

The Faculty Morale and Organizational Climate of  
De La Salle University - Emilio Aguinaldo College  
as Perceived by its Faculty

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by

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ABSTRACT

THE FACULTY MORALE AND ORGANIZATIONAL CLIMATE OF  
DE LA SALLE UNIVERSITY - EMILIO AGUINALDO COLLEGE  
AS PERCEIVED BY ITS FACULTY

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SUMMARY:

The study was undertaken with a purpose of determining the Relationship of Organizational Climate and Faculty Morale as perceived by the teaching staff of De La Salle University - Emilio Aguinaldo College School Year 1991-1992.

Specifically, it sought to answer the following problems:

1. What is the status of the organizational climate in the De La Salle University - Emilio Aguinaldo College in terms of the following dimensions?

- 1.1 Hindrance
- 1.2 Production Emphasis
- 1.3 Thrust
- 1.4 Consideration

2. What is the level of morale in De La Salle University - Emilio Aguinaldo College considering the following morale variable taken as "teacher morale"?

- 2.1 Teacher Rapport with the Administrators
- 2.2 Satisfaction with teaching
- 2.3 Rapport among Teachers
- 2.4 Teacher Salary
- 2.5 Teacher Load

3. Is there significant difference in the perception of faculty members per college between organizational climate dimension and faculty morale of DLSU-EAC?

4. Is there significant difference in the overall perception of faculty members between organizational climate dimension and faculty morale of DLSU-EAC?

#### RESEARCH METHODOLOGY

The study utilized the descriptive-normative survey technique with the questionnaires-checklist as the source of major data. Two instruments were used: The Organizational Climate Description Questionnaire by Halpin and Croft to measure the status of Organizational Climate existing in the university and the Purdue Teachers Opinionnaire to survey the level of morale.

The weighted means were computed to denote the measures of central tendency of quantitative variable. Percentage was also used as one of the statistical measures. To determine the significance of difference on the perception of faculty members between organizational

climate and teachers morale, the t-test with a minimum level of significance at 0.05 level of confidence was used.

FINDINGS:

1. The organizational climate of De La Salle University - Emilio Aguinaldo College was found to be more open rather than Autonomous and far from being controlled, familiar, paternal and closed. It was characterized by average hindrance, very high thrust, high consideration and average production emphasis.
2. As perceived by the faculty members, they described their level of morale as average.
3. As viewed by the respondents per college of De La Salle University - Emilio Aguinaldo College, thru some statistical analyses, retention or rejection of hypotheses was established. No significant difference on the perception of the faculty members between the dimension of hindrance and teachers morale was established for the three colleges namely: College of Physical Therapy, College of Criminology and Department of Physical Education, Athletics and Recreation while for College of Arts and Sciences, College of Education, College of Nursing and Midwifery, College of Secretarial Administration, College of Radiologic Technology, College of Business

Administration and Guidance Department there was enough evidence that significant difference exist between the two variables.

The same implications were attributed to the other three climate variables which have been found with significant or no significant difference between teachers morale (see Table 6). As per college status, the null hypothesis of no significant difference between the two variables was established for the College of Arts and Sciences, College of Business Administration, College of Nursing and Midwifery, College of Secretarial Administration, College of Radiologic Technology, College of Criminology, PEAR and Guidance; while enough evidence was revealed in the College of Education and College of Physical Therapy showing that there is significant difference between climate dimensions and teachers' morale.

4. As a result of the t-test for determining the significant difference of perceptions between organizational climate dimensions and teachers morale at 0.05 level of significance, it was found out that there is no significant difference on the faculty members perception between the two variables.

CONCLUSION

In view of the foregoing findings, the following

conclusion are drawn:

1. The status of Organizational Climate of De La Salle University - Emilio Aguinaldo College during the School Year 1991-1992 as perceived by the faculty members is inclined to be open. An open organizational climate is described as one which depicts as a situation where the administrators' behavior is viewed as genuine. He possesses high consideration for his subordinates and does not monitor very closely the activities of the teaching staff since he allows appropriate leadership acts to emerge from the members. There is balance between behavior which is oriented toward social control and behavior which satisfies social needs.

2. The respondent groups perceived their level of morale as average. Morale is average if it occurs within moderate, normal expectations, there is that moderate wholesomeness, moderate satisfaction, and moderate performance. Accomplishments are not well done and performed to the fullest of ones; ability (Navarro, 1986).

3. From the results of the investigation, wherein the faculty members perceived their organizational climate as open, it can be viewed that the nature of the working groups and the leader or administrators affect one concept of the type of climate the organization has. The results indicate that the need for the administrators

to make the morale of their faculty members their primary concern. The maintenance of open climate in the educational institution leads to a better faculty morale and a better faculty morale will ensure better, efficient, and effective teaching-learning performance.

#### RECOMMENDATIONS

In view of the foregoing findings and conclusions, the following are recommended:

1. Group dynamics training should be attended by all the faculty members to improve teacher-teacher, teacher-administrator as well as teacher-students relationships.
2. Improve the level of consideration from high to to very high, maintain the level of thrust and lower the level of hindrance and production emphasis.
3. Improve the Faculty Development Program by considering more human resource development, workshop and training focus in human relations.
4. Increase teachers involvement in the operation of the whole system. Teachers as professionals, are experts, and should be allowed to apply their expertise not only within the classroom. They abhor the idea of being regarded like children. They welcome supervision as long as this is within the democratic philosophy of

the administration. In fact, teachers feel a deep sense of involvement, a strong feeling of identification with the institution when they are given a hand in the institutions' decision process.

5. A better system of communication and coordination between administrators and faculty members should be established.

6. Since the smoothness in the operation of the institution greatly depend on the capacity and personal qualities of the administrators, they should take great care in the appointment of one to the said position. Factors like values, dedication to work, principles, human relations and the like, in addition to educational qualifications must be given weight in the appointment of the leader. A wrong move in putting the wrong person will jeopardize the function of the department as well as the whole system.

7. Reduce teachers load.

8. Since teachers are "links" between Administration and students, teachers should be that of allies ready to lend a helping hand rather than that of destructive critics always looking for loopholes where they can strike. Teachers should identify themselves with the organization, its purpose and the methods of achieving these purposes. In the event that some practices have to



be corrected, they should bring these to the attention of the administration with utmost tact and discretion giving the other party the perception that he is still the "boss". In no way should these practices be brought to open before the Administration at the expense of courtesy. Otherwise, disagreement will arise and communication gap is created. Humanistic approach has to be resorted to be ensured of positive results.

9. Create a morale building program that includes good management practices and establish a proper climate for teachers to make their work and work environment satisfying.

10. Future reseachers may find it profitable to seek information on organizational climate as perceived by both the administrators and faculty members. Another possible investigation on Teachers' freedom and Institution wherein this study could provide insights to the questions why the teachers would like to be free, what they would like to be free in, and how shall they be freed in relation to the teaching-learning process.

C. A. D.

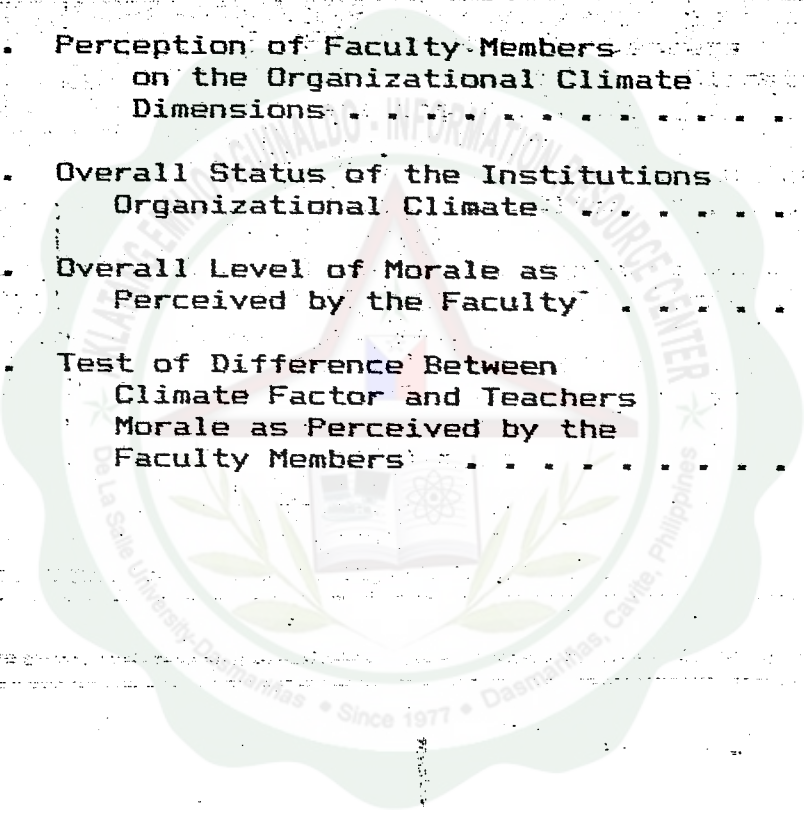
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FIGURE

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