

## Organizational Climate in Public High Schools in the Province of Laguna and Lifelong Service of Junior High School Teachers

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### ABSTRACT

The study described the organizational climate in public high schools in the province of Laguna, determined the extent of lifelong service of junior high school teachers and the relationship between organizational climate and lifelong service. A descriptive–correlation design was used in this study. The target populations were junior high school teachers in public high schools in the province of Laguna during the academic year 2019-2020. The researcher used Stratified Proportional Sampling as the method of data collection. Both descriptive and inferential statistics were used to analyze, interpret, and determine the implication of the data. These are mean and Spearman correlation. The findings revealed that all the dimensions of organizational climate such as leadership, organizational standard, responsibility and reward/recognition were evident in the public high schools in Laguna. Respondents perceived that school head of their respective schools can influence and inspire them. This also concluded that schools place emphasis on quality performance and set goals and properly articulate them among faculty members. It was found out that respondents were committed and loyal towards their fellow teachers and the organization itself. It can be concluded also that teachers have strong support for their co-teachers and the school as a whole to help realize the set goals. All the dimensions of organizational climate had significant relationship with the lifelong service of teachers in terms of organizational commitment and organizational loyalty. It was also revealed that organizational climate was a predictor of lifelong service of teachers. It is recommended that schools must continue their effort in making a positive organizational climate to all members of the organization. School heads and the school administration shall enhance the organizational climate through the implementation of activities that address areas/indicators that got the lowest rating. Schools must continue the effort in maintaining among teachers' commitment and loyalty towards their co-teachers and the organization as a whole. Further research should be conducted in determining effects of organizational climate to lifelong service of teachers. Mixed approach of quantitative and qualitative methods may be considered. It is highly recommended that a comparative study on organizational climate and lifelong service be made in the public high schools having the same level of SBM.

### Keywords

organizational climate, lifelong service, public high schools, Laguna, teachers

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### Introduction

In the report of UNESCO Institute for Statistics in 2015, 25.8 million teachers are needed worldwide in the primary level by 2030. This statistic includes both new posts for teachers and the replacement of 22.6 million teachers who are expected to leave the profession. Braid (2015) mentioned in his article in the Manila Bulletin that in the Philippines alone, the ratio of pupils to teachers in the primary education is 1000:5. She also added that the Philippines is one of the countries that is reported to experience regular turnover of teachers particularly at the basic education level. Some of the many reasons why teachers do not stay long on the job as discussed in the article are low salary, too much workload, long hours of work, lack of challenges and personal matters. Braid (2015) also discussed that some teachers leave schools because they do not

feel that the teaching profession is attractive. Some leave since they do not feel secured and do not have control over their work environment.

Organizational climate deals with work environment that is either directly or indirectly perceived by the employees. Schneider (2011) described organizational climate as a set of measurable properties of the work environment that is either directly or indirectly perceived by the employees; teachers in particular who work within an organizational environment that influences or motivates their behavior. Organizational climate is related to the work environment that tackles ways and methods undertaken by employees for organizational functioning. Therefore, in short, organizational climate can be viewed or described as the teachers' observation of their work environment.

MacDonald as cited in Blessinger (2015) mentioned that issues and concerns on organizational climate can surface in most educational institutions. He added that it is important to address them to avoid a more pervasive erosion of the culture of an educational institution. Riggle (2007) said that the study of organizational climate in any school or any institution is very essential because this might help the school leaders and school managers to better understand possible factors that impact teachers and the teacher-oriented work outputs. Montealegre (2019) articulates in her article that school climate should be re-evaluated because of the trend on Education 4.0 which is affecting the traditional concept of teaching and learning. She added that there are factors associated with an organizational climate that may hinder the teacher to adopt the new school environment. She finally said “The time is now to start the process of re-booting our education. We should stop playing catch up”.

Many studies showed that there are many reasons why teachers leave or remain in the institution. One of the obvious reasons for teachers leaving the organization which was revealed in the study is the lack of organizational commitment and loyalty. As a result, turnover rate is comparatively high (Colquit, 2013; Vance, 2006). According to Roberto (2016), commitment and loyalty have also a direct and positive impact on the retention of employees. Thus, retaining quality teachers for a long period of time is a difficult task for school leaders.

It is very timely and relevant that factors in motivating teachers to consider teaching profession as long-life career and experience because significant turnover of teachers, if not resolved, affects the quality of learning. Branham (2012) mentions that most turn-over are potentially preventable if there is a commitment to re-engage and keep the individuals. Moreover, Viana (2017) reported that not much has been written locally on organizational climate. This inadequacy further intensifies the need to do extensive research regarding the subject. It was also mentioned in the article of Chandrasekar (2011) that an organization like schools need to pay attention to create a positive work

environment or climate that enhances organizational commitment and loyalty as part of an employee’s lifelong service in the organization.

#### Framework of the Study

The following explains the concepts and theories about organizational climate and lifelong service:

Litwin and Stringer (1968) developed the concept of organizational climate through the application of motivation theories to the behavior of institutions. The theory measures the properties of the work environment that is either directly or indirectly perceived by the employees or teachers in particular who work within the institutional environment that influences and motivates their behavior. The theory attempts to identify the environment that affects the behavior of the teachers. According to Litwin and Stringer in the book of Britt and Jex (2011), there are four major dimensions of organizational climate, namely as (a) Leadership - it refers to how one influences others to do what he or she aspires for the school organization. It is the capacity to inspire others to excel in their tasks; (b) Organizational Standards - this dimension that emphasizes on school quality performance and outstanding production, including the extent to which the employee feels that the educational institution is setting goals for the organization and informing the employees; (c) Responsibility - it is one dimension of organizational climate that refers to the extent to which employees feel that they can decide and solve issues and concerns in the organization without checking with superiors all the time; and (d) Rewards and Recognition - it refers to the extent to which an employee feels that he is acknowledged and rewarded for good performance and not being ignored, criticized or punished. Another theory of organizational climate can be anchored from the one formulated by Leon Festinger (1957), Cognitive Dissonance Theory. The theory states that disagreement or psychological distress exists when one element of the cognitive aspect struggles with another element. People strives to lessen conflicts in their work environment, and that the presence of conflicts results in suffering and discontent in work.

Lifelong service, continuing or lasting service of teachers implies teachers' willingness and ability to remain committed for service in the institution they serve for a long period of time. It is the yearning to continue being a member of a particular institution or inclination to employ high levels of effort on behalf of the institution to achieve the set goal. The concept of continuing service in an educational organization is still one of the most interesting and challenging concepts in the fields of educational management and organizational development (Cohen, 2007). The theory of organizational commitment was developed to contend that commitment has three different components that resemble with different psychological statuses (Meyer et al., 2013). It is concerned with people that are involved and committed to remain in the organization. Meyer and Allen's research indicated that there are three "mindsets" which can characterize an employee's commitment to the organization, particularly the schools. The three components of organizational commitment are (a) Affective Commitment is characterized as the employee's positive emotional attachment to the school; (b) Continuance Commitment is the "need" component or the gains versus losses of working in an organization; and (c) Normative Commitment is when the individual commits to and remains within the organization because of feelings of obligation. Theory Z or the Japanese Management Theory by Dr. William Ouchi (1981) was popularized in the 1980s during the Asian economic boom. Theory Z focused on increasing teacher's loyalty to the school in particular by providing a job for life with a strong focus on the well-being of the teacher, both on and off the job.

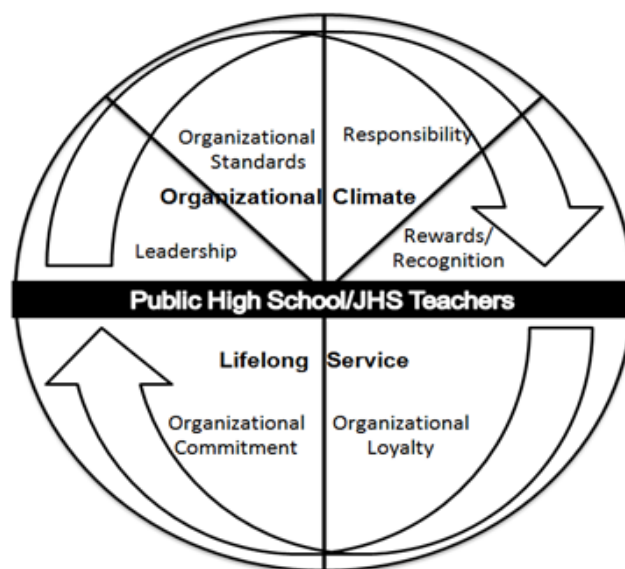


Figure 1. Research Paradigm

### Objectives of the Study

This study determined the relationship of organizational climate on teachers' lifelong service. This study was conducted during the academic year 2019-2020 in public junior high schools in the Province of Laguna.

Specifically, the study answered the following questions:

1. How is the organizational climate in public high schools in the province of Laguna be described in terms of:
  - a. Leadership
  - b. Organizational standards
  - c. Responsibility
  - d. Rewards/recognition?
2. What is the extent of lifelong service of the respondents in terms of:
  - a. Organizational commitment
  - b. Affective commitment
  - c. Continuance commitment
  - d. Normative commitment
  - e. Organizational loyalty?
3. Is there a significant relationship between organizational climate and lifelong service of the respondents considering dimensions in organizational climate such as:
  - a. Leadership
  - b. Organizational standards
  - c. Responsibility
  - d. Rewards/recognition?

4. Which among the dimensions of organizational climate predominantly predict/s lifelong service of the respondents?

### Methods

This section presents the methods and procedures used in this study. It includes the research design, population and sampling technique, instrumentation, data gathering procedures, and statistical treatment of data.

#### Method of Research

A descriptive–correlation design was used in this study. The method was designed to determine the relationship of two variables, whether the relationship is perfect, very high, marked or moderated, slight or negligible (McMillan and Schumacher, 2010). Such design was deemed the most appropriate to be used since this study determined the relationship of organizational climate on teachers' lifelong service.

#### Population, Sample Size, and Sampling Technique

The target populations were junior high school teachers in public high schools in the province of Laguna during the academic year 2019-2020. The researcher used Stratified Proportional Sampling as the method of data collection and the retrieval rate of the survey questionnaires was 100%.

Cochran's formula was used to get the sample size of the study. There was a total of 6,505 junior high school teachers in the province of Laguna. A total of 363 respondents of the study were taken randomly from public high schools in the province of Laguna under the six different Division Offices, namely: City of Santa Rosa, City of Binan, City of Cabuyao, City of Calamba, City of San Pablo and Laguna. Table 1 shown on the next page displays the number of samples used in the study.

#### Description of Respondents

The respondents of this study were junior high school teachers from public high schools of the six division offices in the province of Laguna during the academic year, 2019 – 2020. They

were Teacher I, Teacher II, Teacher III, Master Teacher I, Master Teacher II and Master Teacher III.

#### Research Instrument

A combination of standardized and researcher-made instrument was used as the main tool for gathering the data for this study. Part one dealt with the profile of the respondents. This was designed to get the data from the respondents as to age, sex, civil status, length of service and educational attainment. Part two dealt with the organizational climate wherein 39 items were used. This measured the school's organizational climate as perceived by respondents. This was adopted from the study of Razafindrabiby (2005) as it was believed to be the most appropriate instrument to measure the indicators/variables used in the present study to describe the organizational climate of the school. The said instrument was validated and tested for reliability by 34 teacher respondents and obtained the Cronbach's Alpha as follows: Leadership – 0.88, Organizational standards – 0.95, Responsibility – 0.91, and Rewards/recognition – 0.89. Part three pertained to a set of questions that dealt with the teachers' lifelong service. This measured the commitment and loyalty level of teachers towards the organization. A standardized instrument from Allen's and Meyer's (2004) work, TCM Employee Commitment Survey was used to measure the teachers' organizational commitment. There were eight items for each of the three dimensions of organizational commitment. A researcher-made instrument was used to measure the There were nineteen items for this instrument. Since the instrument for organizational loyalty was a researcher-made, the researcher requested experts from the areas of education, research and statistics and who have experience in developing a research instrument to validate the instrument. The purpose of this validation was to find out whether the items were clear and unequivocal, whether the number of items was adequate and whether all the items of the instrument were relevant to the variable under study. After this, a pilot study was conducted among 35 teachers from selected schools in the Division of Cavite, the same teachers were not considered as participants for the final data gathering of this

study. The reliability test was performed in order to assess whether the instrument is consistent, accurate and trustworthy to measure the variability. The obtained Cronbach's Alpha was 0.974 for the said organizational loyalty questionnaire.

#### Data Gathering Procedure

After testing the validity and reliability of the instrument, the researcher secured a permission letter from the six offices of the Schools Division Superintendent with the endorsement of the researcher's dissertation adviser and Dean of the College of Education – Graduate Studies of PUP to get the total number of population and conduct the main study in the province of Laguna. Permission having been granted, with the endorsement and approval of the Schools Division Superintendent, the researcher then presented the endorsement letter to the Office of the School Heads. The researcher then distributed survey questionnaires to teachers.

After the retrieval of the questionnaires, the researcher with the assistance of the statistician processed the data using Statistical Package for Social Sciences (SPSS). Both descriptive and inferential statistics were used to analyze, interpret, and determine the implication of the data. Frequency and Percentage were applied to determine the demographic profile of the respondents. Mean was used to determine the respondent's perception on organizational climate. The same method was used to determine the teachers' level of commitment and loyalty towards their co-teachers and the school as a whole. Correlation Analysis using Spearman Correlation was used to determine the relationship of organizational climate with teachers' lifelong service. It was also used to identify the dimensions of organizational climate that predominantly predicts the lifelong service of teachers.

#### Conclusion

The general purpose of this study was to test whether the organizational climate of public high schools in the province of Laguna has a significant relationship with the lifelong service of

junior high school teachers. Findings of the study were significant in providing guidance to school heads and administrators in creating a positive organizational climate and realize their importance and influence on teachers' lifelong service in their respective schools. Findings were also helpful in making JHS teachers understand the importance of organizational commitment as a means of enhancing their loyalty to educational institutions.

Leadership dimension was evident in the public high schools of Laguna. Thus, respondents perceived that the school heads of their respective schools can influence and inspire them to excel in their tasks. In terms of organizational standards as a dimension of organizational climate, teacher respondents believed that the dimension is evident in public high schools. This concluded that schools place emphasis on quality performance and set goals and properly articulate them among faculty members. Responsibility was verbally interpreted by the respondents as evident. This is a manifestation that teachers can make decisions without checking with superiors each step of the way. Although, there were two items in this dimension that can be observed that teachers cannot solve problems without checking with superiors from time to time. The organizational climate in terms of rewards/recognition was verbally interpreted by the respondents as evident. This revealed that teachers were recognized and rewarded for good work, rather than being ignored, criticized or punished. The lifelong service – organizational commitment in terms of affective commitment, it was concluded that junior high school teachers were committed. It is a manifestation that respondents already developed psychological attachment, identification, and involvement with the school and its goals. Continuance commitment was verbally interpreted as committed. The teacher respondents believed that their willingness to remain in the organization is because of the non-transferable investments they have already given to the school. Normative commitment was verbally interpreted as committed. Thus, teachers as members of the school community believe that they have an obligation to the organization, reason not to leave the school. Lifelong service – organizational loyalty, the organizational loyalty of the junior

high school teachers in the province of Laguna was verbally interpreted as loyal. It can be concluded that teachers have strong support for their co-teachers and the school as a whole to help realize the set goals.

The null hypothesis was rejected and concluded that organizational climate dimensions such as leadership, organizational standards, responsibility, and rewards/recognition had significant relationship with affective commitment. Four dimensions of organizational climate such as leadership, organizational standards, responsibility, and rewards/recognition were found to have a significant relationship with continuance commitment. Four dimensions of organizational climate such as leadership, organizational standards, responsibility, and rewards/recognition were concluded to have a significant relationship with normative commitment. All the dimensions (leadership, organizational standards, responsibility and rewards/recognition) of organizational climate were said to have a significant relationship with organizational loyalty.

Rewards/recognition as a dimension of organizational climate predominantly predicted the affective commitment of the teacher respondents. Responsibility as a dimension of organizational climate predominantly predicted continuance commitment. Organizational standards can also be considered as a predictive dimension of organizational climate for continuance commitment. Organizational standards and responsibility were two of the dimensions of organizational climate that predominantly predicted normative commitment of the junior high school teachers in the province of Laguna. Organizational standard was the main dimension of organizational climate that predicted the loyalty of the respondents towards their co-teachers and the school or the organization as a whole. Leadership and rewards/recognition can also be concluded as predictive of organizational loyalty.

### **Recommendation**

It is recommended that schools must continue their effort in making a positive organizational

climate to all members of the organization. School heads and the school administration shall enhance the organizational climate through the implementation of activities that address areas/indicators that got the lowest rating. Schools must continue the effort in maintaining among teachers' commitment and loyalty towards their co-teachers and the organization as a whole. The researcher also encountered few limitations and weaknesses of the study. Having said this, actions stated in the next paragraph are highly recommended for future researchers.

Aside from the relationship of organizational climate on lifelong service of teachers, further research should be conducted in determining the effects of organizational climate on the lifelong service of teachers. Mixed approach of quantitative and qualitative methods may be considered. It is also highly recommended that a comparative study on organizational climate and lifelong service be made in public high schools having the same level of SBM. It is also recommended that future researchers can use other independent variables as predictors of lifelong service of teachers. Particular attention in selecting variables should be given by future researchers to get more valid results. It is also recommended that future researchers to include in the study the significant difference of lifelong service in terms of organizational loyalty when the length of service and other demographic profiles are considered. It is also recommended to apply and use this study to other groups of respondents who hold the mid-managerial position in DepEd.

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