

# Personnel's Demographics as Modifiers of Organizational Climate in Chartered Higher Education Institutions (HEI) in Cordillera Administrative Region (CAR), Philippines

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**Abstract:** *This study aims to analyze the influence of personnel's demographics on the organizational climate of chartered Higher Education Institution (HEIs) in the Cordillera Administrative Region (CAR), Philippines. Descriptive-inferential research method with a validated structured questionnaire was the primary research tool. The results of the study showed that the extent of organizational climate of the chartered HEIs in CAR is satisfactory that reflects a socially healthy atmosphere but still with many desirable improvement to be institutionalized. A significant relationship exists between the personnel's age and marital status and organizational climate as measured by physical presence. Academic rank of personnel significantly correlates with organizational climate as measured by discipline environment and attitude and culture.*

**Keywords:** State Universities and Colleges (SUCs), Cordillera Administrative Region, personnel, demographics, organizational climate

## 1. Introduction

Organizational climate is the formal system of task and reporting relationships that controls, coordinate and motivates employees so that they cooperate to achieve an organization's goals [3]. As defined by [1], [5], [8,] and [10], organizational climate as a way in which organizational members perceived and characterized their environment in an attitudinal and value-based manner. This was supplemented by Forehand and Gilmer (1964) as cited in [1] and [7] that organizational climate is the set of characteristics that describe an organization and that (a) distinguish one organization from other organizations; (b) are comparatively enduring and (c) influence the behavior of the people in the organization. It was supported by Schneider, *et. al.* (1992) in [13] and [5] identified that the concept of organizational climate is "employees" perception of events, practices, and procedures as well as their perceptions of behaviors that are rewarded, supported and expected.

According to [8], organizational climate ranges from open to closed climate. An open school climate is good and productive. The more open the organization atmosphere, the more committed, loyal and satisfied the personnel are. This was supported by [12] and [10] that the ambiance and atmosphere of an educational institution is reflected in the way the learners greet one another and how teachers interact with learners, fellow teachers and parents. How visitors and staff feel when they enter the school compound and feel when they exit. As posited by Smith (2006) in [2], a positive school atmosphere starts with the physical appearance of the school because it provides student's first impression of what is valued in that building. He emphasized that it is extremely important that the school is bright, colorful and physically inviting to all students and visitors.

School atmosphere can be a source of educational opportunity or an impediment to opportunity. It is an educational opportunity if it provides learning opportunity to the learners to attain optimal performance. It is an impediment to educational opportunity if it impedes learning. [11]. Quinones (1997) in [2] reinforced that unhealthy organization atmosphere is vulnerable to destructive outside forces. Unhealthy relationship within the organization environment is a problem on organizational atmosphere. He noted that unhealthy relationship can be between the personnel, the administrators, among the teachers themselves, between the learners and the teachers, among the learners and between the organization and the community. Indicators of problems in organizational climate as noted in the study of Horner (2008) as stated in [2] are unacceptable behavior, increased violence, tardiness, absenteeism, drop-outs, lack of trust, lack of discipline, lack of respect, lack of belongings, lack of freedom, inactive participation, and bullying.

Accordingly, the message the organization send through its structure, organization, even its physical space, and the behavior encourages and enables, affects every person in that organization, because organizational climate reaches all learners, all personnel, parents and everyone who is part of the organization. Thus, the way climate is designed or evolved intensely affect the way people and groups behave within the organization. This was agreed by [3] that organizational climate affects the people's processes and decisions, behavior and motivation, teamwork and cooperation, social relationships and rewards of good performances. Therefore, the demographics of the personnel of an HEI may be partly attributed to the organization's climate.

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The ultimate aim of this study is to analyze the influence of personnel's demographics on the organizational climate of chartered Higher Education Institution (HEIs) in Cordillera Administrative Region (CAR). Specifically, it aims to (a) determine the profile of the respondents, (b) determine the organizational climate of the chartered HEIs in Cordillera Administrative Region (CAR) along the following variables: physical presence, employee relations, learner interactions, discipline environment, attitude and culture, and community relations, and (c) determine if significant relationship exists between the respondents profile and the organizational climate of the chartered HEIs in the Cordillera Administrative Region (CAR).

## 2. Research Methodology

### 2.1. Research Method

The study used descriptive - inferential research method with a validated structured questionnaire as the primary research tool to determine the demographic characteristics of the personnel, and the organizational climate prevalent in the various chartered HEIs of Cordillera Administrative Region (CAR). Data gathered were enriched by formal and informal face to face interview and document scanning using official school files, annual reports, journals, and other documents.

### 2.2. Location of the Study

The study was conducted in the chartered Higher Education Institutions (HEIs) Cordillera Administrative Region. These include Apayao State College (ASC) of Apayao Province, Abra State Institute of Technology (ASIST) of Abra, Benguet State University (BSU) of Benguet, Ifugao State University (IFSU) of Ifugao, Kalinga Apayao State College (KASC) of Kalinga and Mountain Province State Polytechnic College (MPSPC) Bontoc province.

### 2.3 Respondents

The respondents of this study were the employees of each chartered HEIs of the Cordillera Administrative Region. These includes male, female, faculty or academic, administrative or non-teaching and college/university officials or administrators. They were selected because they have a direct involvement in shaping their organization and have embedded the organizational way of life.

### 2.4. Sampling Technique

The number of personnel selected as respondents was computed through the Slovin's formula with 5% margin of error. Based from the formula used, 296 personnel from a total of 1,139 (from the main campuses only), were selected as respondents. Systematic sampling with a random start technique was used in selecting which among the employees became the actual respondents of the study.

## 2.5. Treatment/Analysis of Data

The raw data from the questionnaire were analyzed quantitatively using descriptive statistics such as frequencies, means, and standard deviations. Mean and standard deviation were used to describe the organizational climate using Likert scale technique. The relationships between the variables were determined through the simple correlation procedures. Data were interpreted then presented in comprehensive tables showing the responses of each category of variables.

## 3. Results and Discussions

### 3.1 Personnel's Profile

The chartered HEIs academic and administrative personnel who served as respondents of the study were of diverse age and length of service to the institution they are presently connected with, consisting of various cultural ethnicity, mostly married, predominantly Roman Catholics, and majority finished their graduate studies – master's or doctorate, while some are vocational/technical graduates.

### 3.2 Organizational Climate

Table 1. Organizational climate of chartered HEIs in Cordillera Administrative Region (CAR)

Organizational Climate	Mean	Std. Deviation	Qualitative Measure
Physical Presence	3.10	0.67	Satisfactory
Employee Relations	3.21	0.71	Satisfactory
Learner Interactions	3.38	0.61	Satisfactory
Discipline Environment	3.31	0.59	Satisfactory
Attitude and Culture	3.31	0.58	Satisfactory
Community Relations	3.35	0.63	Satisfactory
Overall Mean	3.28	0.63	Satisfactory

**Physical Presence:** The organizational climate of chartered HEIs in the CAR in terms of physical presence is measured through the use of 5 indicators. The result indicated a mean value of 3.10, which was qualitatively described as satisfactory. The result further denotes that college/university signages are visible in every chartered HEI and welcoming to the visitors. Purposeful use of college/university colors and symbols is apparent. Employees and learners sometimes give importance and take ownership of the physical structure of the college/university. Yet damaged facilities still need to get fixed immediately inside the college/university properties. Vandalism is evident in some areas because learners and employees feel little sense of ownership of the college/university properties.

The results confirms the findings of [2] that physical appearance is rated satisfactory by both private and public secondary school teachers in Ifugao province.

**Employee Relations:** The organizational climate of chartered HEI in the CAR in terms of employee relations is measured through the use of 9 indicators. The result indicated a mean value of 3.21, which was described satisfactory. The result further denotes that faculty members seldom collaborate on matters of teaching. They seldom

approach problems as a team. Faculty members seldom use their planning time constructively and would occasionally denigrate students in teaching areas. Employees are seldom constructive when speaking about each other and/or their administrators. They feel a collective sense of satisfaction with the status quo, and rarely find ways to improve. However, they sometimes exhibit respect for one another. In terms of meetings or organization events, it is seldom attended by all and rarely addresses relevant content and issues. And, there is seldom shared leadership among employees.

**Learner Interactions:** The organizational climate of chartered HEI in the CAR in terms of employee relations is denoted by the mean value of 3.38, which is qualitatively described as satisfactory. The result indicates that learners seldom feel a sense of community and belongingness in their school. Various cultures and sub-groups could hardly blend together, interrelate and feel like unified members of the school community. "Popular" learners feel an obligation to serve the school only as a sense of entitlement. Most learners sometimes feel unsafe even in the university premises. However, learner leadership is sometimes encouraged. Athletes are valued as quality community members and approach their roles with pride and haughty sense of honor. To a limited extent, learners' rights are observed and honored by the faculty members and administrators. Only few learners expect to engage in "authentic/accurate learning" activities and to be taught with methods that make them responsible for their own learning.

**Discipline Environment:** The organizational climate of chartered HEIs in the CAR in terms of discipline environment is denoted by the mean value of 3.31, which is qualitatively described as satisfactory. The result indicates that the college/university's discipline policy is usually applied or implemented. It is fairly evident that there are clear expectations and consistency when it comes to discipline among learners. There is a reasonable use of discipline strategies by the faculty; the strategies are defined by rational consequences resulting to punishment or in several cases, shaming. Learner-generated ideas and inputs are rarely put into use. Employees-learners interactions could hardly be described as supportive and respectful. When disciplining learners, faculty typically focuses on the person and seldom problematic behavior of the learner. Employees seldom create a sense of community in their offices and classrooms.

**Attitude and Culture:** The organizational climate in terms of attitude and culture within the chartered HEIs is satisfactory (mean = 3.31). It denotes that learners in the college/university barely feel as they are part of a community and working toward a collective goal. Learners seldom speak about their college/university in proud positive terms. They rarely feel listened to, represented, or have a voice. Most learners do not feel a sense of belonging to something larger. Only to a limited extent do employees share commonly high expectation from students. Learners seldom feel welcome and comfortable in talking to adults and or designated peer counselors. However, the organization

maintains traditions that promote organizational pride and a sense of historical continuity.

**Community Relations:** Likewise, the organizational climate in terms of community relations in the HEIs is satisfactory (mean = 3.35). It denotes that the school is perceived as welcoming to clients and parents. However, it rarely sends out regular communication to nearby community leaders like invitations to attend key university events. Community members are rarely invited to speak in key events. Student support services are available yet hardly promoting student learning and positive community relations. Volunteer efforts are well coordinated, but volunteers are few and seldom appreciated. Athletic events and fine arts performances are well attended not due to deliberate effort toward promotion and crowd appreciation but from penalties and sanctions that could be imposed.

**Overall Extent of Organizational Climate:** The overall extent of organizational climate of the chartered HEIs in CAR is indicated by the overall mean value of 3.28, which is qualitatively described as satisfactory. The result indicates that the organizational climate of the chartered HEIs CAR reflects a social healthy atmosphere but still with many desirable improvement that has to be institutionalized.

### 3.3 Relationship between the Personnel profile and organizational climate of the Chartered HEIs in CAR

The assessment of relationship between the selected profiles of personnel in the chartered HEIs is shown in Table 2. The extent of organizational climate of the chartered HEIs in the CAR as measured by physical presence significantly correlated with age ( $r = -0.185$ ) and marital status ( $r = 0.137$ ). The negative correlation coefficient between the profile variable age and physical presence denotes deductive relationship. The result infers that younger personnel feel more the existence of organizational climate of the chartered HEIs in the CAR as measured by physical presence. They believe more that HEIs are welcoming to the visitors, and the purposeful use of college/university colors and symbols is apparent. They believe more that employees and learners give importance and take ownership of the physical structure of the college/university. However, the positive significant correlation coefficient indicating the relationship between marital status and physical presence denotes direct relationship. The result implied that HEI personnel who are single feel more the organizational climate of the chartered HEIs in the CAR as measured by physical presence.

The organizational climate of the chartered HEIs in the CAR as measured by discipline environment significantly correlated with academic rank ( $r = 0.204$ ). The result denoted that the higher the academic rank or position of the personnel believe more that discipline policy is applied or implemented in the chartered HEIs. They believe more that there is a reasonable use of discipline strategies by the faculty; the strategies are defined by rational consequences will not result to punishment or in severe cases, shaming. They also surmise that when disciplining learners, faculty typically focuses not on the person and but on the problematic behavior of the learner.

**Table 2.** Correlation matrix on the relationship between the personnel's profile and the organizational climate of Chartered Higher Education Institutions (HEIs) in the Cordillera Administrative Region (CAR)

Profile Variables		Organizational Climate					
		Physical Presence	Employee Relations	Learner Interactions	Discipline Environment	Attitude and Culture	Community Relations
Gender	r	-0.019	-0.007	0.078	0.007	0.006	0.104
	Sig.	0.785	0.925	0.262	0.924	0.929	0.134
	n	296	296	296	296	296	296
Age	r	<b>-.185**</b>	-0.084	0.012	0.041	-0.003	-0.054
	Sig.	<b>0.007</b>	0.228	0.858	0.558	0.964	0.435
	n	296	296	296	296	296	296
Marital status	r	<b>.137*</b>	0.032	0.04	0.059	0.05	0.08
	Sig.	<b>0.049</b>	0.641	0.563	0.396	0.47	0.252
	n	296	296	296	296	296	296
Religious Affiliation	r	-0.12	-0.128	-0.069	0.021	-0.025	-0.08
	Sig.	0.084	0.065	0.319	0.765	0.72	0.247
	n	296	296	296	296	296	296
Cultural Ethnicity	r	-0.037	0.059	0.126	0.064	0.06	0.129
	Sig.	0.598	0.397	0.069	0.358	0.386	0.062
	n	296	296	296	296	296	296
Length of Service	r	-0.078	-0.057	0.063	0.119	0.077	0.03
	Sig.	0.263	0.412	0.366	0.087	0.266	0.664
	n	296	296	296	296	296	296
Education	r	-0.017	-0.048	0.028	0.107	0.088	0.103
	Sig.	0.803	0.486	0.693	0.124	0.203	0.138
	n	296	296	296	296	296	296
Academic Rank	r	0.028	0.129	0.136	<b>.204**</b>	<b>.158*</b>	0.104
	Sig.	0.687	0.063	0.05	<b>0.003</b>	<b>0.023</b>	0.134
	n	296	296	296	296	296	296

\*\* Correlation is significant at the 0.01 level (2-tailed)  
 \* Correlation is significant at the 0.05 level (2-tailed)

The organizational climate of the chartered HEIs in the CAR as measured by attitude and culture significantly correlated with academic rank ( $r = 0.158$ ). The result inferred that the higher the position or rank of the personnel the higher would also be the belief on the existence of pleasant organizational climate in terms of attitude and culture. Nevertheless, the variables employee relations, learner interactions, and community relations did not significantly correlate with any of the profile variables. This means that the organizational climate of the chartered HEIs in the CAR with regard to the stipulated variables are comparable regardless of the profile of the personnel.

#### 4. Conclusion

Younger personnel feel more the existence of amiable organizational climate in terms of physical presence. The higher the academic rank or position of the personnel believe more that discipline policy is applied or implemented, and a pleasant organizational climate in terms of attitude and culture exists in their school.

Academic or administrative personnel with higher rank or position should strive to craft, disseminate and strictly implement a discipline policy as a way of achieving a pleasant organizational climate through the development of an agreeable attitude and culture.

#### 5. Recommendations

Maintain the positive attitude of younger personnel in improving the organizational climate in chartered HEIs by realizing the importance of the physical structure of the college/university by way of identifying strategies for rehabilitation of damaged facilities and controlling vandalism through initiating a sense of ownership from both the learners and employees of the college/university properties. This positive attitude among younger personnel may be ameliorated by a discipline policy instituted by administrators to initiate a change in the attitude and culture as a way of attaining a pleasant organizational climate in chartered HEIs.

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