for good work rather than being ignored, criticized, or punished when something goes wrong.

Actual

Members are	1	2	3	4	5	6	7	8	9	10	Members are recognized
-------------	---	---	---	---	---	---	---	---	---	----	------------------------

ignored, punished, _____ and rewarded positively
or criticized.

Ideal

Members are ignored, punished, or criticized. Members are recognized and rewarded positively

5. Organization Clarity. The feeling among members that things are well-organized and goals are clearly defined rather than being disorderly, confused, or chaotic.

Actual

The organization is disorderly, confused & chaotic. The organization is organized with clearly defined goals.

Ideal

The organization is disorderly, confused & chaotic. The organization is organized with clearly defined goals.

6. Warmth and support. The feeling that friendliness is a valued norm in the organization, that members trust one another and offer support to one another. The feeling that good relationships prevail in work.

Actual

There is no warmth and support in the organization. Warmth and support are very characteristic of the organization.

Ideal

There is no warmth and support in the organization. Warmth and support are very characteristic of the organization.

7. Leadership. The willingness of organization members to accept leadership and direction from qualified others. As needs for leadership arise, members feel free to take leadership roles and are rewarded for successful leadership. Leadership is based on expertise. The organization is not dominated by, or dependent on one, or two individuals.

Actual

Leadership is not rewarded, members are dominated or Members accept and reward leadership based on expertise.

dependent and resist leadership attempts.

Ideal

Leadership is not rewarded, members are dominated or dependent and resist leadership attempts.

1 2 3 4 5 6 7 8 9 10

Members accept and reward leadership based on expertise.