Organizational Climate at the University of Eastern Philippines Pedro Rebadulla Memorial Campus Catubig, Northern Samar

Lyra Paz P. Lluz[1*], Aveliza T. Basibas[1] and Alfie E. Estudillo[1]

[1]*University of Eastern Philippines, Pedro Rebadulla Memorial Campus-Catubig, Northern Samar, 6418 Philippines.*

Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

This study aimed to assess organizational school climate of University of Eastern Philippines, Pedro Rebadulla Memorial Campus, Catubig Northern .Samar for school year: 2017-2018. It aimed to identify the perception of faculty towards organizational climate in terms of: Supportive Behavior; Directive Behavior ; Engaged Behavior; Intimate Behavior; and Frustrated Behavior; determine the standardized scores of organizational climate; and determine the general openness index among employees in the workplace. Moreover, this study was conducted to improve the organizational climate of the institution by getting or assessing the supportive, directive, engaged, and frustrated behavior from the respective respondents.

This study used a standardized questionnaire which is called the "Organizational Climate Description Questionnaire (OCDQ) adopted from Wayne K Hoy (1991). It is an instrument used to measure important aspects of teacher-teacher and dean-teacher interactions. Along with this, the study was designed with descriptive methodology which involves the analysis of the organizational climate of the university for the school year 2017-2018 and to determine the climate openness of the school specifically focusing on the dimensions or subtest covered by the Organizational Climate Questionnaire (OCDQ-RS).

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*Corresponding author: E-mail: lyrapazlluz@yahoo.com;

This study found out that the organizational climate was higher than 84% of the schools from the normative samples, and the openness index of the organizational climate scored 380.9 The University falls below the average range for openness. Finally, it is recommended that the University should conduct an intervention on how improve the openness index of the organizational climate.

1. INTRODUCTION

Organizational climate describes the environment that affects the behavior of teachers and students. It characterizes the organization at the school building and classroom level. It pertains to the "feel" of a school and can vary from school to school can develop a climate independently of the larger organization, changes in school culture at the district level can positively or adversely affect school climate at the building level.

According to Freiberg [1] states that school climate is the heart and soul of a school. It is the essence of a school that leads a learner, a teacher, an administrator, a staff to love the school and look forward being there each school day. It provides the quality of a school that helps each individual feel personal worth, dignity, and importance, while simultaneously helping create a sense of belonging to something beyond ourselves. The climate of a school can foster resilience or become a risk factor in the lives of people who work in a place called home.

Lin & Liu [2] organizational climate is a characteristics of the organization itself and the explanations of the employees regarding the organizational functions. Likewise, Randhawa and Kaur [3] tends to influence employees work behaviors and perceptions towards the organization. In addition, it is relatively enduring quality in the internal environment of an organization experience by all its members which influences their behavior, and maybe described in terms of the values of a particular set of characteristics or attributes of the organization. Further, individual productivity is important because it contributes to group productivity which in turn contributes to organizational productivity. Moreover, perceptions of organizational climate are strongly correlated to a number of job attitudes two of the most significant being job satisfaction and organizational commitment. It also suggests that more organizational climate research is needed in particular as it relates to

job attitudes since the factor contributes to organizational outcomes. It is the message for employees about how service is important in their organizational climate is based on beliefs among the employees' according to organizational policies, procedures, and practice that are supported and rewarded. A climate for service organization is built on a foundation of fundamental support in the way of resources, training, and managerial practices.

In 2007, the National School Climate Council spelled out a specific criteria which defines a positive school climate. It includes: Norms, values, and expectations that support social, emotional, and physical safety; People are engaged and respected; students, families, and educators work together to develop and live a shared school vision. Educator's model and nurture attitudes that emphasize the benefits gained from learning. Finally, each person contributes to the operation of the school and the care of the physical environment.

According to James et al. [4] Organizational climate is a multi-dimensional concept which influences motivational factors in organization.

It serves as a quality measure of an organization's internal environment, which result from the collective behavior of its employees.

According to Hoy and Miskel [5] defined school climate as 'the set of internal characteristics that distinguish one school from another and influence the behaviours of each school's members. A breadth of definitions of school climate has produced multiple understandings of what it encompasses. The openness of organizational climate is typically measured by exploring open and authentic relationships between teachers and principals and among teachers themselves. Typically, four to six dimensions of day-to-day relationships of teachers and school principals are measured by the Organizational Climate Description

Questionnaire (OCDQ), versions of which vary from 34.

According to Cornell & Mayer, (2010); Craig et al., [6]; Safe Schools Action Team, (2008) states that a significant body of research posits that safe school environments are essential for learning A safe school environment is commonly described in relation to students' feelings of safety in an orderly environment free from bullying, victimisation and violence. In other words, school safety is a social construction; its definition is often subjective and coloured by one's social location, cultural experiences and school context.

In the field of school safety research, Skiba et al. [7] found out that school safety was initially defined as the presence or absence of weapons and/or homicides in school settings. As the relationship between everyday disruptions and overall school safety became clearer, the understanding of school safety evolved. Currently, there exists a fairly comprehensive perception of school safety that not only focuses on reaction and response, but gives more attention to prevention and early identification/intervention. Many researchers agree that the School climate, safety, student achievement and well-bring school climate, feelings of school attachment/connectedness and personal safety are some of the most important variables for understanding school safety.

According to Borum et al., [8]; Mayer & Furlong (2010). A more comprehensive understanding of school safety has enabled policymakers to craft safe schools policies of a more comprehensive nature to especially focus on school violence prevention and intervention, which in turn, promotes more positive physical school environments. Increased media and legislative attention to school violence during the past several decades have resulted in a special focus on safety concerns within the

According to Thapa et al. [9] outlined five essential areas of focus or dimensions of school climate: (i) safety, (ii) relationships, (iii) teaching and learning, (iv) institutional environment, and (v) the school improvement process.

Hattie [10] found a relatively strong effect for classroom management, falling in his range of 'desired effects'. The average effect size (0.52) he found across metaanalyses was larger than

that found for principal leadership (0.38) and similar to that of home environment (0.57). Hattie concluded that 'teacher–student relationships were powerful moderators of classroom management. The key appears to be classrooms with clear behavioural expectations and rules that were negotiated with students. Further, well-functioning classrooms promoted group cohesion and mutual respect among students. Hattie also noted that group cohesion also had a strong positive effect on student outcomes (effect size: 0.53). Based on his analyses of classroom climate studies, Hattie identified a set of common classroom features (attributes) that seemed to promote student learning. These 'attributes' included 'goal directedness, positive interpersonal relations, and social support.

Freeman et al., [11] found out that teachers can be most instrumental in providing the increased and improved emotional support for students as they move further along through their schooling. Likewise, Booren et al., [12] agreed that it is possible that school safety to students is still primarily defined as harm prevention and not necessarily well-being enhancement. Therefore, teachers can assist students' development of knowledge and skills needed for a safe school environment. Finally, teachers can work with parents of the students, emphasising that parental knowledge about the roles they play in supporting the climate of schools need to be increased and made more accessible.

In this study, the researchers tried to assess organizational school climate of University of Eastern Philippines, Pedro Rebadulla Memorial Campus, Catubig N. Samar for AY: 2017-2018. Specifically the study aims to answer the following questions: identify the perception of faculty towards Organizational Climate of the Campus in terms of: Supportive Behavior (S); Directive Behavior (D); Engaged Behavior (E) Intimate Behavior (I); and Frustrated Behavior (F). determine the standardized scores of Organizational Climate of University of Eastern Philippines, Pedro Rebadulla Memorial Campus of the following subtest: Supportive Behavior(S); Directive Behavior (D); Engaged Behavior (E); Frustrated Behavior (F); Intimate Behavior (I); and determine the general openness index for organizational climate.

Hence, this study was conducted to improve the organizational climate of the institution by getting or assessing the supportive behavior, directive

behavior, engaged behavior and frustrated behavior from the respective respondents.

2. MATERIALS AND METHODS

Materials and methods presents and discusses the components which include measurement of variables, research locale, and respondents of the study, research instruments, design and procedure and statistical analysis of data.

2.1 Measurement of Variables

This study determined and analyzed the organizational climate of University of Eastern Philippines, Pedro Rebadulla Memorial Campus, Catubig Northern Samar for school year 2017-2018. In order to provide a common frame of reference to those who may read this research; the following variables used in this study are hereby defined:

Organizational Climate is the constitutive definition of organizational climate is a description of how organizational influences impact members of the organization. It is defined by teachers' perceptions of the schoolwork environment. Professional Teacher Behavior is marked by the respect for the colleague competence, commitment to students, autonomous, judgement and mutual cooperation and support of colleagues.

Supportive Behavior reflects a basic concern for teachers. The Dean listen and open to teachers suggestions. Raise is given genuinely and frequently, and criticism is handled constructively. The competence of the faculty is respected and the executive director exhibits both a personal and professional interests in teachers.

Directive Behavior is rigid, close supervision. The dean maintains constant monitoring and control over all teacher and school activities, down to smallest details.

Intimate Teacher Behavior is cohesive and strong social relations among teachers. Teachers know each other well, are close personal friends, socialize together regularly and provide strong social support for each other .It reflect a strong cohesive network of social relationship among faculty. Teachers know each other well, are close personal friends, and regularly socialized. Together.

Engaged Teacher Behavior is reflected by high faculty morale. Teachers are proud of their school, enjoy working with each other, and are supportive of their colleagues. Teachers are not only concerned about each other, they are committed to the success of their students. They are friendly with students, trust students, and are optimistic about the ability of the students' success.

Frustrated Teacher Behavior refers to a general pattern of interference from both administration and colleagues that distracts from the basic task of teaching. Routine duties, administrative paperwork, and assigned nonteaching duties are excessive; moreover, teachers irritate, annoy, and interrupt each other.

2.2 Research Locale

This study was conducted in University of Eastern Philippines, Pedro Rebadulla Memorial Campus, Catubig Northern Samar. Results on the survey of teachers are purely limited to permanent faculty of the University, for school year 2017-2018.

This is a small-scale study with 35 permanent faculty as respondents of the study. It sought to determine and analyzed the organizational climate of University of Eastern Philippines, Pedro Rebadulla Memorial Campus for School Year 2017-2018 and to determine the openness index of the school.

2.3 Respondents of the Study

The respondents of this study comprise of permanent faculty of University of Eastern Philippines, Pedro Rebadulla Memorial Campus, Catubig, Northern Samar for School Year 2017-2018 who at least rendered service and stayed in the university for at least three (3) years. The researcher purposively selected these faculty-respondents to ensure that the responses to the questionnaires is valid as backed up with the teachers' experience and perception regarding the state of school climate and openness of the University, for at least three (3) years.

The questionnaires were answered by the permanent faculty. From 36 permanent faculty, only 30 faculty were available since the other faculty members were on study leave and on vacation. The faculty in Job Order (JO) status or the special lecturer were not included in the respondents of the study since they still do not have a clear grasp of the climate of the school.

2.4 Research Instrument

The research used a standardized questionnaire which is called the "Organizational Climate Description Questionnaire (OCDQ) adopted from Wayne K Hoy (1991). It is an instrument used to measure important aspects of teacher-teacher and dean-teacher interactions. The questionnaire consists of 34 items for the respondents to choose. It has five (5) dimensions or subtest: supportive behavior; directive behavior; engaged behavior; frustrated behavior; and intimate behavior. These five subtest scores represent the climate and openness profile of the school.

2.5 Design and Procedures

The study is designed with descriptive methodology. Descriptive part of the study involves the analysis of the organizational climate of University of Eastern Philippines, Pedro Rebadulla Memorial Campus for School Year 2017-2018 and to determine the climate openness of the school specifically focusing on the dimensions or subtest covered by the Organizational Climate Questionnaire (OCDQ-RS).

Prior to the conduct of the study, the researcher asked permission of the school administration and faculty of University of Eastern Philippines, Pedro Rebadulla Memorial Campus to authorize and legitimize the survey on School Climate for permanent faculty of University of Eastern Philippines, Pedro Rebadulla Memorial Campus for School year 2017-2018.

Upon the approval of the Executive Director for the conduct of the study, the OCDQ-RS were administered after the faculty meeting. The questionnaires were answered by thirty (30) faculty with at least 3 years of teaching experience in the campus. All questionnaires were collected and data were tallied, processed using descriptive statistics and analyzed by computing standardized scores of the OCDQ-RS.

2.6 Data Processing and Scoring

Data were tabulated, tallied, organized statistically treated and analyzed. Descriptive statistics was used and the and the organizational climate and openness of University of Eastern Philippines, Pedro Rebadulla Memorial Campus for school year 2017-2018 was compared in terms of the school subtest scores in the OCDQ-RS scores, mean scores and standard deviation.

In computing the general openness index for the climate it made use of the following formulas adopted from Hoy, **W. K. et, al. (1991**): The responses vary along a four-point scale defined by the categories "rarely occurs", "sometimes occurs", "often occurs", and "very frequently occurs." (1 through 4, respectively).

Step 1: Score each item for each respondent with the appropriate number (1, 2, 3, or 4).

Step 2: Calculate an average school score for each item. Round the scores to the nearest hundredth. This score represents the average school item score. You should have 34 average school item scores before proceeding.

Step 3: Sum the average school item scores as follows:
You may wish to compare your school profile with other schools. We recommend that you convert each school score to a standardized score. The current data base on secondary schools is drawn from a large, diverse sample of schools in New Jersey. The average scores and standard deviations for each climate dimension are summarized below:

	Mean (M)	Std.deviation (SD)
Supportive Behavior(S)	18.19	2.66
Directive Behavior (D)	13.96	2.49
Engaged Behavior (E)	26.45	1.32
Frustrated Behavior(F)	12.33	1.98
Intimate Behavior (Int)	8.80	0.92

Supportive Behavior (S)=5+6+23+24+25+29+30
Directive Behavior (D)=7+12+13+18+19+31+32
Engaged Behavior (E)=3+4+10+11+16+17+20+28+33+34
Frustrated Behavior (F)=1+2+8+9+15+22
Intimate Behavior (Int)=14+21+26+27

To make the comparisons easy, we recommend you standardize each of your subtest scores. Standardizing the scores gives them a "common denominator" that allows direct comparisons among all schools.

2.7 Computing Standardized Scores of the OCDQ-RS

First: Convert the school subtest scores to standardized scores with a mean of 500 and a standard deviation of 100, which we call SdS scores. Use the following formulas:

$$SdS \text{ for } S=100(S-18.19)/2.66+500$$

Then compute the difference between your school score on S and the mean for the normative sample (S-18.19). Then multiply the difference by one hundred [100(S-18.19)]. Next divide the product by the standard deviation of the normative sample (2.66). Then add 500 to the result. You have computed a standardized score (SdS) for the supportive behavior subscale (S).

You have standardized your school scores against the normative data provided in the New Jersey sample. For example, if your school score is 600 on supportive behavior, it is one standard deviation above the average score on supportive behavior of all schools in the sample; that is, the principal is more supportive than 84% of the other principals. A score of 300 represents a school that is two standard deviations below the mean on the subtest. You may recognize this system as the one used in reporting individual scores on the SAT, CEEB, and GRE. The range of these scores is presented below:

If the score is 800, it is higher than 99% of the schools.

There is one other score that can be easily computed and is often of interest, the general openness index for the school climate.

$$Openness=((SdS \text{ for } S)+(1000-SdS \text{ for } D)+(SdS \text{ for } E)+(1000-SdS \text{ for } F))/ 4$$

This openness index is interpreted the same way as the subtest scores, that is, the mean of the "average" school is 500. Thus, a score of 650 on openness represents a highly open faculty. We have changed the numbers into categories ranging from high to low by using the following conversion table:

3. RESULTS AND DISCUSSIONS

Results and Discussions treats statistically the data gathered in the conduct of the study. The researchers used tabular presentation of data gathered from the survey. Data collected were analyzed and findings are discussed on the basis of specific research questions.

Then, repeat the process for each dimension as follows:

$$SdS \text{ for } D=100(D-13.96)/2.49+500$$
$$SdS \text{ for } E=100(E-26.45)/1.32+500$$
$$SdS \text{ for } F=100(F-12.33)/1.98+500$$
$$SdS \text{ for } Int=100(Int-8.80)/.92+500$$

If the score is 200, it is lower than 99% of the schools.
If the score is 300, it is lower than 97% of the schools.
If the score is 400, it is lower than 84% of the schools.
If the score is 500, it is average.
If the score is 600, it is higher than 84% of the schools.
If the score is 700, it is higher than 97% of the schools.

Scale	Description
Above 600	Very High
551-600	High
525-550	Above Average
511-524	Slightly Above Average
490-510	Average
476-489	Slightly Below Average
450-475	Below Average
400-449	Low
Below 400	Very Low

3.1 On Perception on Organizational Climate of University of Eastern Philippines-Pedro Rebadulla Memorial Campus

All data served as the basis to find out the current state of the school climate of University of Eastern Philippines-Pedro Rebadulla Memorial Campus School Year 2017-2018. Five (5) school subtest mean scores which includes Supportive Behavior(S); Directive Behavior (D); Engaged Behavior (E); Frustrated Behavior (F); and, Intimate Behavior (I) represent the climate and openness profile of the school and are represented in the following tables.

As shown in in Table 1, for the organizational climate of University of Eastern Philippines-Pedro Rebadulla Memorial Campus in terms of the supportive Bbehavior it has an average weighted mean of 2.56 interpreted as "Sometimes Occurs." From among the indicators, "The dean compliments teachers" has the highest weighted mean of 2.8 interpreted as "often occurs" while the indicator "The dean looks out for the personal welfare of the faculty" has the lowest weighted mean of 2.3, interpreted as "sometimes occurs".

Results shows that the deans of the different colleges in the university were supportive to its faculty. This implies that the university has good supportive behavior towards its faculty by giving compliments and appreciation to the work of its faculty.

As shown in Table 2, the organizational climate of University of Eastern Philippines-Pedro Rebadulla Memorial Campus in terms of Directive Behavior, it has an Average Weighted Mean of 2.64 interpreted as "Often Occurs". From among the indicators "The dean supervises teachers closely" ,had the highest weighted mean of 3.5 interpreted as "Very Frequently Occurs," while "The Dean closely checks teacher activity" got the lowest weighted mean of 2.33 interpreted as "Sometimes Occurs".

Result shows that the deans of the university as the head of respective colleges supervises the faculty in everything that they do. This implies that the deans of the university as immediate head of the faculty are doing their jobs and functions as to directing their respective colleges.

As shown in Table 3, the organizational climate of University of Eastern Philippines-Pedro Rebadulla Memorial Campus in terms of Engaged Behavior, it got an average weighted mean of 2.37 interpreted as "Sometimes Occurs". From among the indicators under this dimension the "Teachers are proud of their school" got the

Table 1. Organizational climate in terms of supportive behavior (S)

Indicator	WM	Interpretation
The dean sets an example by working hard himself/herself.	2.6	Sometimes Occurs
The dean compliments teachers.	2.8	Often Occurs
The dean goes out of his/her way to help teachers.	2.37	Sometimes Occurs
The dean explains his/her reason for criticism to teachers.	2.7	Often Occurs
The dean is available after school to help teachers when assistance is needed.	2.53	Sometimes Occurs
The dean uses constructive criticism.	2.6	Sometimes Occurs
The dean looks out for the personal welfare of the faculty.	2.3	Sometimes Occurs
Average Weighted Mean	2.56	Sometimes Occurs

Table 2. Organizational climate in terms of directive behavior (D)

Indicator	WM	Interpretation
Teacher-dean conferences are dominated by the dean.	2.53	Sometimes Occurs
The dean rules with an iron fist.	2.9	Often Occurs
The dean monitors everything teachers do.	2.43	Sometimes Occurs
The dean closely checks teacher activity.	2.33	Sometimes Occurs
The dean is autocratic.	2.9	Often Occurs
The dean supervises teachers closely.	3.5	Very Frequently Occurs
The dean talks more than listen.	2.83	Often Occurs
Average Weighted Mean	2.64	Sometimes Occurs

Table 3. Organizational climate in terms of engaged behavior (E)

Indicator	WM	Interpretation
Teachers spend time after school with students who have individual problems.	2.73	Often Occurs
Teachers are proud of their school.	3.20	Often Occurs
Student government has an influence on school policy.	2.63	sometimes Occurs
Teachers are friendly with students.	1.8	Rarely Occurs
Teachers help and support each other.	2.23	Sometimes Occurs
Students solve their problems through logical reasoning.	2.23	Sometimes Occurs
The morale of teachers is high.	2.1	Sometimes Occurs
Teachers really enjoy working here.	2.03	Sometimes Occurs
Students are trusted to work together without supervision.	2.76	Often Occurs
Teachers respect the personal competence of their colleagues.	2.06	Sometimes Occurs
Average Weighted Mean	2.37	Sometimes Occurs

highest weighted mean of 3.20 interpreted as "Very Frequently Occurs" while "Teachers are friendly with students" got the lowest weighted mean of 1.8 interpreted as "Rarely Occurs." Results shows that teachers in the university are proud of their institution, further it shows that teachers are friendly with students only rarely occurs. This implies that teachers rarely engaged with the students.

As shown in Table 4, the organizational climate of University of Eastern Philippines-Pedro Rebadulla Memorial Campus in terms of Frustrated Behavior, it got an Average Weighted Mean of 2.57 interpreted as "Sometimes Occurs". From among the indicators in this dimension "Teachers interrupt other faculty members who are talking in faculty meetings." got the highest weighted mean of 3.13 interpreted as "Often Occurs" while "The mannerisms of teachers at this school are annoying." got the lowest

weighted mean of 1.73 interpreted as "Rarely Occurs". Results shows that the "voice" of the teachers during meetings are being heard. However, other work load are burden in their functions as a teacher. This implies that teachers with additional administrative work and assignments are sometimes frustrating in working in the University.
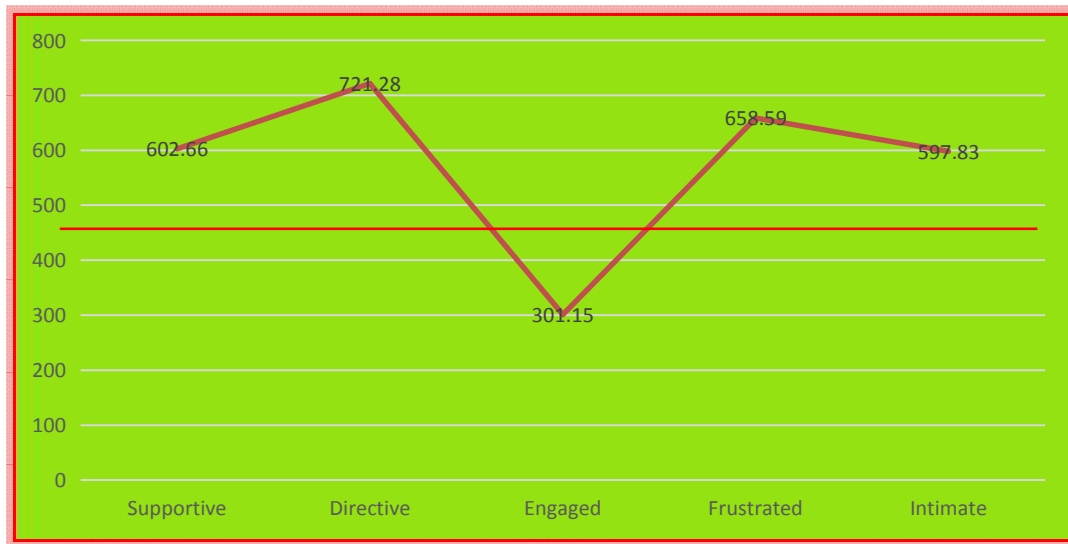
As shown in Table 5, for the organizational climate of University of Eastern Philippines-Pedro Rebadulla Memorial Campus in terms of Intimate Behavior, it got an average weighted mean of 2.42 interpreted as "Sometimes Occurs". From this dimension the indicator "Teachers invite other faculty members to visit them at home." got the highest weighted mean of 2.90 interpreted as "Sometimes Occurs" while "Teachers socialize with each other on a regular basis." got the lowest mean of 2.16 interpreted as "Sometimes Occurs".

Table 4. Organizational climate in terms of frustrated behavior (F)

Indicator	WM	Interpretation
The mannerisms of teachers at this school are annoying.	1.73	Rarely Occurs
Teachers have too many committee requirements.	2.63	Sometimes Occurs
Routine duties interfere with the job of teaching.	2.60	Sometimes Occurs
Teachers interrupt other faculty members who are talking in faculty meetings.	3.13	Often Occurs
Administrative paper work is burdensome at this school.	2.86	Often Occurs
Assigned non-teaching duties are excessive.	2.47	Sometimes Occurs
Average Weighted Mean	2.57	Sometimes Occurs

Table 5. Organizational climate in terms of intimate behavior

Indicator	WM	Interpretation
Teachers' closest friends are other faculty members at this school.	2.33	Sometimes Occurs
Teachers know the family background of other faculty members.	2.30	Sometimes Occurs
Teachers invite other faculty members to visit them at home.	2.90	Often Occurs
Teachers socialize with each other on a regular basis.	2.16	Sometimes Occurs
Average Weighted Mean	2.42	Sometimes Occurs

Graph 1. Standardized scores of organizational climate of University of Eastern Philippines-Pedro Rebadulla memorial Campus

Results shows that teachers in the university are good friends and welcoming to their home.This implies that there is a good teacher-teacher relationship in the university.

3.2 On the Standardized Scores of Organizational Climate of University of Eastern Philippines-Pedro Rebadulla Memorial Campus

The Standardize Scores of the climate of University of Eastern Philippines-Pedro Rebadulla Memorial Campus in terms of the following dimensions or subtest Supportive Behavior (S); Directive Behaviorr (D); Engaged Behavior (E); Frustrated Behavior (F); and Intimate Behavior (I) is computed as follows and presented in the proceeding graph.
Standardized Scores:

Supportive: $\quad$ S=100(17.90 - 18.9)/2.66+500 = 602.66
Directive: $\quad$ D=100(19.47 - 13.96)/2.49+500 = 721.28
Engaged: $\quad$ E=100(23.83 - 26.45)/1.32+500 = 301.15
Frustrated: $\quad$ F=100(15.47-12.33)/1.98 + 500 = 658.59
Intimate: $\quad$ Int=100(9.70 -8.80)/.92 + 500 = 597.83

The graph showed that the red line in the center of the graph represents '500' which indicates a standardized mean and 100 as standard deviations. Results showed that the Supportive

Behavior and Frustrated Behavior scored on the range of 600, this means that University of Eastern Philippines Pedro Rebadulla Memorial Campus was higher than 84% of the schools from the normative samples. However, the Engage Behavior got score range lower than 400. Further, the dimensions or subtest Directive Behavior got a score on the range of 700, this means that University of Eastern Philippines Pedro Rebadulla Memorial Campus was higher than the 97% of the schools from the normative samples.

3.3 On General Openness Index for University of Eastern Philippines Pedro Rebadulla Memorial Campus Climate

The general openness index of University of Eastern Philippines Pedro Rebadulla Memorial Campus was measured using this formula and computation:

Openness = ((SdS for S) + (1000-SdS for D) + (SdS for E) + (1000-SdS for F))/4
= ((602.22) + (1000-721.28) + (301.15) + (1000-658.59)) / 4
= (602.22 + 278.72 + 301.15 + 341.41) / 4
= 1,523.5 / 4
= 380.9

With a score of 380.9, the University of Eastern Philippines Pedro Rebadulla Memorial Campus falls below the 'average' range for openness.

This makes it hard to define the school as either open or closed. In this particular school, teachers often scored the survey with 'sometimes occurs' or 'often occurs'. But the computation indicates a below average feel about the climate of the school.

4. CONCLUSION

The following conclusions were drawn from the finding of the study:

1. The assessment of the organizational climate of the University of Eastern Philippines Pedro Rebadulla Memorial Campus. The standardized scores of the climate descriptions of the University of Eastern Philippines Pedro Rebadulla Memorial Campus in terms of the Supportive Behavior (S), Frustrated Behavior (F) scored on the range of 600, this means that University of Eastern Philippines Pedro Rebadulla Memorial Campus is higher than 84% of the schools from the normative samples.
2. The dimensions or subtest Engaged Behavior (E) score on the range 300, this means lower than the 97% of the schools. Directive Behavior (D) got a score on the range of 700, this means that University of Eastern Philippines Pedro Rebadulla Memorial Campus is higher than 97% from the normative sample. It means that climate descriptions of the institution in terms of the Engaged Behavior are low, but the rest of the dimensions and subtests mention above are relatively higher than that of the normative samples from a large scales of schools in New Jersey.
3. The openness index of the organizational climate scored 380.9 University of Eastern Philippines Pedro Rebadulla Memorial Campus falls below the average range for openness.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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