

THE INTERACTION BETWEEN SCHOOL ORGANIZATIONAL CLIMATE AND DECISION MAKING PRACTICES OF ADMINISTRATORS

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Abstract: The study was conducted to determine the interaction of organizational climate and decision making styles of school administrators of Second Congressional District of Nueva Ecija as perceived by teachers.

Findings showed that there were more female teachers than male in the Second Congressional District, Division of Nueva Ecija. Most of the teachers were married, with academic rank of Teacher I, with educational attainment mostly of Bachelors degree and served the school for an average of 7 years. Furthermore, most of the teacher respondents had socio-economic status range from P191,000-P602,999 belong in class D.

Esprit and Intimacy as a teacher behavior in the organizational climate of the school were perceived by the teacher-respondents to “often occurs”, while disengagement as a teacher behavior in the organizational climate was described to organization, “rarely occur”. Production Emphasis as a leader behavior often occurs in the school organizational climate.

There was a significant relationship between socio-demographic characteristics in terms of sex, age, civil status, monthly salary, highest educational attainment, length of service and Socio-economic status with the organizational climate in terms of aloofness, production emphasis, thrust and consideration. Results showed that there was a significant relationship between socio-demographic characteristics in terms of sex, age, civil status, monthly salary, educational attainment, length of service and socio-economic status of teacher – respondents and decision making styles of school administrators. The result showed that there was a significant relationship between school organizational climate in terms of teacher behavior and leader behavior and decision making styles.

Keywords: Organizational Climate, Aloofness, Production emphasis, Thrust, Consideration and Decision-Making Style.

1. INTRODUCTION

Decision Making is both a skill and an art. It is a skill because it needs techniques and expertise to run the affairs of the organization well. It is even more than a skill and an art since the school manager governs people with varied learning, visions and potentials more than an ordinary man in street.

Climate in an organization evolves out of collective perceptions of employees on various aspects of the organizational work life. It is shaped through their day-to-day experiences while dealing with various facets of the organizational realities such as its goals and objectives, policies and practices, leadership, structure, work design, technology adopted, people, dominant modes of communication, motivational and reward mechanisms, working conditions etc. It provides a dynamic interface for employees in the organization in the form of psychologically meaningful and behaviorally pertinent perceptions, which impel them to think, feel and act in consistently similar ways

This study examined the relationship of some important teacher-related factors and their perceptions of the current organizational climate and decision making styles of the administrators.

In this regard, the researcher, as one of the teachers in the Second Congressional District, Division of Nueva Ecija, would like to help contribute to the improvement of the decision making styles and its relationship on organizational climate.

In terms of age, Hunt et.al.(1993) as cited by Boonsawang (2007) found out that Decision Making style use standard systems among older persons compared to younger ones. However, Cruz (2007) found that age is negatively related to Decision Making style use of the school administrator in public schools.

2. METHODOLOGY

Descriptive method of educational research was used to answer the problems posed in the study. This method is considered the most appropriate since it can be used in providing facts on which professional judgment may be based. This method is of great value to understand the nature, characteristics, components and aspects of the phenomena (Zulueta and Costales, 2003).

Respondents of the Study

The respondents of the study were composed of teachers with three (3) years and above teaching experience for having knowledge about organizational climate in the school and Decision Making styles of high school administrators they have.

There were four (4) schools where the high school administrators' decision making styles and the organizational climate were assessed.

There were 173 teachers in the four (4) schools but only 125 teacher-respondents were selected as school samples based on the teaching experience requirements.

Table 1: Distribution of High School Teachers

SCHOOL	No. of Teachers			Respondents		
	Male	Female	Total	Male	Female	Total
1. Dona Juana Chioco National High School (DJCNHS)	25	47	72	17	33	50
2. Carranglan National High School (CNHS)	16	20	36	11	16	27
3. Rizal National High School (RNHS)	15	23	38	12	16	28
4. Llanera National High School (LNHS)	12	15	27	9	11	20
	Total		173	Total		125

Sampling Procedure

The samples of the study came from the four (4) schools in the Second Congressional District of Nueva Ecija: Dona Juana Chioco National High School in Lupao, Nueva Ecija; Carranglan National High School in Carranglan, Nueva Ecija; Rizal National High School in Rizal, Nueva Ecija and Llanera National High School in Llanera, Nueva Ecija.

The teacher-respondents must be at least three (3) years and above in terms of length of service in the school.

Table 2: Distribution of Teacher Respondents

SCHOOL	MALE	FEMALE	Total
1. Dona Juana Chioco National High School (DJCNHS)	17	33	50
2. Carranglan National High School (CNHS)	11	16	27
3. Rizal National High School (RNHS)	12	16	28
4. Llanera National High School (LNHS)	9	11	20
Grand Total	49	76	125

Conceptual Framework

This study dealt only with the administrators’ decision making practices. It is assumed that the respondents can perceive the current and desired organizational characteristic of their administrators. Since the study will focus on organizational climate and Decision Making styles, reference is made to the four areas by Likert (1976) which are exploitive consultative and democratic-participative. The dependent variables are Decision Making styles of the high school administrators. It is assumed that the respondents’ perception along the organization characteristics is associated with some variables such as socio-demographic characteristics in terms of sex, age, civil status, socio-economic status, position, monthly salary, educational attainment and length of service and organizational climate in terms of teachers behavior such as disengagement, hindrance, esprit and intimacy and leader behavior such as aloofness, production emphasis, thrust and consideration which are the independent variables in this study. The hypothetical relationship between the independent and dependent variables is illustrated in figure 1.

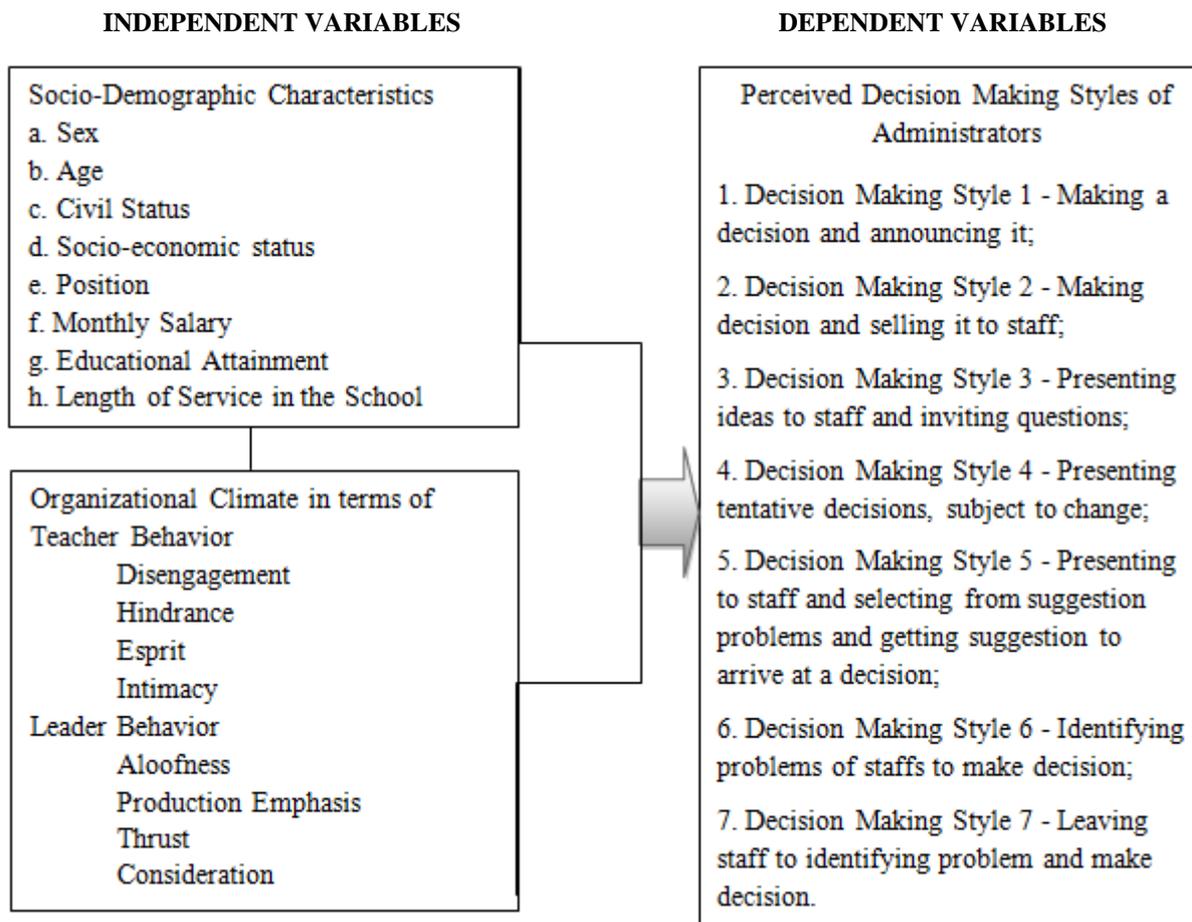


Figure 1: The conceptual paradigm showing the model of the relationship between the independent and dependent variables.

Scope and Limitation of the Study

This study focused on the perceived school organizational climate of the school and perceived decision making styles of high school administrators in the Second Congressional District of Nueva Ecija during school year 2014-2015.

The research focused on the following: teacher-respondents’ socio-demographic characteristics such as sex, age, civil status, position, monthly salary, educational attainment, and length of service in the school, and organizational climate in terms of teacher behavior and leader behavior and decision making styles as Decision Making Style 1 - make a decision and announce it, Decision Making Style 2 - make decision and sells it to staff, Decision Making Style 3 - present ideas to staff and invites questions, Decision Making Style 4 - present tentative decisions, subject to change, Decision Making Style 5 - present to staff and selects from suggestion problems and gets suggestion to arrive at a decision, Decision Making Style 6 - identify problems staffs make decision, and Decision Making Style 7 - leave staff to identify problem and make decision. Only teachers with at least three (3) years teaching experience in the schools were included as sample respondents in the study.

3. LITERATURE REVIEW

Decision Making is beholden to the organization for its viability, effectiveness and efficiency. Organization in turn sets the meaningful stage for Decision Making to operate. Thus, the study of Decision Making is at the same time a study of its organization. As Decision Making studies deal with the factor in the organization, studies about organization cannot be completely divorced from Decision Making concepts. Generally, administrators decision making style is believe to be affected by socio-demographic characteristics. Studies on socio-demographic characteristics consisted of sex, age, civil status, rank/position, monthly salary, highest educational attainment and length of service. Comia (2010) found that sex has statistically significant relationship with an administrator decision making styles where in males is more likely to have an authoritative than females.

Organizational climate is defined as people's perception and attitude about the organization - whether it is good or bad place to work, friendly or unfriendly, hardworking or easy-going, and so forth." Ashkanasy, Wilderom and Peterson [2000]

Sought to define organizational environments in terms of nine climate dimensions: structure, responsibility, reward, risk, warmth, support, standards, conflict, and identity. significant effect on job satisfaction & job performance. Flagg (2005) in their study attempted to investigate how misalignments between the organizational climate and the leadership style may result in negative performance consequences. The result indicated that misalignment between climate and leadership style are problematic for organizational performance. Some combinations of climate and leadership style align or fit well together and yield good performance. Complementarily, there are combinations of climate and leadership style which do not fit and yield relatively poor performance.

Organizational climate and organizational culture are associated with each other in the literature and sometimes they are even used interchangeably (Hunts and Richards, 1993). Climate is conceived as an organizational reality in an objectivistic sense. The framework means that organizational climate is not identical to organizational culture. Culture refers to deeper and more enduring values, norms and beliefs within the organization; however, climate is distinct from culture in that it is more directly observable within the organization (Halpin and Croft, 1963).

Organizational climate is a concept dealt in various dimensions. In their studies examining the relationship between organizational climate and perception of support of innovation, Gentry and Zhang (2010) defined sub-dimensions of organizational climate as support, cohesion, pressure, intrinsic recognition and impartiality. Support addresses the existence of managers supporting employees working in an organization. Cohesion emphasizes the harmony and cooperation in the organization. Pressure expresses the pressure created by heavy workload of workers. Intrinsic recognition emphasizes rewarding and appreciation in the organization. Impartiality expresses the objectiveness perceived by workers in the organization (Gentry, 2010). In this study, organizational climate is handled in line with these dimensions.

Decision Making style especially in the school is oftentimes overlooked. Decision making style is an organization of classroom in a learning environment; the Decision making of school, student discipline, order or care; the grouping of the school personnel and students for different tasks and patterns of interaction; and the individualization of student learning.

4. DISCUSSION

This study was conducted to assess the socio-demographic characteristics of the teacher-respondents in terms of sex, age, civil status, present position, academic rank, monthly salary, highest educational attainment, length of service and socio-economic status were discussed.

The set of questionnaire of three parts was used to gather data. The first part was answered by the teacher respondent to identify the socio-demographic characteristics of teacher respondents. The second part of questionnaires was administered to the teacher respondents to identify the perceived organizational climate and the last part of the survey questionnaire was to identify the decision making styles of the high school administrators as perceived by the teacher-respondents.

The survey questionnaire for teachers was administered in gathering data for this study. The socio-demographic characteristics consisted of sex, age, civil status, monthly salary, educational attainment length of service and socio-economic status of the teacher respondents, their perceived organizational climate and decision making style.

For the validation and reliability of the instrument, pre-test was done in the Agricultural Science and Technology School. Fifteen respondents from the teachers were involved in the pretest. The respondents were drawn randomly from the faculty and administrators who were not involved in the study. The results were statistically analyzed using the Cronbach-Alpha reliability test.

The respondent's population was composed of 125 teachers from selected schools in Second Congressional District, Division of Nueva Ecija.

5. CHARACTERISTICS OF TEACHER RESPONDENTS

Socio-demographic characteristics

Out of 125 teacher respondents, 42 or 33.6% were males and 83 or 66.4% were females with the mean age of 32. The respondents were teachers with age range of 21-30 with ($f=51$) or 40.8%; 31-40 with ($f=60$) or 48%; 41-50 with ($f=14$) or 11.2%. Majority of the teacher respondents were married ($f=91$) or 72.8% and have academic rank of Teacher-I with ($f=60$) or 48%, majority were Bachelor's degree with ($f=76$) or 60.8%. In terms of length of service, majority of the teacher respondents belonged to the range of 1-5 years with ($f=58$) or 46.4% and socio-economic status ranged from 191,000-602,999 with ($f=100$) or 80% belonging to class D.

Organizational Climate

The teacher-respondents perceived that esprit in the organizational climate "often occurs" with $x=2.65$ in the Likert rating scale.

On the other hand, disengagement in the teacher respondents' organizational climate "rarely occurs" with $x=1.69$ in the Likert rating scale.

Decision Making Styles

Majority of teacher-respondents perceived that school administrators' "often" employed Decision Making Style 3 that is presenting ideas to staff and inviting questions with $x=3.46$ in the Likert rating scale.

Relationship between Socio-demographic Characteristics and Organizational Climate

There was a significant relationship between the socio-demographic characteristics in terms of sex, age, civil status, monthly salary, educational attainment length of service and socio-economic status of the teacher respondents and organizational climate.

Relationship between Socio-demographic Characteristics and Decision Making Styles

Results showed that there was significant relationship between socio-demographic characteristics in terms of sex, age, civil status, monthly salary, educational attainment, length of service and socio-economic status of the teacher respondents and the decision making styles of school administrators. Thus, the null hypothesis was rejected.

Sex

Correlation showed that sex was not significantly correlated with decision making styles of administrators

Age

Age of the teacher-respondents was positively correlated with Decision Making Style 4 and highly correlated with Decision Making Style 6.

Civil Status

Civil status was correlated with Decision Making Style 1, Decision Making Style 3, Decision Making Style 4, Decision Making Style 6 and Decision Making Style 7.

Academic Rank

Only Decision Making Style 7 was correlated with academic rank.

Monthly Salary

Monthly salary was negatively correlated with Decision Making Style 3, Decision Making Style 5 and Decision Making Style 6. On the contrary, monthly salary was highly significantly correlated with Decision Making Style 7.

Highest Educational Attainment

Highest educational attainment was positively correlated with Decision Making Style 3, Decision Making Style 4, and Decision Making Style 6 while Decision Making Style 5 was significantly correlated at 0.05 level of significant.

Length of Service

Length of service was not significantly correlated with decision making styles.

Socio-economic status

Socio-economic status was negatively correlated with Decision Making Style 1, Decision Making Style 7 at 0.01 level of significant and Decision Making Style 2 at 0.05 level of significant. However, it was positively correlated at 0.05 level of significant with Decision Making Style 6.

Relationship between Organizational Climate and Decision Making Styles

Pearson-r revealed that there was a significant relationship between organizational climate in terms of teacher behavior and leader behavior and decision making styles. Thus, the null hypothesis was rejected.

Disengagement-Organizational Climate and Decision Making Styles

Disengagement as teacher behavior in the organizational climate was positively correlated with Decision Making Style 1 and Decision Making Style 6 at 0.05 level of significant. But it was highly correlated with Decision Making Style 2, Decision Making Style 3, Decision Making Style 4 and Decision Making Style 5 at 0.01 level of significant.

Hindrance-Organizational Climate and Decision Making Styles

Hindrance as a teacher behavior in the organizational climate was positively correlated with Decision Making Style 2, Decision Making Style 3, Decision Making Style 4 and Decision Making Style 5 at 0.05 level of significant. However, it was positively correlated with Decision Making Style 6, but negatively correlated with Decision Making Style 7 at 0.05 level of significant.

Esprit-Organizational Climate and Decision Making Styles

Esprit as a teacher behavior in the organizational climate was positively correlated with Decision Making Style 3, Decision Making Style 4, Decision Making Style 5 and Decision Making Style 6 at 0.01 level of significant but negatively correlated with Decision Making Style 7 at 0.05 level of significant.

Intimacy-Organizational Climate and Decision Making Styles

Intimacy as a teacher behavior in the organizational climate was positively correlated with Decision Making Style 3, Decision Making Style 4, Decision Making Style 5 and Decision Making Style 6 at 0.01 level of significant.

Aloofness-Organizational Climate and Decision Making Styles

Aloofness as a leader behavior in the organizational climate was positively correlated with Decision Making Style 2, Decision Making Style 3, Decision Making Style 4, Decision Making Style 5 and Decision Making Style 6 at 0.01 level of significant.

Production Emphasis-Organizational Climate and Decision Making Styles

Production emphasis as a leader behavior in the organizational climate was positively correlated with Decision Making Style 2, Decision Making Style 3, Decision Making Style 4, Decision Making Style 5 and Decision Making Style 6 at 0.01 level of significant.

Thrust-Organizational Climate and Decision Making Styles

Thrust as a leader behavior in the organizational climate was positively correlated to Decision Making Style 2, Decision Making Style 3, Decision Making Style 4, Decision Making Style 5 and Decision Making Style 6 at 0.01 level of significant however, it was not significant with Decision Making Style 1 and Decision Making Style 7.

Consideration-Organizational Climate and Decision Making Styles

Consideration as a leader behavior in the organizational climate was positively correlated with Decision Making Style 3, Decision Making Style 4, Decision Making Style 5 and Decision Making Style 6 at 0.01 level of significant and significant correlated at 0.05 level of significant with Decision Making Style 2.

6. CONCLUSIONS

Based on the results of the study, the following conclusions were drawn:

1. Findings showed that there were more female teachers than male in Second Congressional District, Division of Nueva Ecija. Most of the teachers were married, with academic rank of Teacher I, with educational attainment mostly of Bachelors degree and served the school for about 1-5 years. Furthermore, most of the teacher respondents had socio-economic status range from P191,000-P602,999 belong in class D.
2. Esprit and Intimacy as a teacher behavior in the organizational climate of the school were perceived by the teacher-respondents to “often occurs”, while disengagement as a teacher behavior in the organizational climate was described to “rarely occur”. Production Emphasis as a leader behavior often occurs in the school organizational climate.
3. School administrators often practice Decision Making Style 3 that is presenting ideas to staff and inviting questions. This describes a participative approach and also consultative type. On the other hand, school administrators sometimes practice Decision Making Style 1, 2, 4, 5, 6 and 7.
4. There was a significant relationship between socio-demographic characteristics and organizational climate.
 - a. Sex was negatively correlated with consideration as leader behavior in the organizational climate.
 - b. Age was positively correlated with the leader behavior in the organizational climate in terms of aloofness, production emphasis, thrust and consideration.
 - c. Civil status was correlated with teacher behavior in the organizational climate in terms of hindrance, and with leader behavior in terms of aloofness, production emphasis and consideration.
 - d. Monthly salary was positively correlated with teacher behavior in the organizational climate in terms of hindrance, and leader behavior in terms of production emphasis, and consideration but negatively correlated with intimacy as a teacher behavior.
 - e. Highest educational attainment was significantly correlated with teacher behavior in the organizational climate in terms of disengagement, hindrance, esprit, intimacy, and leader behavior in terms of aloofness, production emphasis, thrust and consideration.
 - f. Length of service was significant correlated with leader behavior in the organizational climate in terms of production emphasis, thrust and consideration.
 - g. Socio-economic status was significantly correlated with teacher behavior in the organizational climate in terms of esprit and intimacy but negatively correlated with leader behavior in the organizational climate in terms of production emphasis.
5. Results showed that there was a significant relationship between socio-demographic characteristics in terms of sex, age, civil status, monthly salary, educational attainment, length of service and socio-economic status of teacher – respondents and decision making styles of school administrators.
6. The result showed that there was a significant relationship between school organizational climate in terms of teacher behavior and leader behavior and decision making styles.

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APPENDIX – A

Administrator Decision Making Styles	Mean	SD	Description
Decision Making Style 1- makes a decision and announce it	2.794	.63743	Sometimes
a. Decides without consulting the subordinates about the decision.	2.44		Rarely
b. lets the staff dominate the entire decision.	2.192		Rarely
c. Decides when time calls immediate decision.	3.648		Often
d. Does not let the staff dominate the decision-making.	2.896		Sometimes
Decision Making Style 2-makes decision and sells it to staff	2.796	.66325	Sometimes
a. Plugs advantages of the decision to the staff.	2.896		Sometimes
b. Presents problem and lets the staff alone arrive at a decision.	2.28		Rarely
c. Presents advantages of the decision for the staff to conform	2.36		Rarely
d. Does not let the staff's opinions and personal choices be involved in making decision.	2.648		Sometimes
Decision Making Style 3 - Presents ideas to staff and invites questions.	3.464	1.0343	Often
a. Presents ideas and invites question when deciding.	3.112		Sometimes
b. Encourage everybody to participate and be involved in the decision-making.	3.424		Often
c. Presents the plan to the staff and ask questions about it.	3.288		Sometimes
d. Uses ideas from the staff to supplement or replace decision.	3.232		Sometimes
Decision Making Style 4 - Present tentative decisions, subject to change	3.144	.8348	Sometimes
a. Allows modification of the decision.	3.096		Sometimes
b. Allows good ideas to be incorporated in the decision.	3.424		Often
c. Allows wrong decision to be amended.	3.4		Often
d. Does not acknowledge ideas to be incorporated in the decision.	2.656		Sometimes
Decision Making Style 5 - Presents to staff and selects from suggestion problems and gets suggestion to arrive at a decision.	3.222	.99657	Sometimes
a. Presents problems and gets suggestion to arrive at a decision.	3.464		Often
b. Allows the staff to comment on decision but does not let the decision be affected.	3.032		Sometimes
c. Allows democratic procedure in decision-making.	3.4		Often
d. Allows staff to bring out opinions and/or ideas but with limitations.	2.992		Sometimes
Decision Making Style 6 - Identifies problems, staffs make decision.	3.096	.79552	Sometimes
a. Involves opinions and personal choices of the subordinates in decision-making.	3.168		Sometimes
b. Advertises to the staff the already made decision to be the best.	3.192		Sometimes
c. Maximizes staff's expertise and experience in decision-making.	3.504		Often
d. Does not plug to the staff the advantages of the decision.	2.52		Rarely
Decision Making Style 7 - leaves staff to identify problem and make decision	2.794	.66225	Sometimes
a. Lets the staff alone identify the problem and decide.	2.44		Rarely
b. Decide alone on matters that do not directly affect the subordinates.	3.024		Sometimes
c. Does not let the staff identify the problem and decide by themselves.	2.92		Sometimes
d. Imposes policy without coordinating the staff.	2.792		Sometimes