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A Qualitative Analysis of School Organizational Climate in an Educational Setting

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Abstract

Aim: This study described the organizational climate of the educational institution in terms of management, policies, processes, facilities, remuneration, rewards, career growth, and relationship with colleagues among the academic teaching, academic non-teaching, and admin personnel as part of the organizational climate of the educational institution to come up with recommendations to sustain a healthy educational institution climate.

Methodology: The study utilized a single-case qualitative design employing a semi-structured interview instrument. The interview was conducted via telephone where a total of 21 informants volunteered to participate.

Results: The study revealed eight key themes: Management Coordination and Resource Allocation, Conflict Resolution, Internal Communication, Policy Implementation Issues, Compensation and Benefits Dissatisfaction, Career Development Opportunities, Workplace Relationships, and Supportive Management. Participants expressed satisfaction with management's support but noted the need for clearer communication, better policy implementation, and career development pathways. Employees' perception on management centers on the system improvement specifically coordination and synchronization among offices, organizational structure, employee support, improvement in resources and information dissemination. Majority of the employees used to be satisfied with the remuneration provided by the Higher Education Institution (HEI). Lastly, the majority of informants described their office heads as accommodating, approachable, and respectful. A few mentioned instances where they felt that their office heads could improve in areas such as professionalism, support, and communication.

Conclusion: Organizational climate of the educational institution presents both positive and challenging elements. The results support the Organizational Climate Theory which states that the organizational environment influence the employee behavior and productivity (Schneider, 1987). A supportive management, efforts to improve organizational management, and effective internal communication create a generally favorable working environment which in turn encourages employee engagement and collaboration. However, the HEI faces significant challenges, including inconsistent policy implementation, dissatisfaction with compensation and benefits, inadequate facilities, and limited career growth opportunities. These issues lessen the positive aspects of the organizational climate, affecting employee morale and productivity.

Keywords: Organizational Climate, Human Resource Development, Employee Perception

INTRODUCTION

People love to work in an environment with an appropriate system and clear policies. Organizations need to be more conscious about leadership style, delivery and implementation of policies, orientation, and training on procedures, proper facilities, competitive remuneration schemes, engaging rewards systems, encouraging career growth, and good relationships with colleagues. These promote a sense of belongingness and commitment to the organization's employees. Further, in today's world, where expectations are at their peak and competition is stiff, managers and leaders are challenged to handle the different intrapersonal and interpersonal conflicts within the organization.



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The key to achieving successful management is the presence of the right climate. An organization's prerogatives and efforts won't be equitable to success without the right climate around the environment of the company's boundaries.

Organizational climate is the center of the human environment and the boundaries within which the employees of the organization work. The survival and growth of any organization are directly proportional to its favorable climate. Additionally, organizational climate is shaped by the people within it and directly impacts overall performance and productivity. A favorable climate enhances employee engagement, which in turn affects productivity (Schneider, 1987).

It is just like an asset, comprising the people's attitude towards the organization as a whole. The climate or culture of a particular organization may be observed from the things, sayings, doings, and feelings held in common. Organizational climate types affect productivity in certain company units through collective engagement, and strong climates are parallel to difficult situations that affect performance results. In another study conducted by Kopelman, et al. (1990) different types of organizational climates such as the supportive and rigid climates influence productivity outcomes. Strong climates with positive performance results and collective engagement.

Organizational climate significantly impacts employee engagement and satisfaction, especially in educational institutions where effective leadership and communication are vital. Organizational Climate Theory proposes that the organizational environment shapes employee behavior and productivity (Schneider, 1987). Additionally, this theory explores how the internal environment of schools and universities affects staff and student outcomes. When an institution fosters a positive climate, through supportive leadership, transparent communication, and equitable policies, it can significantly enhance staff motivation, collaboration, and overall organizational effectiveness (Schneider, et al., 2011).

The centrality and leadership strategy of principals, strongly and directly affect teacher attitudes which define school climate (Price, 2012). According to Schneider and Preckel (2017), a positive school climate can begin to see some of the out-of-school influences that led to disparate levels of achievement. The concept of school climate has years of research to support its value and linkage to several important outcomes, such as academic achievement, school-level improvement, teacher development, enhanced collaboration, and reduced teacher burnout (Bryk & Schneider, 2002; Kraft & Papay, 2014; Price, 2012; Schneider & Preckel, 2017).

In one of the HEIs, it has been observed that employees randomly complain about the details of the tasks that are to be done, who and how are the tasks implemented. Cases of miscommunication and conflict resolution were on the rise among employees. More often than not, people talk about the lack of facilities available to them to sustain holistic well-being at work. Comparison between other schools in terms of how performance is rewarded is becoming a concern. Lastly, employees complain there is no enough door opportunities for their careers in the institution. The researchers want to better understand the organizational climate affecting the challenges at hand to be an instrument in making positive change in organization happen.

This study examined the organizational climate in an HEI. The focus is on understanding the perceptions of academic and non-academic staff regarding their work environment. The research aims to understand the factors that contribute to a healthy organizational climate and propose recommendations on the areas that needing improvements.

Objectives

The study described the organizational climate of the educational institution in terms of management, policies, processes, facilities, remuneration, rewards, career growth, and relationships with colleagues among the academic teaching, academic non-teaching, and admin personnel as part of the organizational climate of the educational institution to come up with recommendations to sustain a healthy educational institution climate.

Specifically, the study sought to answer the following questions:

1. How do academic teaching, academic non-teaching, and admin personnel describe and perceive the organizational climate of following aspects?
 - a. Management;
 - b. Policies;
 - c. Processes;
 - d. Facilities
 - e. Remuneration;
 - f. Rewards;
 - g. Career Growth; and
 - h. Relationship with colleagues?



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- Based on the study's findings, what recommendations can be crafted to sustain a healthy organizational climate?

METHODS

Research Design

This study adopted a qualitative Single Case Exploratory Design. A case study is an in-depth examination of a particular case or several cases (Lichtman, 2013). It is meant to help explore a case in depth. A case can be an individual, a process, an institution, an organization, a program, or a unified system that a researcher wants to understand in detail. A case can be a substance or occurrence and cover a collection of matter (Yin, 2014). Yin confirmed how and why questions are applicable in case study investigations. The case study method explores a real-life, contemporary bounded system (a case) or multiple-bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information and reports a case description and case themes (Creswell, 2013). The single case study plan offered a strategic way of addressing the research questions. If the researcher only wants to study one single thing (for example, a person from a specific group) or a single group (for example, a group of people), a single case study is the best choice (Yin, 2014). When a single case study is used, the researcher can question old theoretical relationships and explore new ones; thus, a more careful study is made. It also makes the researcher better understand the subject (Dyer & Wilkins, 1991).

This study focused on the informants' shared common perception of the organizational climate of the HEI.

Population and Sampling

The study utilized purposive sampling method. The informants were selected only based on the criteria set by the researchers. The study aimed to focus on the HEI's teaching, non-teaching, and admin personnel in the year 2020-2021. The employees' population was profiled according to their category (teaching, non-teaching, admin), their willingness to participate and share actual experiences related to the topic. The study had twenty-one (21) informants, with the following sample distribution: three (3) administrative personnel; eight (8) non-teaching personnel; and ten (10) teaching personnel using purposive sampling.

Instrument

The researchers were the primary instrument using the self-made structured interview questionnaire to gather data from the informants. It is the best approach to achieving the objectives of the research.

The interview questionnaire is a semi-structured questionnaire that was utilized to achieve the objectives of the research. It underwent validation by two experts with advanced studies in the field of human resource management. The instrument comprises preliminary questions that assessed the informants' perception of the HEI's management practices. The developmental problems, which specifically elaborated informants' point of view, is positioned by asking the administration of policies, work processes, facilities, remuneration, reward systems, and career pathing. The interview was wrapped up by the informants' description of their relationship with their colleagues of different levels starting within the same office and position level, from another office of the same position level and colleagues of higher position than them.

Data Collection

A letter request was sent to the administration for approval to conduct the study in the institution. Once approved, the paper went through a thorough ethics review from the ethics committee and was issued with a Notice to Proceed. Informed consent was sent to the selected informants, and after voluntary participation was sought, a phone interview was scheduled with the expectation that the interview would be recorded for analysis purposes. The data were collated, transcribed, and analyzed the data from the phone interview and maintained identifying information in a locked/secured file.

Data Analysis

The data gathered from the interviews were treated qualitatively, and thematic analysis was employed. The researchers prepared and organized the data. Printed out transcripts, gathered notes, and other documents from the phone interview conducted with the research informants. Based on the study's objectives, the researchers reviewed



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and explored the data collected during an interview and created or generated initial codes. This study followed three stages of the coding process (Strauss and Corbin, 1990).

Open Coding was a procedure followed for developing the different categories of information gathered from the interview. The researchers carefully examined the text for salient categories, applied the codes, and labeled themes by applying several phrases or sentences.

Axial Coding was applied to explore the relationship of categories, making connections between them.

Selective Coding was done to identify a single category as the central phenomenon.

After coding all the data, the researchers reviewed those codes and revised or combined them into themes. The researchers cohesively presented themes, and integration of the results is deemed necessary in creating an intervention plan as the desired output of this study.

Ethical Consideration

The Research Ethical Standards were followed all throughout the conduct of the study. After approval was sought from the institution and permission was acquired from the selected informants, the researchers observed the ethical guidelines during and after the data collection. There was protection of human rights in that the informants were given to decide whether they were comfortable sharing their experiences or not without any pressure. The personal information collected was just proportioned to what was required from the study following the data privacy principle of proportionality. To protect the identity of the informants, the researchers used pseudonyms. Following the National Ethical Guidelines, the informants were educated as to the study's objectives. Further, the informants were assured that there would be no physical, psychological, social, or economic harm and that personal values or beliefs would be respected. The right to withdraw and withhold information was also allowed during the course of the interview. After the data were processed and analyzed, copies of the interview transcripts were discarded. The researchers served as the main instrument of the data collection. The interview was digitally recorded, retrieved, transcribed, analyzed and presented.

RESULTS and DISCUSSION

1. Perception of academic and non-academic personnel towards the management, policies, processes, facilities, remuneration, rewards, career growth, and relationship with colleagues of the institution.

Themes:

Management Coordination and Resource Allocation
Conflict Resolution
Internal Communication
Policy Implementation Issues
Compensation and Benefits Dissatisfaction
Career Development Opportunities
Workplace Relationships, and
Supportive Management

From the interview results, the organizational climate of an educational setting revealed eight key themes: Management Coordination and Resource Allocation, Conflict Resolution, Internal Communication, Policy Implementation Issues, Compensation and Benefits Dissatisfaction, Career Development Opportunities, Workplace Relationships, and Supportive Management. Participants expressed satisfaction with management's support but noted the need for clearer communication, better policy implementation, and career development pathways.

1.1 Management Coordination and Resource Allocation

Organizational climate of an HEI is essentially shaped by management coordination and resource allocation. Efficient resource allocation and effective coordination ensure the mandates of the institution are complied, and resources are utilized optimally to support both academic and administrative functions.



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- Atis:** *In terms of management, it is not perfect and sometimes not synchronized. That's also what I observed. Our office head already requested the machine including RAM for the computer. Our archives were already outdated. Some of the files in the archives were already damaged by insects while some of them got wet. Those damaged documents could have been scanned for digital storage; however, the request was not approved.*
- Chicos:** *There is a need to automate the process so that people it won't be hard for people to perform the job.*
- Blueberry:** *The library doesn't have enough available books. I worked here for 25 or 26 years already but I find the library lacking with necessary references.*
- Apple:** *The management right now is quiet confusing. I don't know who to tap on to. We know our job but we don't know who is our superior and who to obey. Other areas were not given priority because of the scope of work. So, it would be recommended that academics and administration are separated to have distinction between these major functions... probably because we lack trained personnel to manage these facilities*

The study revealed that management coordination within the HEI is perceived as imperfect and sometimes unsynchronized. This lack of synchronization can lead to inefficiencies and frustration among staff. For instance, requests for essential resources such as updated computer equipment and digital storage for archives were not approved, leading to damaged documents and outdated systems. This indicates a need for better alignment and communication between different management levels and departments.

Resource allocation in HEIs involves distributing financial, human, and physical resources to various departments and functions to achieve the institution's strategic objectives. The study highlighted several issues related to resource allocation, such as the lack of necessary references in the library and confusion about who to report to within the management structure. These issues suggest that the current resource allocation processes may not be effectively supporting the institution's needs.

Salem, et al. (2020) emphasize the importance of linking assessment, strategic planning, and budgeting processes to optimize resource allocation in HEIs. They argue that reinforcing these links is crucial for meeting accreditation standards and ensuring institutional effectiveness. Middaugh (2009) highlights that many colleges and universities have established processes for assessment, strategic planning, and resource allocation, but these processes are often disconnected in practice. Bridging these gaps can lead to more efficient resource use and better alignment with institutional goals. In contrast, Kopelman et al. (1990) discuss how different types of organizational climates, such as supportive and rigid climates, influence productivity outcomes. While supportive climates are associated with positive performance results, rigid climates can hinder effective resource allocation and management coordination. Price (2012) explores the impact of leadership strategies on school climate, suggesting that strong, centralized leadership can improve coordination and resource allocation.

1.2 Conflict Resolution

An organizational climate in a thriving institution involves having a conflict resolution system in place. Effective conflict resolution mechanisms ensure that disputes are resolved in a fair manner while avoiding the negative impacts in a workplace.

- Kiwi:** *I think the environment itself has division in terms of employment tenure. Sometimes, tenured employees tend to continue their old practices which is no longer the case this time. There is resistance to change.*
- Nectrine:** *Sometimes there are misunderstandings that cannot be resolved through talking to each other.*

The study revealed that conflict resolution within the HEI is often challenging due to the division in employment tenure and resistance to change among tenured employees. This division can lead to misunderstandings and unresolved conflicts, which negatively impact job satisfaction and productivity. For instance, tenured employees may continue old practices that are no longer relevant, causing friction with newer staff who are more adaptable to change.

Effective conflict resolution in HEIs involves establishing clear policies and procedures for addressing disputes. This can be done by providing training for staff on conflict management. This may include creating FGD sessions and conflict resolution workshops, where employees can voice their concerns.

The study of Bampoh-Addo and Ansah-Koi (2015) highlighted the importance of structured processes in resolving promotion-related conflicts in Ghanaian HEIs. Their study emphasize that while processes exist, their quality and effectiveness can vary, suggesting that well-defined procedures are crucial for effective conflict resolution.



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Similarly, Kester et al. (2022) discuss the role of HEI in peacebuilding in conflict-affected societies, noting that effective conflict resolution mechanisms are essential for maintaining a stable and productive educational environment. In contrast, traditional mechanisms such as student conduct committees and grievance systems, while still in use, may not always be effective in addressing the nuanced and complex nature of conflicts in modern HEIs (Warters, 1995). This suggests that existing outdated processes may still be pursued, but the need for a more innovative and inclusive approaches to conflict resolution in HEIs maybe considered.

1.3 Internal Communication

One of the key elements for a positive organizational climate in an HEI is internal communication. This ensures that information gets to the right person at the right time, promoting transparency, and collaboration.

Avocado: I think it is lacking proper communication. I just feel there is something that's lacking.

Mango: There are activities that have been set and cascaded but got changed all of a sudden and our office heads only inform us of the changes at a later hour. I also cannot understand the administration sometimes because they seem to be inconsistent. There were instances where employees are not properly informed of the changes. For example, there is an activity given to us specifying the date but the next day, we were surprised because it got moved.

Apricot: As a teacher providing frontline services, it is hard for us to take back the information we shared to the parents. I experienced challenges in addressing the parents of their students when it comes to sudden schedule changes.

The study revealed that internal communication within the HEI is often lacking, leading to confusion and inefficiencies. For instance, there were instances where activities were scheduled and then changed without timely notification to the relevant staff, causing disruptions and frustration. Additionally, some employees felt that communication from the administration was inconsistent, which further exacerbated misunderstandings and hindered effective collaboration.

In a study by HubSpot (2024) emphasizes the importance of developing robust internal communication strategies in HEIs to achieve sustainable progress and success. The study highlights that high-performing universities have institutionalized internal communications, leading to higher employee engagement and productivity. Similarly, a study by Silicon Reef (2024) found a positive correlation between the quality of internal communication and levels of engagement and knowledge-sharing among staff in HEIs. Effective internal communication was shown to improve the teaching-learning process, strengthen organizational culture, and enhance employee engagement. The traditional communication methods, such as face-to-face interactions and printed memos, while still valuable, may not be sufficient in addressing the dynamic and complex communication needs of modern HEIs. This implies that traditional methods still have value and relevance in some situations, there is a need for more innovative and technology-driven approaches to internal communication in HEIs.

1.4 Policy Implementation Issues

Policy Implementation Issues in an HEI plays a significant role in the overall organizational climate. This ensures that institutional policies are cascaded to the teaching and non-teaching staff, but also executed in a manner that achieves the expected aims of the institution.

Atis: Sometimes, policies are not very well-implemented, but some are implemented. Sometimes, it is not fully implemented and it is not fully followed.

Pineapple: The policy is there but it needs stricter implementation. On my side, I am hesitant because it is difficult to balance both areas as I am not exposed to academics. That's why it is better to separate administrative and academics.

Apple: I noticed there are high ranking employees who fail to follow the policies implemented in the campus. I find it unfair on the part of other employees who were obedient in following the policies. For me, it's not fair.

Avocado: As mentioned earlier, there is really a problem. We have policies but it appeared to not have been properly implemented. If only there is proper policy implementation, imposing penalties and others, the employees would have been reminded and be guided.

Berry: I cannot say there is tight implementation of policies.



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Grapes: Not all of the policies are fairly implemented. Some of them are bent. The school head right now is not yet fully functioning as the school head, that's they the policies are not yet well-implemented. That's my observation.

The study revealed several challenges related to policy implementation within the HEI. These challenges include inconsistent enforcement of policies, lack of clarity in policy communication, and perceived unfairness in policy application. For instance, some high-ranking employees were observed to bypass established policies, leading to a sense of unfairness among other staff members. Additionally, there were instances where policies were not fully implemented or followed, causing confusion and dissatisfaction among employees.

Stensaker (2020) emphasizes that policy implementation in HEIs is often complex. Effective implementation requires a detailed understanding of the organizational framework and the involvement of various stakeholders. Similarly, a study by the OECD (2017) highlights that transparent communication and active involvement of stakeholders can lead to an effective policy execution in education systems. In contrast, traditional top-down approaches to policy implementation, which separate policy-making from execution, often fail to account for the complexities and specific needs of HEIs (Cerych & Sabatier, 1986). This suggests the need for more inclusive and approaches that is flexible to current circumstances on the policy implementation in HEIs.

1.5 Compensation and Benefits Dissatisfaction

While most educational institutions were affected by Covid-19, dissatisfaction in remuneration and benefits was expressed by the employees. Compensation and benefits dissatisfaction one of the key concerns in HEIs. This area of concern directly impacts faculty and staff morale, retention, and overall job satisfaction.

Avocado: to be honest, it's not satisfying but I'm still grateful than not having anything at all.
Berry: Right now, I could say, it's really not enough because it has decreased substantially.
Elderberries: I'm not quite because I also need to sustain my daily necessities.
Olive: Honestly, I am not familiar with the reward system. What I know is that regular employees who render a certain amount of service are given the same benefits regardless if you are a top performing employee or average. I'm not familiar with the reward system.
Apricot: I haven't experienced rewards yet but those who rendered certain years of service are given monthly rice subsidies.
Asparagus: Nothing. I didn't notice anything. There's no reward system.
Pineapple: There's none. It did not exist. If we don't initiate small programs, it won't be implemented at all. It was not given attention to

The study revealed significant dissatisfaction among employees regarding compensation and benefits within the HEI. Several teaching and non-teaching staff expressed that their remuneration was not sufficient to meet their daily needs. There was a general sense of dissatisfaction with the benefits provided. Some employees mentioned that the reward system was either non-existent or not well-implemented, which results to the feeling of being undervalued and unappreciated. Also, the lack of competitive salaries and inadequate benefits like the retirement plans, and professional development opportunities were pointed out.

The study of American Association of University Professors (2023) stated that faculty compensation results to an increased dissatisfaction and turnover among academic staff. Similarly, a study by Cockerham (2016) highlights the relevance of standard compensation policies to minimize turnover and increase satisfaction of employees for-profit HEIs. In contrast, traditional compensation models that do not account for the rising cost of living and the need for comprehensive benefits are increasingly seen as inadequate in addressing the needs of modern academic staff (Inside Higher Ed, 2024). This suggests the need for more innovative and holistic approaches to compensation and benefits in HEIs.

1.6 Career Development Opportunities

Career path gives employees direction and motivation while connected with a company. On the other hand, companies without a clear career path affects the motivation and engagement of its employees.

Career development opportunities are significant to having engaged and efficient faculties in HEIs. A well communicated career progression can help in retaining competent while enhancing their professional growth, which in turn contributes to the overall success of the institution.



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Lemon: *I think when a person is goal-oriented, there is a possibility that your career would grow if there is a career path. However, right now, I could not see nor feel I have a career path in the institution.*

Mango: *Honestly, I couldn't see my career path as a guidance advocate because it is not yet established but in the future, probably, it will improve since our enrollees are increasing, our school is improving, probably I could see career path but for other departments, I think there is.*

The study revealed that many employees within the HEI felt there were limited opportunities for career advancement. This lack of clear career pathways can lead to decreased motivation and job satisfaction among staff. Some employees expressed that they could not see or feel any career path within the institution, which affected their long-term commitment.

The National Center for Education Statistics (2021) highlighted that clear career pathways and support for further education significantly contribute to employee motivation and job satisfaction in HEIs. In contrast, traditional career development models that rely solely on tenure and seniority for promotions are increasingly seen as inadequate in addressing the diverse needs and aspirations of modern academic staff (Baker, 2019). A more dynamic and inclusive approaches to career development in HEIs is highly suggested.

1.7 Workplace Relationships

Building a positive relationship at work is vital for the success of anyone's career. Relationships can positively or negatively affect a person's satisfaction with the job. To a few, building good relationships isn't an easy thing to do, would refuse to accept this as a concern because of common sense concepts. Sometimes, they assume they already know how to work on it.

Workplace Relationships are a fundamental aspect of the organizational climate in HEIs. Positive relationships among teaching and non-teaching can significantly enhance job satisfaction, collaboration, and overall institutional effectiveness.

Banana: *But all in all, my colleagues are okay though sometimes, I do not like how others treat me but I understand that we are human*

There are some employees who keep on asking you to assist them. Even that's no longer my responsibility but I am willing to help but probably not every now and then because that is also their scope of work.

Apple: *For (name hidden), probably there are times to be honest that I felt offended by the way she approach me. There are those times to be honest.*

I was teary-eyed when we talked inside her office. She told me I should be the one to decide on the matter. I felt insulted that time. So, I said to her I will work on it and I walked out of the office with a heavy heart.

Avocado: *I think others feel awkward still. But I think an open relationship is needed because it feels good to work when you have a good relationship at work. Sometimes unprofessional and does not defend subordinates, lacks support and encouragement.*

The study revealed that while many employees within the HEI had positive relationships with their colleagues, there were notable instances of interpersonal conflicts and feelings of being undervalued. Some employees reported feeling offended by the way they were approached by colleagues, which results to some uncomfortable emotions and a sense of isolation. Additionally, there were concerns about the lack of support and encouragement from supervisors, which negatively impacted workplace morale and productivity.

The study of Hassan, et al. (2024) emphasizes the importance of decent work conditions in promoting work engagement and innovative work behavior among academic staff in HEIs. Their study found that supportive workplace relationships significantly enhance job satisfaction and productivity. Similarly, Basit et al. (2015) highlight the importance of employer engagement and the tripartite relationship between HEIs, employers, and employees in fostering positive workplace relationships. In contrast, traditional hierarchical structures and lack of effective communication channels can hinder the development of positive workplace relationships, leading to decreased job satisfaction and increased turnover (Basit et al., 2015). This suggests the need for a more inclusive and supportive approaches to fostering workplace relationships in HEIs.



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1.8 Supportive Management

Management primarily involves setting strategies of an organization and leading employees to contribute to the accomplishment of objectives by maximizing available resources as in financial, natural, technological and human resources.

Supportive Management is a crucial element in fostering a positive organizational climate within HEIs. Supportive management practices involve providing adequate resources, encouragement, and a conducive environment for faculty and staff to thrive.

Berry: *The management did not force us to do things unbearable for us. We can openly tell our office heads about it and they will find ways to unburden us with workloads.*

Apricot: *The management of the campus looks after the welfare of the employees. I am thankful that I became part of the school although it's not perfect but it's manageable. The management is okay as well as how they treat their employees.*

Guava: *The management is able to provide me with my needs. I am not in a rush and I normally wait for an action. That's okay with me. No problem at all.*

The study revealed that supportive management within the HEI was generally perceived positively by employees. Many participants expressed satisfaction with the management's efforts to look after their welfare and provide necessary support. For instance, employees appreciated that management did not impose unbearable workloads and was open to addressing their concerns. This supportive environment contributed to a manageable and positive work atmosphere, enhancing overall job satisfaction and productivity.

Research by McKinsey & Company (2024) highlights the importance of transforming HR functions in HEIs to better support strategic goals and enhance faculty and staff support. The study emphasizes that a more agile, strategic, and collaborative HR function can significantly improve employee satisfaction and institutional effectiveness. Similarly, Fumasoli and Hladchenko (2024) discuss the role of strategic management in HEIs, noting that supportive management practices are essential for achieving strategic objectives and fostering a positive organizational climate. In contrast, traditional hierarchical structures that focus primarily on compliance and administrative functions often fail to provide the necessary support and engagement for faculty and staff, leading to decreased job satisfaction and productivity (Springer, 2021). This suggests that there is a need for more dynamic and supportive management practices in HEIs.

Conclusion

This study explored the organizational climate of an HEI through the perspectives of teaching and non-teaching staff, revealing critical factors that shape the institutional work environment. The findings systematically grouped into key themes. These themes are the management support, policy implementation, facilities, career development, and workplace relationships which illustrate the complex interplay of these elements in fostering both positive and challenging aspects of the organizational climate.

Management Support and Resource Allocation. Effective management is central to fostering a positive organizational climate. Participants in this study generally recognized management's support in addressing concerns; however, a recurrent issue was the lack of synchronized management coordination and resource allocation. Employees highlighted frustrations over delayed approvals for essential resources, inconsistent leadership, and blurred lines between academic and administrative roles. Research supports that clear communication and proper resource allocation are critical for efficient operations in HEIs (Salem et al., 2020). Addressing these inefficiencies can strengthen employee engagement and help align institutional goals with staff needs.

Policy Implementation and Institutional Governance. Another central theme was the inconsistent policy implementation within the HEI. Participants reported that while policies existed, their enforcement was often uneven, with higher-ranking employees perceived as bypassing rules. This inconsistency created a sense of unfairness among staff, further undermining organizational trust and cohesion. Stensaker (2020) emphasized the importance of equitable and transparent policy enforcement for effective governance in educational institutions. The findings suggest a pressing need for the HEI to enforce policies uniformly and ensure that all employees, regardless of rank, are held accountable to the same standards.

Facilities and Workplace Environment. The workplace environment plays a vital role in shaping employee morale and productivity. Many employees expressed dissatisfaction with the available facilities, citing outdated equipment, lack of resources, and limited access to necessary tools for their tasks. This lack of support undermines productivity and job satisfaction, emphasizing the findings by Schneider et al. (2011), who emphasized that an



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institution's physical environment significantly affects its organizational climate. Improving facilities could enhance employees' day-to-day work experience and foster a more conducive environment for collaboration and innovation.

Career Development and Compensation. The findings also highlighted career development limitations and dissatisfaction with compensation. Many staff members expressed concern over the absence of clear pathways for career advancement and inadequate remuneration. These issues demotivate employees and contribute to dissatisfaction within the institution. Studies by the National Center for Education Statistics (2021) support this, showing that clear career progression opportunities are strongly linked to higher employee retention and motivation. By addressing these gaps through structured career development programs and more competitive compensation packages, the HEI could improve employee morale and commitment.

Workplace Relationships and Supportive Management. Workplace relationships were another critical theme, with participants generally describing positive interactions with colleagues, although some noted instances of conflict and lack of support from supervisors. According to Hassan et al. (2024), supportive workplace relationships foster job satisfaction and innovation. A management team that encourages open communication and provides emotional and professional support can create a collaborative atmosphere, improving both employee well-being and institutional performance.

In line with Schneider's (1987) Organizational Climate Theory, this study's findings emphasize how the organizational climate directly influences employee behavior, satisfaction, and productivity. The theory posits that the organizational environment, including management practices, policies, and interpersonal relationships, significantly shapes the employees' experiences and, by extension, their performance. The positive elements identified in this study, such as supportive management and workplace relationships, create a favorable environment that fosters collaboration and employee engagement. However, the challenges such as inconsistent policy implementation, inadequate facilities, and limited career growth opportunities detract from these positive aspects, diminishing overall morale and productivity.

Schneider (1987) argued that a favorable organizational climate encourages productivity by shaping employees' attitudes and behaviors. The HEI can harness this potential by addressing the identified challenges and fostering a climate that promotes fairness, transparency, and support. Doing so would not only enhance employee satisfaction but also drive institutional success through improved performance and engagement.

Recommendations

Based on the findings, the following recommendations are made to improve the organizational climate of the Higher Education Institution (HEI):

Enhance Management Coordination. Streamline communication and resource allocation through clear management structures and synchronized decision-making.

Ensure Consistent Policy Implementation. Apply policies uniformly across all levels of staff, with a monitoring committee to oversee enforcement and fairness.

Upgrade Facilities. Invest in modernizing equipment and maintaining adequate resources to support academic and administrative functions.

Establish Career Development Programs. Provide structured career advancement opportunities, including training, mentorship, and transparent promotion criteria.

Improve Workplace Relationships. Implement formal conflict resolution mechanisms and encourage open communication to foster positive interpersonal dynamics.

Review Compensation and Benefits. Reevaluate salary packages and benefits to ensure they are competitive and aligned with staff responsibilities and performance.

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