

# Organizational Climate, Motivation, and Performance in Relation to Institutional Effectiveness

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**Abstract:** This study conducted to determine the organizational climate, motivation, and performance of academic leaders such as deans, directors, and instructors from selected State Colleges and Universities (SUC) – Teacher Education Institutions (TEIs) in Region IX, Philippines. There are 136 academic leaders selected as respondents through purposive sampling technique and three sets of instruments were administered to different types of respondents to determine the organizational climate, motivation level, and work performance level.

**Keywords:** Academic Leaders, Institutional Effectiveness, Motivation, Organizational Climate, Performance, SUC-TEIs.

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## I. INTRODUCTION

The current demands for higher education leaders have become immense. The accumulation of a substantial body of knowledge to advance institutional effectiveness in terms of designing comprehensive improvement programs is anchored on organizational behavior. Individuals, groups, and organizational structure have a great impact on organizational behavior. How this behavior affects organizational performance depends on the performance goals which are affected by creating, communicating, and operating an organizational behavior system. This study identified basic theories reflecting organizational climate, motivation, and performance and their important variables which are linked through research. There are four goals of organizational behavior that describe systematically how people behave under a variety of conditions, understand why people behave as they do, predict how they behave in what they do, and control at least partially and develop human activity at work. On the other hand, instructional effectiveness is the resultant force of major elements in education which are identified as organizational climate, motivation, and performance while organizational climate refers to the favorability of the staff attitudes and perceptions as related to specific activities and features of the institution.

The concept of motivation of motivation is important towards the development of institutional or organizational effectiveness such as willingness to exert high levels of effort toward organizational goals conditioned by the effort's ability to satisfy an individual need [7]. Organizational climate sets the social tone of the operational structure of the institution. According to William in [9], educational climate favorably open communication which cannot be easily achieved and Herzberg's Two-factor Theory distinguishes between maintenance factors which are necessary but insufficient and motivational factors which have the potential for improving one's effort [6].

Some educational practices have been observed to have greatly improved organizational climate since relationships, rapport, mutual help, and care were prominent. Most development programs do not have much control to make workable changes on which according to Sivinicki in [8], seasoned faculty members remarked that faculty development needs patient to see the improvement process functions through the target period. Using student achievement as indicators of teacher's competence, performance, or effectiveness shows no disdain or condemnation (the case of Nigerian teachers in their counterpart). Improving motivation through dialogue results in structured exchanges between teacher and students

which prompts students to think about what leads to success or failure [5] while student clusters offer participatory decisions which is an opportunity to practice democracy [1]. There are studies show that high stress occupation, job role, and poor working conditions, organizational politics, and poor work relationship are some of the factors that affect organization [2]. There are two criteria for judging the performance of a leader and these are outcomes and process [4]. The effectiveness of the leaders depends on how their leadership style interrelates with the situation [3].

This study was designed to determine the organizational climate, motivation level and performance level of academic leaders in relation to institutional effectiveness of selected SUC-TEIs in Region IX Philippines. There are four higher institutions included in the study and these are Western Mindanao State University (WMSU), Basilan State College (BaSC), Zamboanga City State Polytechnic College (ZCSPC) and Zamboanga State College of Marine Sciences and Technology (ZSCMST) on which 34 school managers has been selected on each institution that constitute a total of 136 respondents (2 deans per school, 2 directors per school, and 30 instructors). Three set of instruments consisting of 90 items that purposely intended to determine organizational climate, motivation and performance using four-point likert-scale as shown in table below (see TABLE: I).

**TABLE: I**

RATING	Category/Description	Extent of Existence
1	Rarely (R) manifested or performed	Least Extent (LE)
2	Sometimes (S) manifested or performed	Moderate Extent (ME)
3	Often (O) manifested or performed	Great Extent (GE)
4	Very Frequently (VF) manifested or performed	Very Great Extent (VGE)

For interpretation of the result using the mean score, the following scale was used as shown in table below (see TABLE: II)

**TABLE: II**

RATING	Category/Description	Extent of Existence
1.00-1.74	Rarely (R) manifested or performed	Least Extent (LE)
2.75-2.49	Sometimes (S) manifested or performed	Moderate Extent (ME)
2.50-3.24	Often (O) manifested or performed	Great Extent (GE)
3.50-4.00	Very Frequently (VF) manifested or performed	Very Great Extent (VGE)

## II. PRESENTATION AND ANALYSIS OF DATA

There are five indicators under the organizational climate and these are leadership, building shared instructional goals, organizational situation, constant monitoring and assessment, and high expectations. Table below shows the mean response according to indicators for organizational climate (see TABLE: III).

**TABLE: III**

Indicators for Organizational Climate	Mean	Descriptive Equivalent
Leadership	3.04	Great Extent
Building shared instructional goals	3.02	Great Extent
Organizational situation	2.99	Great Extent
Constant monitoring and assessment	3.08	Great Extent
High expectations	3.12	Great Extent
Overall	3.05	Great Extent

The overall mean of 3.05 on the five factors of institutional effectiveness, is interpreted as, the organizational climates in SUC-TEIs in Region IX are conducive to organizational development to a 'Great Extent'. Academic leaders often manifested or performed in all indicators while 15.79% sometimes manifested on Leadership factors, 31.03% sometimes

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manifested on building shared institutional goal, 52.94% sometimes manifested on organizational situation, 41.17% sometimes manifested on constant monitoring and assessment, and 38.89% sometimes manifested on high expectations.

Motivation to learn is the academic leader's desire to continue learning the content of learning programs. This may be influenced by personal characteristics, and the environment. But learning may be inhibited by the study environment and the basic skills of the learner. Under the motivational factor, there are five indicators and these are work itself, achievement/advancement, growth possibilities, recognition, and responsibility. Table below shows the mean response according to indicators for motivational factors (see TABLE: IV).

**TABLE: IV**

Indicators for Motivational Factor	Mean	Descriptive Equivalent
Work Itself	3.21	Great Extent
Achievement/Advancement	3.12	Great Extent
Growth Possibilities	3.09	Great Extent
Recognition	3.04	Great Extent
Responsibility	3.02	Great Extent
Overall	3.10	Great Extent

All the five motivation factors presented a common descriptor of often manifested. An overall mean of 3.10 averaged from the five indicators described the motivational factors necessary to keep the educational institution on track. This can be interpreted that the perceptions of academic leaders exist to a 'great extent'. Academic leaders often manifested or performed in all indicators while 61.11% sometimes manifested on work itself factors, 16.67% sometimes manifested on achievement/advancement factors, 30.77% sometimes manifested on recognition factors, 25.93% sometimes manifested on growth possibilities factors, and 26.31% sometimes manifested on responsibility factors.

Performance is rooted to goals. Firstly, a set goals has to be identified for work direction. From goals are the processes to be undertaken, and lastly to the work level. Under the performance factor, there are three indicators and these are goals, praisings, and reprimands. Table below shows the mean response according to indicators for performance factors (see TABLE: V).

**TABLE: V**

Indicators for Performance Factor	Mean	Descriptive Equivalent
Goals	3.23	Great Extent
Praisings	3.20	Great Extent
Reprimands	3.12	Great Extent
Overall	3.18	Great Extent

The totally mean of the three performance factors is 3.18, often observed by the academic leaders. This is interpreted that the performance level of academic leaders exists to a 'Great Extent'. Academic leaders often manifested or performed in all indicators while 26.00% sometimes manifested on goals factors, 36.84% sometimes manifested on praisings factors, and 36.36% sometimes manifested on reprimands factors.

The next table shows the significant difference between the perceptions of academic leaders on institutional effectiveness and the variables on organizational climate, motivational factors, and performance factors (see TABLE: VI).

**TABLE: VI**

Institutional Effectiveness and Variables	Chi-Square Value	Decision
Institutional Effectiveness	24.207	Significant @ 0.01
Organizational Climate	13.7647	Significant @ 0.01
Motivation Factors	11.1795	Significant @ 0.01
Performance Factors	14.0986	Significant @ 0.01

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Using a chi-square at 0.01 level of significance, the null hypotheses on significant differences in the perceptions of the respondents is rejected in all variables. This shows that according to position, there are significant differences between the perceptions on the extent of the existence institutional effectiveness, organization climate, motivational factors, and performance factors in SUC-TEIs in Region IX, by Academic Leaders. This implies that position of academic leaders signifies differences on the perceptions between each variable.

The next table shows the degrees of relationship between organizational climate, motivational factors, and performance factors of academic leaders of SUC-TEIs in Region IX (see TABLE VII).

**TABLE: VII**

Variables	Pearson r (Coefficient of Correlation)	Relationship
Organizational Climate and Motivational Factors	0.75	High Correlation
Organizational Climate and Performance Factors	0.49	Moderate Correlation
Motivation Factors and Performance Factors	0.07	Slight Correlation
Organizational Climate, Motivation and Performance Factors	0.85	Moderate Correlation

The three variables on organizational climate, motivation, and performance were tested for relationship using multiple correlation. Tested at 0.01 level of significance, there are significant relationships between any two variables. Organizational climate is highly correlated with motivation but moderately correlated with performance while a slight correlation between motivation and performance, and a high correlation between the three variables. This shows that organizational climate relatively predicts or influence the motivation and performance of the academic leaders based on their positions.

### III. CONCLUSION

It is understood that the primary goal of the state schools is performance which coves goal-setting, student readiness, and institutional effectiveness with an overall mean of 3.18. The second concentric circle with 3.10 rests on motivation incorporating the rankings motivators as work, achievement, growth possibilities, recognition, and responsibility. The 3.05 circle on organizational climate ranks high expectations, monitoring and assessment, leadership, institutional goals, and institutional situations, that is the structure and function of each institution. Manifestations of these factors averaged 3.11 showing that activities and behavior confirmed to the expected goals, according to the combined remarks of the academic leaders. Thus, the institutional effectiveness level of academic leaders in SUC-TEIs in Region IX is 'High'.

With the organizational climate factors existing to a great extent in SUC-TEIs in Region IX, organizational resources must be channeled to the further enhancement, provide the academic leaders with professional development trainings in the area of leadership, institutional goal awareness, improving organizational situation, monitoring and assessment, and setting academic standards. With the motivational factors existing to a great extent, the SUC-TEIs must involve to a higher degree the academic leaders in the generation and implementation of institutional programs, and provide their academic leaders with next level, advanced motivation-related professional development trainings. With the performance factors existing to a great extent, work performance enhancement-related professional development trainings must be organized for the academic leaders, to secure a higher level of performance from its academic staff.

Moreover, existence of the factors affecting institutional effectiveness, the SUC-TEIs should target different professional development training programs to be generated and implemented for each group. Interrelationship among the organization climate, motivation, and performance, contributory to institutional effectiveness has been established, the professional development training program to be developed for the academic leaders should focus on three dimensions of institutional effectiveness, and incorporate such, in its training design.

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