

Work Environment Affecting Organizational Effectiveness in a Vocational College in Guang Dong China

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Abstract: *There is a close relationship between the work environment and organizational effectiveness. Good work environment can improve employee productivity and job satisfaction, leading to better work results and corporate development, Effective organizational effectiveness leads to improved work environment. The study used correlational descriptive method probed on the correlation between work environment and organizational effectiveness as assessed by the respondents. From the results, the relationship between the organizational effectiveness of the surveyed schools and the work environment is not obvious. This study recommends to let the management review the strategic plans of different divisions, regularly measure the effectiveness of the organization and evaluate the various technologies applied, improve processes within the organization and make employees feel valued, create an environment where each individual group is accountable for the tasks they participate in, ensure that there is an effective communication system within the organization and making sure that leaders are aligning with the people around them, Ensure that the culture in the organization fosters a positive work - life balance may be by allowing remote work, implementing flexible work policies, practice open communication, and by adding thoughtful employee benefits.*

Keywords: Work Environment; Organizational Effectiveness; Vocational College

1. Introduction

Organizational effectiveness may be an offshoot of a better work environment. This is one of the reasons for this study. The researcher would like to determine if the work environment affects organizational effectiveness. Organizational effectiveness is a concept of how effective an organization is in achieving the outcomes the organization intends to produce. Every organization regardless of industry or country seeks to be more effective and achieve superior results. Academic organizations are not less different. The general population of the academe has become more conscious of its institutions of higher education. And universities, as a part of its main objective, conduct several studies for the benefit of the society.

However, there are a very few studies conducted in our school, even though a considerable sum of the national budget is for the development of societal reforming organizations like schools and universities. It is in this light that the researcher would like to study the basis of attaining organizational effectiveness in academic institutions and to reflect on the ways in which effectiveness can be enhanced. Organizational effectiveness depends on having the right people in the right jobs at the right time to meet the rapidly changing organizational requirements. Hence, in the attainment of organizational effectiveness, Human resources focus on the well - being of the person of the organization. No person can accomplish set goals if there are no resources that he /she needs in her work as a result.

It is important to have a positive working environment where you are encouraged to grow your individual skills and strength. This facet of a positive work environment is

important because it means you are able to advance in your field with the support of your employer, and coworkers. The work environment which encompasses several dimensions impact in one way the employee's performance in the organization. A comfortable and all - inclusive workplace environment will boost the employee's performance hence boost the organizational effectiveness. In order that a person to be encouraged to work and give his best to his work, the quality of the work environment must be conducive to work. When personnel are effective and attain maximum performance, the organization also becomes effective.

2. Background of the Study

Organizational effectiveness is both a challenge and an opportunity. It is a challenge because of the several intricacies and complex problems for which practical and realistic solutions will have to be found. While organizational effectiveness is a widely - researched area, few studies have been made on the context of organizational effectiveness in higher education in our school as a lack of clarity with regard to the general understanding of organizational effectiveness in the selected schools in China still exists.

The school work environment is a multi - dimensional concept, including "safety, relationship, teachers' teaching, institutional environment and school activities" school environment is divided into development conditions, the influence of school atmosphere, principal, material environment, and interpersonal relationships.

From the perspective of development ecology, it proves that the school environment has a great impact on teachers' psychological well-being. In a study participated by 606 primary and regarding school teachers' perception on professional development and school working environment, it was found out that teachers' perceived school environment can directly affect teachers' efficacy, work input, etc. Research also found that working atmospheres have significant effects on teachers' professional development (Fan, Qingyu, 2017).

Through implement the responsibility system, a strategy of key cultivation, external system, and streamline the number of school management personnel are an important measure to develop optimized human resources for high-efficiency and high-efficiency management of the Vocational Technical School to improve work environment (Huanghai, 2019). In order to give full play to the role of teaching employees in the management efficiency improvement, use certain management means, such as role motivation, target incentives, material incentives, emotional incentives, democratic incentives to mobilize the enthusiasm of the faculty and staff, will help faculty and staff to play individual potential, which helps the school organization's effectiveness, motivate itself The enthusiasm of mobilizing employees has a major role (Huanghai, 2019).

The school is actively building a democratic platform to create an, equal, harmonious management atmosphere, the school empowers the teachers by letting them participate in the decision making. In teaching activities, teachers are given autonomy, to conduct teaching and perform experiments, on their own teaching strategies and methods, they let the teacher feel that they are the masters of themselves. Coordinate the subject culture of teachers' professional awareness, role identity, educational concept and teaching style in other schools. In addition to the adjustment of organizational structural settings, school organization performance depends on effective communication between the organization's internal personnel. (Xiaofen, 2019).

Work environment as regards visibility, the vocational college also requires a regulation constraint. We call the school management system, and coordinate the management of teachers and students, called school management system, including school code, regulations, guidelines, regulations, methods, and so on. School must establish a scientific and effective management system to ensure the effective operation of the school organization, so that the entire organization operates to maintain a lasting vitality and vitality. Work environment as regards changeability, there are still many places to improve in the working environment of higher vocational colleges. Among them, are the scientific research, teachers would like quit and desire to find new work, the challenges encountered in digital technology due to the changes in the source structure in recent years, In terms of office equipment resources/investment is not enough to improve the facilities as such,

there are schools that cannot adapt to the requirements of the development of the new era (Xiaoying, 2020).

In the process of implementing the target management, my country combines the target management and various forms of "accountability" (responsibility system), from science, reasonable set target system, comprehensive, objective setting assessment index system, reasonably determine the issuance task and Evaluation time, establish four elements such as incentive and restrictive role of reward and punishment mechanisms to build the goal management of the college, and elaborated on the development of the objectives, decomposition objectives, implementation objectives and assessment goals, in the implementation of the college Import misunderstandings should be avoided during physical target management. Applying the school effectiveness theory to vocational school evaluation, studying the value-added situation of the net impact of vocational school education, and evaluate vocational schools in the scientific analysis (Xing, Xin, 2017).

3. Theoretical Framework

The study rests on the theory of Steele in the determination of organizational effectiveness and the following criterion are noted: physical security, social contact, symbolic identification, task instrumentality, and high level of satisfaction.

The study involves a correlational study between Organizational Effectiveness and Work Environment in Guangdong MaoMing Vocational College. Two sets of predictors under Work Environment are the Physical and the Job Dimension aspects. On the other hand the predictors of the Organizational Effectiveness are the indicators: Physical Security, Symbolic Identification, Task Instrumentality, Employee Involvement, and Fairness Satisfaction.

Statement of the Problem

The study will determine the relationship between the organizational effectiveness and work environment in Guangdong MaoMing Vocational College in China. This will be done with the end view of developing an enhanced program for the college.

Specifically, the study will seek to answer the following questions:

- 1) What is the profile of the respondent school administrator as to?
- 2) What is the assessment the respondent school administrators in Guangdong Vocational College on the effectiveness of the organization as regards to?
- 3) Is there a significant difference in the assessment of the administrator respondents as regards the organizational effectiveness when their profile variable is taken as a test factor?
- 4) What is the assessment of the respondent administrators on the work environment in Guangdong Vocational College?

- 5) Is there a significant difference in the assessment of the respondent administrators on their work environment when their profile is taken as a test factor?
- 6) Is there a significant relationship between the assessment of the respondent administrators on their organizational effectiveness with their assessment of the work environment?
- 7) Based on the results of the study, what enhanced program can be developed?

4. Research Hypothesis

The following hypotheses were tested in this study at a 5% level of significance:

Ho1: There is no significant difference in the assessment of the administrator respondents as regards the organizational effectiveness when their profile variable is taken as a test factor.

Ho2: There is no significant difference in the assessment of the respondent administrators on their work environment when their profile is taken as a test factor.

Ho3: There is no significant relationship between the assessment of the respondent administrators on their organizational effectiveness with their assessment of the work environment.

5. Significance of the Study

The results of the study shall be of interest to the following:

- Students – This study will help the students understand how the school is managed effectively by their administrators such will result to in harmonious environment.
- Teachers – will fully understand their functions and participation in order to attain an effective organization.
- School Administrators – They will be able to obtain knowledge about the aspects of the work environment that affect performance as such they will be able to formulate appropriate policies that enhance favorable working environments
- Community - It will be beneficial to the community for they are the recipient of a productive leadership emanating from the institution of learning.
- Researchers - will benefit from this research, not only for the experience but from the knowledge gained which are important to school administration.

Definition of Terms

Organizational Effectiveness is a measurement of how successful the schools are in attaining their objectives, not only in the academic fields but also their linkages with the surrounding environment. Work Environment means the physical condition and ambiance where the administrators, teachers and non - teaching personnel performs their defined functions.

Scope and Delimitation of the Study

The study centers on the relationship between the Work Environment and Organizational Effectiveness as assessed

by the administrators in Guangdong MaoMing Vocational College.

Work Environment factors cover the physical and job dimension aspects. The physical aspects are a diversity of simulation, visibility, changeability, demand quality, and social interaction. Comfort, challenge, resource adequacy, salary and fringe benefits, and relationship with co - workers make up the job dimension aspects. Organizational Effectiveness consists of physical security, symbolic identification, task instrumentality, employee involvement, and fairness and satisfaction.

For this study, administrators, who were drawn following the purposive sampling strategy, were the participants. The researcher observed the following criteria in selecting the respondents: they are presently occupying an administrative position and have been in administrative work for at least three years. The study was confined to administrator respondents in Guangdong MaoMing Vocational College in China.

6. Methodology

Research design

Correlational descriptive method of research was used in this study. It is concerned with conditions and relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present. This method is deemed the most appropriate to employ in this study, owing to the primary thrust of thesis research of assessing the work environment and its effect on the organizational effectiveness of Guangdong MaoMing Vocational College in China. The study also probed on the correlation between work environment and organizational effectiveness as assessed by the respondents.

Research Locale

Established in March 2015, Guangdong MaoMing Health Vocational College is a full - time Public Vocational College approved by the People's Government of Guangdong Province and registered by the Ministry of Education. College planning covers an area of 571 acres, the total planning area of 315, 000 square meters. At present, there are nearly 10, 000 students in the school.

Population and sampling technique

The respondents of the study are the 200 school administrators from Guangdong MaoMing Health Vocational College.

Research Instruments

The researcher utilized a self - constructed survey questionnaire which has three parts.

Part 1 consists of the personal profile to gather data on the age, educational qualification, number of years as a school administrator and school affiliation.

Part 2 is the Organizational Effectiveness Questionnaire. This questionnaire has the following components: Physical

security, symbolic identification, task instrumentality, employee involvement and fairness and satisfaction. Part 3 Work Environment Factors Questionnaire. This consist of two dimensions, namely: physical aspects and job aspects. The variables for the physical aspects are as follows: of stimulation, visibility, changeability, demand quality, and social interaction. On the other hand the variables generated for the job aspects are: comfort, challenge, resource adequacy, salary and fringe benefits.

Validation of Instrument

The questionnaire was given to five experts for content validation. Suggestions and comments were referred to the adviser and warranted suggestions were incorporated in the instrument. For the trial run 30 administrators who were not a part of the study participated for the reliability test. Results of the reliability obtained using Cronbach alpha are as follows: Work Environment $\alpha=0.951$, Organizational Effectiveness $\alpha=0.885$ Based from the criteria if $0.7 \leq \alpha \leq 0.8$ the questionnaire is acceptable.

Data Gathering Procedure

Prior to the administration of the data gathering instruments, the permission of the Head of the school was sought for them to involve the administrators in the research study. The researcher personally administered the research instrument which was prepared for the purpose through online.

Statistical Data Analysis

To ensure valid and reliable data presentation, analysis and interpretation SPSS 27 was used for data management. The following descriptive statistical treatment was used for analyzing the data gathered: Frequency, Percentage, Weighted Mean and standard deviation.

Obtained Weighted Mean was interpreted using the following intervals

3.51 – 4.00 Very Great Extent

2.51 - 3.50 Great Extent

1.51 – 2.50 Less Extent

1.0 – 1.50 No Extent at all

One Way Anova This was applied in determining the significance of difference in the assessment of the organizational effectiveness and environmental factors when grouped according to their profile variables.

Pearson Product Moment Correlation. This was utilized in determining the significance of correlation between work environmental factors and organizational effectiveness

Obtained correlation coefficient was interpreted in terms of the following:

0.0 – 0.20 Negligible correlation

0.21 - 0.40 Low Correlation

0.41 - 0.60 Moderate Correlation

0.61 - 0.80 Substantial Correlation

0.81 – 1.0 High to Very High Correlation

Ethical Consideration

The researcher passed an ethics statement to all individuals involved in the study. The distribution of ethical statement was done personally by the researcher together with the attached letter of permission and approval letter. Names of the administrators were hidden in the process of analyzing the data. All papers gathered were systematically shredded after data was analyzed for confidentiality purposes. The data was used only according to the objectives of the study and utmost confidentiality was taken during the data gathering.

3. Results and Analysis

Result 1: Most of the school administrators are middle - aged or above, with a master's degree or above. They have been in administrative positions for a long time and have participated in training a moderate number of times.

Table 1: Frequency Distribution of the Respondents' Profile

| Profile | Frequency | Percentage |
|--|-----------|------------|
| Age | | |
| 31 - 35 years old | 39 | 19.5% |
| 36 - 45 years old | 37 | 18.5% |
| 46 - 50 years old | 25 | 12.5% |
| 51 - 55 years old | 35 | 17.5% |
| 56 - 60 years old | 30 | 15.0% |
| 61 years old & above | 34 | 17.0% |
| Total | 200 | 100% |
| Educational Attainment | | |
| Master's degree | 64 | 32.0% |
| With Doctoral units | 74 | 37.0% |
| Doctoral degree | 62 | 31.0% |
| Total | 200 | 100% |
| Length of Service as Administrators | | |
| 1 - 5 years | 50 | 25.0% |
| 6 - 10 years | 49 | 24.5% |
| 11 - 15 years | 48 | 24.0% |
| 16 years & above | 53 | 26.5% |
| Total | 200 | 100% |
| Trainings Attended | | |
| 1 - 6 trainings | 74 | 37.0% |
| 7 - 12 trainings | 59 | 29.5% |
| 13 trainings & above | 67 | 33.5% |
| Total | 200 | 100% |

School administrator respondents are mostly young in their early 30s (19.5%) to early 40s (18.5%), at least Master's degree holders (32%) with more than 15 years of service as administrators, and attended about 1 - 6 trainings.

Result 2: while fairness and satisfaction, and task instrumentality were found to be moderately effective, however, the organizational effectiveness in general was perceived by the school administrator respondents to be less effective.

Table 2: Respondents' Assessment on the Effectiveness of Organization in Terms of Fairness and Satisfaction

| Fairness and Satisfaction | Mean | SD | Qualitative Description | Interpretation | Rank |
|---|------|------|-------------------------|----------------------|------|
| The organization gives positive and equal opportunities to workers. | 2.55 | 1.12 | Great Extent | Moderately Effective | 3 |
| The organization upholds the dignity of work through fairness and equality. | 2.56 | 1.08 | Great Extent | Moderately Effective | 2 |
| The organization fulfills its obligations to workers. | 2.69 | 1.12 | Great Extent | Moderately Effective | 1 |
| The organization has built commitment by sharing benefits. | 2.42 | 1.14 | Less Extent | Less Effective | 5 |
| The organization distributes work loads justly and fairly. | 2.48 | 1.14 | Less Extent | Less Effective | 4 |
| Composite Mean | 2.54 | 0.49 | Great Extent | Moderately Effective | |

Legend: 3.51 - 4.00 Very Great Extent/Very Effective; 2.51 - 3.50 Great Extent/Moderately Effective; 1.51 - 2.50 Less Extent/Less Effective; 1.00 - 1.1.50 No Extent at all/Not Effective

As shown in Table2, the statement saying that the organization fulfills its obligations to workers was perceived by the school administrator respondents to be of great extent with the highest assessment of 2.69 interpreted as moderately effective. Similarly, the statements saying that the organization upholds the dignity of work through fairness and equality, and that the organization gives positive and equal opportunities to workers were also perceived by the respondents to be of great extent with the mean values of 2.56 and 2.55 respectively interpreted as moderately effective. On the other hand, the statements saying that the

organization distributes work load justly and fairly were perceived to be of less extent by the respondents with the lowest assessment of 2.48 and 2.42 respectively interpreted as less effective. A composite mean value of 2.54 indicates that the effectiveness of the organization in terms of fairness and satisfaction was moderately effective as perceived by the school administrator respondents.

Result 3: When administrator respondents' profile variable is taken as a test factor, there were no significant differences in their assessments of organizational effectiveness.

Table 3: Summary of the Differences in the Assessment of the Respondents on the Effectiveness of their Organization when their profile is Taken as Test Factor

| Indicators | Age | Educational Attainment | Length of Service | Training Attended | Decision on Ho | Interpretation |
|---------------------------|--|--|--|------------------------|----------------|-----------------|
| Physical Security | 36 - 45 y/o 46 - 50 y/o 51 - 55 y/o 56 - 60 y/o >60 y/o | Master's degree w/ Doctoral units Doctoral degree | 1 - 5years 6 - 10 years 11 - 15 years >16 years | 1 - 6 7 - 12 >12 | Accepted | Not Significant |
| Symbolic Identification | 31 - 35 y/o 36 - 45 y/o 46 - 50 y/o 51 - 55 y/o 56 - 60 y/o >60 y/o | Master's degree w/ Doctoral units Doctoral degree | 1 - 5years 6 - 10 years 11 - 15 years >16 years | 1 - 6 7 - 12 >12 | Accepted | Not Significant |
| Task Instrumentality | 31 - 35 y/o 36 - 45 y/o 46 - 50 y/o 51 - 55 y/o 56 - 60 y/o >60 y/o | Master's degree w/ Doctoral units Doctoral degree | 1 - 5years 6 - 10 years 11 - 15 years >16 years | 1 - 6 7 - 12 >12 | Accepted | Not Significant |
| Employee Involvement | 31 - 35 y/o 36 - 45 y/o 46 - 50 y/o 51 - 55 y/o 56 - 60 y/o >60 y/o | Master's degree w/ Doctoral units Doctoral degree | 1 - 5years 6 - 10 years 11 - 15 years >16 years | 1 - 6 7 - 12 >12 | Accepted | Not Significant |
| Fairness and Satisfaction | 31 - 35 y/o 36 - 45 y/o 46 - 50 y/o 51 - 55 y/o 56 - 60 y/o >60 y/o | Master's degree w/ Doctoral units Doctoral degree | 1 - 5years 6 - 10 years 11 - 15 years >16 years | 1 - 6 7 - 12 >12 | Accepted | Not Significant |

The result reveals that school administrator respondents have relatively the same assessment on the effectiveness of their organization regardless of their age, educational level they have attained, how long they have been serving as administrators and how many trainings they have attended. Perhaps this is a result of the interviewed administrators'

dissatisfaction with the organizational efficiency of the school.

Result 4: Through the analysis of the two most influencing factors of managers in terms of physical aspects and job dimension aspects, the school administrator respondents are

moderately satisfied with the overall working environment of their college.

Table 4: Summary of the Respondents' Assessment on their Work Environment

| Work Environment Indicators | Mean | SD | Qualitative Description | Interpretation | Rank |
|--|------|------|-------------------------|----------------|------|
| Physical Aspects | 2.49 | 0.22 | Less Extent | Average | |
| 1.1 Diversity of Stimulation in their Work/Job | 2.49 | 0.52 | Less Extent | Average | 3 |
| 1.2 Visibility | 2.51 | 0.50 | Great Extent | Above Average | 2 |
| 1.3 Changeability | 2.53 | 0.52 | Great Extent | Above Average | 1 |
| 1.4 Demand Quality | 2.48 | 0.47 | Less Extent | Average | 4 |
| 1.5 Social Interaction | 2.46 | 0.50 | Less Extent | Average | 5 |
| Job Dimension Aspects | 2.48 | 0.24 | Less Extent | Average | |
| 2.1 Comfort Through Work Job | 2.44 | 0.50 | Less Extent | Average | 5 |
| 2.2 Challenge | 2.53 | 0.48 | Great Extent | Above Average | 1 |
| 2.3 Resource Adequacy | 2.47 | 0.51 | Less Extent | Average | 4 |
| 2.4 Salary and Fringe Benefits | 2.49 | 0.53 | Less Extent | Average | 2.5 |
| 2.5 Relationship with Co - Workers | 2.49 | 0.53 | Less Extent | Average | 2.5 |
| Over - all Mean | 2.49 | 0.16 | Less Extent | Average | |

Legend: 3.51 - 4.00 Very Great Extent/Excellent; 2.51 - 3.50 Great Extent/Above Average; 1.51 - 2.50 Less Extent/Average; 1.00 - 1.1.50 No Extent at all/Poor

As shown in Table 22, changeability and visibility were the most perceived indicators of the physical aspect of work environment which gained the highest assessment from the school administrator respondents, while social interaction was the least assessed one. The result indicates that the physical aspects of work environment was perceived by the school administrators to be of less extent which can be interpreted to have an average work environment.

On the other hand, challenge was the most perceived indicator of the job dimension aspect of work environment which gained the highest assessment from the administrators, while comfort through work job was the

least assessed one. This is taken to mean that the job dimension aspect of work environment was perceived by the school administrators as to a less extent which can be said to have an average work environment. An over - all mean value of 2.49 reveals that the work environment was rated by the school administrator respondents as average based on their own observation.

Result 5: There is no significant relationship between the assessment of the respondent administrators on their organizational effectiveness with their assessment of the work environment.

Table 5: Summary of the Differences in the Assessment of the Respondents on the work environment when their profile is Taken as Test Factor

| Indicators | Age | Educational Attainment | Length of Service | Training Attended | Decision on Ho | Interpretation |
|-----------------------|--|--|---|------------------------|----------------|-----------------|
| Physical Security | 36 - 45 y/o 46 - 50 y/o 51 - 55 y/o 56 - 60 y/o >60 y/o | Master's degree w/ Doctoral units Doctoral degree | 1 - 5 years 6 - 10 years 11 - 15 years >16 years | 1 - 6 7 - 12 >12 | Accepted | Not Significant |
| Job Dimension Aspects | 31 - 35 y/o 36 - 45 y/o 46 - 50 y/o 51 - 55 y/o 56 - 60 y/o >60 y/o | Master's degree w/ Doctoral units Doctoral degree | 1 - 5 years 6 - 10 years 11 - 15 years >16 years | 1 - 6 7 - 12 >12 | Accepted | Not Significant |
| Over - all (Sig) | 0.34 | 0.15 | 0.24 | 0.43 | Accepted | Not Significant |

Based from the result, there was no significant difference in the assessment of the respondents when their age, educational attainment, length of service as administrators, training attended is taken as test factor. This goes to show that school administrator respondents have relatively the same assessment on the physical aspect and job dimension aspects of their work environment regardless of their age.

Result 6: There is no significant relationship between the assessment of the respondent administrators on their organizational effectiveness with their assessment of the work environment.

Table 6: Relationship Between the Respondents' Assessment of Organizational Effectiveness and their Work Environment

| Organizational Effectiveness | Work Environment | Computed r | Sig | Decision on Ho | Interpretation |
|------------------------------|------------------|------------|-----|----------------|----------------|
|------------------------------|------------------|------------|-----|----------------|----------------|

| | | | | | |
|---|-----------------------------|--------|------|----------|-----------------|
| Physical Security | Physical Aspects | - 0.08 | 0.25 | Accepted | Not Significant |
| | Job Dimension Aspects | - 0.04 | 0.61 | Accepted | Not Significant |
| | Average | - 0.08 | 0.21 | Accepted | Not Significant |
| Symbolic Identification | Physical Aspects | - 0.05 | 0.52 | Accepted | Not Significant |
| | Job Dimension Aspects | 0.15 | 0.09 | Accepted | Not Significant |
| | Average | 0.08 | 0.25 | Accepted | Not Significant |
| Task Instrumentality | Physical Aspects | 0.03 | 0.70 | Accepted | Not Significant |
| | Job Dimension Aspects | 0.11 | 0.12 | Accepted | Not Significant |
| | Average | 0.10 | 0.14 | Accepted | Not Significant |
| Employee Involvement | Physical Aspects | - 0.01 | 0.93 | Accepted | Not Significant |
| | Job Dimension Aspects | 0.02 | 0.74 | Accepted | Not Significant |
| | Average | 0.01 | 0.84 | Accepted | Not Significant |
| Fairness & Satisfaction | Physical Aspects | 0.10 | 0.16 | Accepted | Not Significant |
| | Job Dimension Aspects | - 0.05 | 0.51 | Accepted | Not Significant |
| | Average | 0.03 | 0.66 | Accepted | Not Significant |
| Over - all Organizational Effectiveness | Over - all Work Environment | 0.06 | 0.37 | Accepted | Not Significant |

Based from the results, no significant relationship exists between the organizational effectiveness and the work environment. The result reveals that organizational effectiveness in terms of physical security, symbolic identification, task instrumentality, employee involvement, and fairness and satisfaction are not affected by the work environment in terms of the physical aspects, and job dimension aspects based on the perception of the school administrator respondents. This is taken to mean that the physical and job dimension aspects of work environment did not give significant impact on the organizational effectiveness.

4. Discussion

4.1 Summary of Findings

This study collects the personal profile of the administrator respondents, uses a questionnaire to hand over their evaluation of the school's organizational effectiveness and work environment, and uses the personal profile of the administrator respondents as variables to evaluate their evaluation of the organizational effectiveness and work environment. Whether there is a difference in the evaluation of the work environment and organizational effectiveness. And finally determined that the relationship between organizational effectiveness and work environment in MaoMing Vocational College is not obvious. The results of the study prompted the researchers to develop a strengthening plan for the college to improve the school's management functions and working environment and give full play to its positive role in promoting the development of the school.

5. Conclusion

- 1) School administrator respondents are from different age levels with at least Master's degree who have been in the service as administrators for quite some time and have attended several trainings.
- 2) While school administrators have seen their organization to be moderately effective on fairness and satisfaction, and least effective on physical security, the

over - all effectiveness was perceived to be less effective.

- 3) Respondents have relatively the same assessment of their organizational effectiveness regardless of their age, educational attainment, length of service as administrators, and trainings attended.
- 4) Changeability and visibility as physical aspects of work environment have seen by the school administrators to be of great extent, as well as challenge on the job dimension aspects.
- 5) Social interaction on the physical aspects, and comfort through work job on the job dimension aspects seems to be the least assessed indicators of work environment by the school administrators.
- 6) School administrators have relatively the same assessment of their work environment considering the physical and job dimension aspects regardless of their age, educational attainment, years of service as administrators, and trainings attended.
- 7) Physical and job dimension aspects of the work environment do not give significant impact on the effectiveness of the organization as perceived by the school administrators.

6. Recommendations

- 1) The management may consider reviewing the strategic plan as there may be discrepancies due to different unit mapping. Be reminded that having an effective organization is to have the capability to engage all organizational units to participate and contribute in the making.
- 2) Effectiveness of the organization needs to be measured regularly and to assess various techniques being applied.
- 3) Improve processes within the organization and make employees feel valued by implementing feedback techniques which are essential for continuous improvement within an organization.
- 4) An organization should build an environment where every individual, as well as a group, is accountable for the tasks they participate in.

- 5) Ensure that there is an effective communication system within the organization and making sure that leaders are aligning with the people around them.
- 6) Ensure that the culture in the organization fosters a positive work - life balance may be by allowing remote work, implementing flexible work policies, practice open communication, and by adding thoughtful employee benefits.

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