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THE ORGANIZATIONAL CLIMATE OF LA SALETTE OF SANTIAGO
AND LA SALETTE OF RAMON AS PERCEIVED BY THEIR
ADMINISTRATORS AND TEACHERS DURING
THE SCHOOL YEAR 1986 - 1987

SECRET

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By

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THESIS ABSTRACT

TITLE: "The Organizational Climate of La Salette of Santiago and La Salette of Ramon as Perceived by their Administrators and Teachers during the School Year 1986 - 1987"

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STATEMENT OF THE PROBLEM:

Main Problem: This study attempted to determine the organizational climate of La Salette of Santiago and La Salette of Ramon during the school year 1986-1987.

- Sub-problem:
1. What is the profile of the administrators and teachers perceiving the organizational climate according to age, sex, educational qualification and length of service in the school?
 2. What is the organizational climate of each of the following schools as perceived by its administrators and teachers?
 - a. La Salette of Santiago
 - b. La Salette of Ramon



3. What is the perceived organizational climate of each school based on institutional variables such as number of teachers, student population, teacher-student ratio and faculty workload?
4. Is there a significant difference between the administrators' and teachers' perception of the organizational climate in each school?
5. Based on the findings, what guidelines maybe proposed to improve the organizational climate of La Salette of Santiago and La Salette of Ramon?

PROCEDURE: This study made use of the descriptive-comparative method of research using the personal data sheet and the OCDQ as instrument. The subjects or respondents of the study consisted of ten administrators - seven from La Salette of Santiago and three from La Salette of Ramon, and 62 teachers - 45 from La Salette of Santiago and 17 from La Salette of Ramon.

TREATMENT OF THE DATA: The statistical treatment of this study included frequency, proportion or percentage distribution, computation of means and the t-test.

- FINDINGS:
1. Demographic Profile of Respondents
 - a. La Salette of Santiago. There are 7 administrators whose ages range from 26 to 51. There are more male administrators than females. Four of these administrators are Master's degree holders. Three of them have only 1-5 years of service in the school and the rest have stayed for more than six year.

There are more female teachers comprising 88.89% of the total population. The ages of the teachers are clustered in



the 26-40 category. Most of the teachers which consist of 71.11% have MA units. There are 53.3% of the teachers who have served for 6-10 years in the school.

- b. La Salette of Ramon. There are only 3 administrators in the La Salette of Ramon whose ages range from 31-35. Two are Master's degree holders who served the school for 6 to 10 years.

Out of the 17 teachers in this school, only 1 is male. The age range of teachers is from 26 to 35. Fourteen teachers have MA units. More than half or 58.82% have been in the school for only 1-5 years.

2. Organizational Climate as Perceived by Administrators and teachers

- a. La Salette of Santiago. The Administrators and teachers perceived the school climate to be more controlled with some tendencies to be autonomous and familiar with little tendencies to be open, paternal and closed.

- b. La Salette of Ramon. The administrators and teachers perceived the climate to be shifting between autonomous and familiar with some tendencies to be controlled and open and the least tendency to be paternal and closed.

3. La Salette of Santiago with a higher student and teacher population and where 16 teachers are overloaded, perceived the climate to be more controlled, while La Salette of Ramon with a lesser student and teacher population and where no teacher is overloaded, perceived the climate to be more autonomous.

4. When the general perceptions of the administrators and teachers were re-examined through the t-test, it showed that generally, there is no significant difference between the perceptions of administrators and teachers as to the organizational climate of their school. However,



at La Salette of Santiago there is a significant difference between the administrators' and the teachers' perceptions on the dimensions of thrust and consideration.

CONCLUSIONS

1. The variables of student and teacher population and the faculty workload had little or sometimes no effect in the teachers' and administrators' perceptions of the organizational climate prevailing in their school as revealed by the perceived organizational climate of the two schools.
2. The hypothesis that there is no significant difference between the perceptions of administrators and teachers is generally accepted, hence, it is deduced that the administrators and teachers have identical or similar perceptions of their behavior in the eight dimensions of organizational climate except for La Salette of Santiago where there are significant differences in the dimensions of thrust and consideration.
3. Although in general, there is no significant difference in the perceptions of administrators and teachers, based on the quality level or qualitative interpretation of the mean scores, within the organization, there are differences in the perceptions of administrators and teachers on the dimensions of disengagement, hindrance, aloofness, production emphasis, thrust and consideration.
4. The perceived organizational climate of the two schools are prevalently autonomous, controlled and familiar which are characterized by low consideration, high production emphasis, high disengagement, high hindrance, low intimacy and average aloofness and thrust.



RECOMMENDATIONS:

1. In as much as the administrators and teachers differed mostly on the dimensions of the administrators' behavior, it is recommended that administrators should continue to upgrade and make aware of the effects of their behavior in the climate of the school.
2. In as much as there are differences in the perceptions of administrators and teachers in some dimensions of organizational climate, it is recommended that administrators and teachers reflect on the findings regarding their respective units or departments and use them for improving the existing climate.
3. In as much as the perceived climate of the schools under study are prevalently autonomous, controlled and familiar characterized by low consideration, high production emphasis, high disengagement, high hindrance, low intimacy, average aloofness and thrust, administrators and teachers should make efforts to improve their behavior on these dimensions.
4. The proposed guidelines for the improvement of organizational climate is recommended to La Salette of Santiago and La Salette of Ramon.



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