

# EXPLORING THE CHALLENGES AND INTERVENTIONS IN DEVELOPING ORGANIZATIONAL CLIMATE IN SCHOOL

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## ABSTRACT

*This qualitative study aimed to explore the challenges and intervention in developing organizational climate among schools in Region XII SOCCSARGEN for the school year 2023-2024. Thematic analysis was used to determine the school administrators' contributions and challenges being faced in the development of organizational climate. Schools may create a more productive and inclusive environment by providing administrators with improved pedagogical strategies, teachers with technology-driven learning tools, and students with these resources. School administrators facilitate ongoing professional development opportunities for staff to enhance their skills in addressing organizational climate and promote equity in all aspects of school life. Systematic or point of integration was being done in finding out if both results corroborate each other. It is recommended that school heads should empower teachers in promoting growth-oriented organizational climate and let them actively participate in collaborative decision-making. It is advised that school leaders state specific, attainable objectives that are in line with the school's mission and core values in order to increase the impact of their goal orientation on the organizational climate and to provide teachers a shared sense of purpose. In addition, school administrators may sustain energy and momentum and foster a more positive and targeted work environment by consistently monitoring advancements and commemorating significant occasions. School administrators may prioritize inclusive leadership and transparent communication to improve the organizational climate. Regular feedback systems may be established to assess employee morale and address issues, creating a supportive workplace environment.*

**Keyword** – Challenges, intervention, and school organizational climate.

## 1. INTRODUCTION

A school's atmosphere had a big impact on how well it performs. The way in which leaders focus on their objectives, their effectiveness, and the procedures they adhered to, were the main factors influencing this climate. It's critical to comprehend both the effectiveness of these leaders' actions and how well they align with the school's overarching objectives. Effective leadership contributes to a better, more encouraging learning environment for both instructors and students.

Effective instructional leadership is fundamental to the success of any educational institution. Maponya (2020) identified the following factors as having an impact on student academic achievement through instructional leadership: increased student academic achievement, positive reinforcement and motivation, instructional supervision, creation of a supportive environment for instruction, student assistance, involvement of parents, and adjustable application of leadership styles.

School administrators' effectiveness and goal orientation are pivotal elements in determining the overall success of educational institutions. Setting and adhering to precise and close goals was described as goal orientation. Three strategies can be used to support it: simplifying things, providing feedback, and highlighting how the subjects taught in school relate to achieving objectives (Aarkrog and Wahlgren, 2022).

There has been a dearth in studies that concern the organizational climate of schools particularly within Region XII of the Department of Education. Moreover, there is a gap in the researches made on organizational climate specifically in the inclusion of the factors such as leadership practices, goal orientation, and effectiveness. Even in other localities in the Philippines wherein studies about school organizational climate were conducted, these

factors were not yet part as variables. To name a few of these studies are The Effect of Organizational Climate on the Teachers' Performance and Job Satisfaction in Selected Secondary Schools in the Division of Albay (Satorre, 2022); Organizational Climate of Secondary Schools and its Relationship to the Demographic Variables of Principals (Ferrer, 2021); and Organizational Climate in Public High Schools in the Province of Laguna and Lifelong Service of Junior High School Teachers (Fabregar, 2019).

According to Manampan and Lumapenet's (2023) findings, there exists a noteworthy association between the psychosocial support provided by school administrators and the level of administrative effectiveness in terms of teachers' work dedication. In a similar vein, the administrators' psychosocial support and administrative efficacy had a major impact on the teachers' devotion to their jobs in every way.

Therefore, this study sought to investigate how school administrators' effectiveness, both on administrative and instructional domains, influences the organizational climate. Additionally, it investigated the role of goal orientation in shaping the strategic direction of schools. By examining these aspects, the research aimed to uncover the connections between leadership efficacy, goal attainment, and the broader organizational climate.

## 2. METHODOLOGY

A qualitative research design was used by the researcher to conduct this investigation. This study was conducted in DepEd Region XII area of responsibility specifically in Cotabato Division and in all City Divisions of DepEd Region XII namely, Kidapawan, Tacurong, Koronadal, and General Santos. The respondents of the study were the school administrators. Five school administrators were selected for key informant interview based on who were available or who participate at their own convenience and willingness. Random selection of participants was used in the interview. This research specifically explored the challenges and intervention in developing organizational climate in school. Additionally, data was collected via interviews conducted with individual administrators. The transcribed data were analyzed thematically.

## 3. RESULTS AND DISCUSSION

### **Emerging themes on school administrators' contributions to the development of organizational climate**

*Communication.* The importance of communication in school administrators' contributions to the creation of an organizational climate is highlighted by this rising issue. The school administrators effectively create a sense of openness, cooperation, and trust in the school, all of which can improve the general atmosphere. Prioritizing open, honest, and regular communication among school administrators helps them to align objectives, fortify staff bonds, and foster a nurturing environment that promotes learning and development.

Marzano (2015) Effective communication skills have far-reaching implications for individuals, organizations, and societies. In the workplace, employees with strong communication skills are better equipped to perform their job duties, collaborate with colleagues, and advance their careers. Organizational success is often contingent upon effective communication practices, as they facilitate goal attainment, decision-making, and conflict resolution. In society, effective communication fosters social cohesion, facilitates democratic processes, and promotes cultural understanding and diversity.

*Professional development.* As another general emerging theme, professional development shows that school administrators have a big impact on creating a pleasant organizational atmosphere by emphasizing continuous learning and skill development. School administrators cultivate a culture of continuous improvement by supporting and funding opportunities for professional growth, giving employees the freedom to advance and adapt. A more dynamic, inventive, and coherent learning environment in schools can result from this focus on professional development, which will ultimately improve the atmosphere within the workplace and increase productivity.

As a recurrent theme, leadership and vision emphasize how crucial it is for school administrators to provide a clear direction and motivate their staff to accomplish common objectives since these actions are essential to fostering a healthy work environment. The school administrators have a compelling vision because they inspire staff members and give them a feeling of purpose. Another theme that emerges is "support and resources," which highlights how important it is to give employees the right tools, training, and direction so they can succeed. This fosters a positive work environment and improves the atmosphere within the company.

A developing issue in education is conflict resolution, which emphasizes the importance of school administrators in resolving conflicts and preserving peace in the classroom, both of which are essential for a productive work environment. School administrators promote open communication, trust between staff and students,

and stop problems from getting worse by handling conflicts well. These actions all help to create an atmosphere that is stable and cohesive. Another rising theme is safety and well-being, which emphasizes the value of fostering a safe and encouraging environment to make sure that every teacher and student feels respected and safe. This immediately affects the general positive and inclusive atmosphere of the school. In order to create an environment in the workplace where people can work and learn with confidence and respect for one another, these two concepts are essential.

Table 1. Emerging themes on school administrators' contributions to the development of organizational climate

Themes	Frequency	Core ideas
1. Communication	General	○ Establishing effective communication
2. Professional development	General	○ Encouraging continuous learning and development among teachers
3. Leadership and vision	Typical	○ Providing clear leadership and school vision
4. Support and resources	Typical	○ Allocation of support and resources
5. Conflict resolution	Variation	○ Addressing conflict resolution
6. Safety and well-being	Variation	○ Ensuring safe and conducive environment

**Legend:** *General -50% and above of the responses*  
*Typical- 25%-49% of the responses*  
*Variation-24% and below of the responses*

### Emerging themes on the challenges of school administrators in developing organizational climate

Table 2 shows the result of the qualitative findings of the study on the challenges of school administrators in developing organizational climate. The themes generated are:

*Economic constraints.* The theme that emerges from the interview on the challenges of school administrators in developing organizational climate is economic constraints (50% and above of the responses). The ability of school administrators to foster a favorable organizational climate is significantly impacted by economic constraints. Teachers and students may have lower morale and more stress as a result of administrators' inability to maintain infrastructure, promote staff development, and provide appropriate instructional materials due to a lack of funding. Notwithstanding financial constraints, addressing these issues calls for creative problem-solving, community support, and effective use of the few resources available to create a supportive learning environment.

Two typical themes (25%-49% of the responses) emerge also, qualifications and trainings and diversity. Although inequalities in credentials and training hinder school administrators' ability to promote an inclusive organizational atmosphere, they nonetheless play a crucial role in this regard. School administrators presents the need to be knowledgeable and equipped to handle diversity and inclusion, their ability to do so may be hampered by a lack of access to appropriate training. School administrators understand cultural competency and anti-bias concepts is crucial in various educational settings to foster a welcoming atmosphere for staff and students from a range of backgrounds. School administrators also deal with the difficulty of attracting and keeping a diverse workforce, which means they have to stay up to date on hiring, staff development, and inclusion best practices. To overcome these obstacles, they are dedicated to lifelong learning, teamwork in leadership, and inclusive policies that value each individual's contribution to the school community.

Parental and community and time constraint also emerge as a variation theme (24% and below of the responses). School administrators frequently struggle to manage tight time restrictions while including parents and the larger community. The school administrators involve parents and community members in strengthening the school's resources and creates a sense of shared responsibility, which are both essential for creating a supportive organizational atmosphere. The lack of time affects the school's atmosphere and general performance by resulting in weakened ties of the school administrators with families and decreased community involvement. In order to

overcome these obstacles, administrators focused on effective time management and created creative approaches to community involvement that build lasting bonds without taking up too much of their already constrained time.

Table 2. Emerging themes on the challenges of school administrators in developing organizational climate.

Themes	Frequency	Core Ideas
1. Budgetary constraints	General	○ Limited school resources
2. Qualifications and trainings	Typical	○ Peer and individual performance ○ Inefficiency of employees
3. Cultural Diversity	Typical	○ Managing diverse stakeholders ○ Individual differences
4. Parents and community	Variants	○ Stakeholders' support
5. Time management	Variants	○ Busy schedules constraints and competing priorities

**Legend:**      *General -50% and above of the responses*  
                   *Typical- 25%-49% of the responses*  
                   *Variants-24% and below of the responses*

### Emerging themes on the existing/ongoing development programs in schools to enhance organizational climate

Table 3 presents the result of the qualitative findings of the study on the existing/ongoing development programs in schools to enhance organizational climate. The themes generated are:

*Technical skill programs.* The theme generated from the responses on the existing/ongoing development programs in schools to enhance organizational climate are technical skills program and capability building workshop. These themes are classified as in general sense (50% and above of the responses). Technical skills programs are essential for improving the climate of the workplace because they give school administrators, teachers, parents, and students specialized training. The main goals of these programs are to develop the communication, problem-solving, and technology-use skills that are necessary in today's classrooms. Schools may create a more productive and inclusive environment by providing administrators with improved pedagogical strategies, teachers with technology-driven learning tools, and students with these resources. Furthermore, involving parents via digital channels of communication enhances the bond between the community and the school by encouraging participation and encouragement. The constant development of these technical skills programs guarantees that all stakeholders are ready to meet the demands of modern education. It also reflects a broader commitment to continuous improvement in organizational environment and the quality of education.

*Capability building workshops.* The aimed at developing the skills and knowledge of educators, school administrators, and students are created a more dynamic work environment. These workshops provided focused instruction that helps educators enhance their pedagogical approaches, administrators strengthen their leadership approaches, and learners pick up new soft skills or learning tactics. Workshops encourage a culture of continual learning and adaptation by offering practical insights and hands-on experiences, which motivates all stakeholders to enhance their capabilities. Additionally, they foster a collaborative environment where participants may exchange best practices and create networks, which creates a school environment that is more encouraging and cohesive.

Table 3. Emerging themes on the existing/ongoing development programs in schools to enhance organizational climate.

Themes	Frequency	Core ideas
1. Technical skills programs	General	○ Training for school heads, teachers, learners, and parents to improve organizational climate and quality of education
2. Capability building workshop	General	○ Workshops for teachers, school administrators, and students can enhance their skills and knowledge

**Legend:**      *General -50% and above of the responses*  
                   *Typical- 25%-49% of the responses*  
                   *Variants-24% and below of the responses*



### Emerging themes on how development programs enhance the organizational climate

Table 4 presents the result of the qualitative findings of the study on how development programs enhance the organizational climate. The themes generated is:

*By promoting and supporting the professional development and career growth of personnel in schools and learning centers.* Improving the professional development and career advancement of staff members at educational institutions is essential for improving the atmosphere within the organization. Encouragement to pursue more training, certifications, or advanced degrees by educators and staff results in their bringing new perspectives and vitality to their positions, which enhances student learning and improves overall school performance. In addition to enhancing individual competencies, these development programs promote a culture of learning and excellence where coworkers value and share continual growth. Schools may improve morale, increase job satisfaction, and retain skilled staff by providing chances for skill upgrading and clear career promotion pathways.

Table 4. Emerging themes on how development programs enhance the organizational climate.

Themes	Frequency	Core Ideas
1. By promoting and supporting the professional development and career growth of personnel in schools and learning centers	General	<ul style="list-style-type: none"> <li>○ fostering climate literacy</li> <li>○ providing resources for teaching climate change</li> <li>○ and empowering educators to champion resilience and sustainability in schools.</li> </ul>

**Legend:** *General -50% and above of the responses*  
*Typical- 25%-49% of the responses*  
*Variant-24% and below of the responses*

## 4. CONCLUSIONS

Based on the forgoing findings, the study concludes that there is strong commitment and active engagement of school administrators in promoting effective instructional leadership practices related to curriculum development and alignment. School heads strongly engage in various activities, such as observing teaching, providing feedback to teachers, and ensuring instructional time. They are highly engaged in providing robust support for professional development. School administrators exhibit a robust performance goal orientation, which likely contributes to their effectiveness in driving organizational success and maintaining high standards of performance within the school community. Also, the school administrators play a pivotal role in fostering a positive school climate and driving instructional improvement. They foster meaningful engagement with stakeholders.

The organizational climate of schools is characterized by strong support behavior from the principal towards teachers. They ensure alignment with educational goals and expectations; have pervasive perception of restrictive behavior within the school environment, develop organizational climate characterized by mutual respect, collaboration, and a strong sense of community among teachers; created culture where teachers feel comfortable and engaged in intimate interactions with their colleagues; and teachers are helpful, flexible, open, and noncontrolling. Curriculum development and alignment; observation and feedback; and professional development and support on the other hand, have a substantial positive impact on the organizational climate of the school in terms of support, directive, restrictive, collegial, intimate, and disengaged behaviors. A focus on performance goal orientation shapes the organizational climate in terms of support, restrictive, collegial, intimate, and disengaged behavior. School heads' effectiveness in instructional leadership, decision making, and stakeholders' engagement nurture the organizational climate of the school when support, directive, restrictive, collegial, intimate, and disengaged behavior abound.

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