



## **Organizational Climate of the Biliran Province State University- Naval Biliran Philippines**

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### ABSTRACT

The present study aimed at assessing the organizational climate of the Biliran Province State University – Naval, Biliran Philippines from a sample of 76 faculty members of the university. The Organizational Climate Description Questionnaire (OCDQ-RS) developed by Hoy, Tarter, & Kottkamp in 1991 was the instrument used in this study, which is composed of six dimensions (Supportive behaviour, directive behaviour, engaged behaviour, frustrated behaviour, and intimate behaviour). The results of this study showed that the university's standardized scores for the dimensions supportive behaviour and frustrated behaviour are on range where the university is 84% higher than the schools from the normative samples. Further, the dimensions directive behaviour, engaged behaviour and intimate behaviour are on range where the university is 97% higher than the schools from the normative samples. Moreover, the general openness index of the university is university falls within the average range for openness. The study provided recommendations mechanism to improve the behaviours of both the administrators and faculty.

**Keywords:**organizational climate; supportive behaviour; directive behaviour; intimate behaviour; engaged behaviour; frustrated behaviour; intimate behaviour.

### INTRODUCTION

Organizational climate refers to school life's quality and character. The nature of a school that causes a learner, a teacher, and an educator to enjoy the school and to look forward to being there every school day has been described as "the heart and soul of the school." A positive school climate makes people in schools feel socially, emotionally and physically secure. It encompasses the values, principles, relationships, teaching and learning habits of students, parents and school employees, as well as the organizational and institutional characteristics of the school.

Organizational climate is the study of the perceptions of individuals who become members of an organization on different aspects of the organization's operations and environmental circumstances. In addition, individual expectations can present those behavioural trends (positive or negative) within the person concerned and eventually stand out for the success of the organization (Owens, 1991; Gunbayi, 2007).

In relation to the idea of organizational climate, when looking at climate as a characteristic and characteristic of a work environment, it literally speaks of the characteristics or features perceived and contained in a work environment and emerges, mainly because the activities of the organization are consciously or not performed and are thought to influence behaviour. In other words, as seen by its members, the climate can be seen as an organizational "personality" (Schneider, Ehrhart, & Macey 2012; Chernyak-Hai & Tzinet, 2013).

In fact, the explanation of the organizational climate concept suggests and affirms that the organizational climate is a distinctive or unique thing that a formal organization has, including a school organization that can distinguish one institution's formal organization from another institution's formal organization. In particular, the facilities or tools, the level of education and job capacity of the members of the organization, the work responsibilities of the members of the organization, the level of welfare assurance received by each member of the organization, the organization's tasks and decision-making processes, the understanding of a condition or circumstance by each member of the organization (Owens, 2004). All of the above-mentioned organizational features may contribute to some or may affect the work actions of the organization's members in carrying out the tasks entrusted to them. If the organization's characteristics take a position at a positive quadrant point, e.g. organizational facilities or means available and complete, the level of education or competence of the members of the organization and the relevant members, the revenue and welfare of the members of the organization, good and effective organizational leadership, and members of the organization are noticed or guaranteed. But if the organization's characteristics are at the

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negative quadrant stage, such circumstances and facts will weaken the morale and decrease the contribution of organization members in an attempt to achieve organizational objectives at the level and work units, respectively (Tsai, 2011).

The in-depth organizational climate is the understanding of individuals or representatives of the organization of different aspects and events within an organization and the impressions of individual actions and function observed (Owens, 2004). In fact, the organizational climate is linked to the characteristics or characters that are felt and contained within the scope of work and that can influence the actions of organizational members (Permarupan, Al-Mamun, Saufi, & Zainol, 2013). The organizational climate, including the school organization, can be defined as a physical and non-physical situation encountered and perceived by members of the organization as an organizational condition (Maxwell, 2016). A harmonious organizational environment will help and have a positive effect on the success of individuals within the organization in running or doing tasks. The organizational climate is the human atmosphere in which the organization's workers do their jobs. The organizational climate can influence (generate motivation, achievement and job satisfaction) by creating employee expectations about the effects of different behavior (Permarupan, Saufi, Kasim & Balakrishnan, 2013).

A significant point to remember is that the climate within an organization will influence the actions and attitudes of current organizational members (Lin & Lee, 2017). In any organization, the organization's climate is clearly different. The disparity is not due to differences in the organizational activity sector, but it is due to the climate. Each company has its own culture and climate.

Each person communicates with each other within the school organization, establishing human relationships with each other to create a friendly working atmosphere and making each individual or member of the organization feel relaxed and happy working to enhance organizational efficiency (Puteh, Adnan, Ibrahim, Noh, & Che Ahmad, 2014). However, if individuals exhibit conduct that is not fair in the environment of interaction or human relationships, it can be determined that work cohesion is obstructed, relaxed and easy to do organizational attitudes.

By narrowing the definition of a school-organization climate into a democratic classroom climate, it can be clarified that the concept of the organizational climate of a school can be seen, on the one hand, as an everlasting feature that characterizes a specific class, separating it from other classes that affect the actions of teachers and students. On the other hand, the climate of the classroom is a feeling that teachers and students have in the learning atmosphere of that class (O'Brennan, Bradshaw, & Furlong, 2014). The relaxed and enjoyable learning climate in the classroom is critical because a healthy environment helps teachers to work completely and motivates students to accomplish learning and teaching activities (Shim, Kiefer & Wang 2013).

The development of a harmonious and friendly working environment will enhance the organizational performance of the school, but it also occurs when there is a working atmosphere that impedes the improvement of the organizational performance of the school, for example, because of a lack of help in the completion of a mission or someone in the school that is not good will disturb the human relationships within the school (Skaalvik & Skaalvik, 2007; Reinke, Herman, & Stormont 2013).

The climate of the school organization is essentially an atmosphere that occurs or happens in a school. The organizational environment of the school may have a profound influence on teachers and students at a school (Guffey & Higgins-D'Alessandro, 2013) doing teaching and learning activities. To do this, a principal should pay attention to his leadership duties and build a fun working atmosphere in the school he leads (Garrett, 2008). Considering the extent of school environment effects on the actions of teachers, pupils, employees and all the elements associated with school teaching and learning activities, this is quite important.

It is certain that schools with a pleasant working climate will boost the job performance of teachers and then have a direct effect on the achievement of students or the quality of school graduates in order to be better. The friendly working environment, as expected, comes from many main factors in the school organization, which are the management skills and leadership of the principal (Razavipour & Yousef, 2017). Good habits exhibited by teachers, students and school staff are a greater assurance of welfare and are supported by full and effective learning facilities and infrastructure.

In view of the above, we plan to inform all partners with leadership roles and functions with this study on the specificity of any apparent aspects of the organizational environment that are indicators of the type of leadership exercised, of the type of leader-member relationship practiced, by giving them, on the one hand, an opportunity to correct more abusive and abusive behaviour.

This study aimed at assessing the organizational climate at the Biliran Province State University – Naval, Biliran Philippines.

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## STATEMENT OF THE PROBLEM

Biliran Province State University is one of the Philippine Higher Education Institutions located in the Naval, Biliran Province. It is important that an organization like this understands its climates situations to understand the members perceptions towards the university. It is also a knowledge of the researchers that there is a limited studies related to the university's organizational climate. Thus, this study specifically sought:

1. To determine the level organizational climate of the Biliran Province State University from the perceptions of the faculty members.
2. To determine the organizational climate's standardized scores of the Biliran Province State University.
3. To determine the organizational climate openness index of the Biliran Province State University.

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## METHODS

### *Study participants*

A total of 76 faculty members from the different colleges of the university were randomly selected as respondents of this study. These faculty members are the involved respondents in order to provide the necessary information about the organizational climate of the university to attain the objective of this study.

### *Validity and Reliability of the instrument*

The Organizational Climate Description Questionnaire (OCDQ-RS) develop by Hoy, et al. in 1991 which consists of 34 items assigned six dimensions or subtests (Supportive behaviour, directive behaviour, engaged behaviour, frustrated behaviour, and intimate behaviour). Each of these dimensions was

measured by a subtests of the OCDQ-RS. The reliability scores for the scales were relatively high: Supportive (.91), Directive (.87), Engaged (.85), Frustrated (.85), and intimate (.71). A factor analysis of several samples of the instrument supports the construct validity of the concept of organizational climate (Hoy, et al, 1991; Hoy & Tarter, 1997). In addition, the predictive validity has been supported in other studies.

## DATA COLLECTION AND ANALYSIS

The data collection process took place during the school year 2017-2018. The researchers sought permission from the university president and personally fielded the survey instrument to the faculty members of the university. In computing the general openness index for the climate it made use of the following formulas adopted from Hoy, W. K. et al. (1991):

The responses vary along a four-point scale defined by the categories "rarely occurs", "sometimes occurs", "often occurs", and "very frequently occurs." (1 through 4, respectively).

**Step 1:** Score each item for each respondent with the appropriate number (1, 2, 3, or 4).

**Step 2:** Calculate an average school score for each item. Round the scores to the nearest hundredth. This score represents the average school item score. You should have 34 average school item scores before proceeding.

**Step 3:** Sum the average school item scores as follows:

**Supportive Behavior (S)**=5+6+23+24+25+29+30

**Directive Behavior (D)**=7+12+13+18+19+31+32

**Engaged Behavior (E)**=3+4+10+11+16+17+20+28+33+34

**Frustrated Behavior (F)**=1+2+8+9+15+22

**Intimate Behavior (Int)**=14+21+26+27

You may wish to compare your school profile with other schools. We recommend that you convert each school score to a standardized score. The current data base on secondary schools is drawn from a large, diverse sample of schools in New Jersey. The average scores and standard deviations for each climate dimension are summarized below:

	Mean (M)	Std. Deviation (SD)
Supportive Behavior (S)	18.19	2.66
Directive Behavior (D)	13.96	2.49
Engaged Behavior (E)	26.45	1.32
Frustrated Behavior (F)	12.33	1.98
Intimate Behavior (Int)	8.80	0.92

To make the comparisons easy, we recommend you standardize each of your subtest scores. Standardizing the scores gives them a "common denominator" that allows direct comparisons among all schools.

In computing the standardized scores of the OCDQ-RS. First, convert the school subtest scores to standardized scores with a mean of 500 and a standard deviation of 100, which we call SdS scores. Use the following formulas:

$$\text{SdS for S} = 100(S - 18.19) / 2.66 + 500$$

Then compute the difference between your school score on S and the mean for the normative sample (S-18.19). Then multiply the difference by one hundred [100(S-18.19)]. Next divide the product by the standard deviation of the normative sample (2.66). Then add 500 to the result. You have computed a standardized score (SdS) for the supportive behaviour subscale (S). And, repeat the process for each dimension as follows:

$$\text{SdS for D} = 100(D - 13.96) / 2.49 + 500$$

$$\text{SdS for E} = 100(E - 26.45) / 1.32 + 500$$

$$\text{SdS for F} = 100(F - 12.33) / 1.98 + 500$$

$$\text{SdS for Int} = 100(\text{Int} - 8.80) / .92 + 500$$

You have standardized your school scores against the normative data provided in the New Jersey sample. For example, if your school score is 600 on supportive behaviour, it is one standard deviation above the average score on supportive behaviour of all schools in the sample; that is, the principal is more supportive than 84% of the other principals. A score of 300 represents a school that is two standard deviations below the mean on the subtest. You may recognize this system as the one used in reporting individual scores on the SAT, CEEB, and GRE. The range of these scores is presented below:

**If the score is 200, it is lower than 99% of the schools.**

**If the score is 300, it is lower than 97% of the schools.**

**If the score is 400, it is lower than 84% of the schools.**

**If the score is 500, it is average.**

**If the score is 600, it is higher than 84% of the schools.**

**If the score is 700, it is higher than 97% of the schools.**

**If the score is 800, it is higher than 99% of the schools.**

There is one other score that can be easily computed and is often of interest, the general openness index for the school climate.

$$\text{Openness} = \frac{(\text{SdS for S}) + (1000 - \text{SdS for D}) + (\text{SdS for E}) + (1000 - \text{SdS for F})}{4}$$

This openness index is interpreted the same way as the subtest scores, that is, the mean of the "average" school is 500. Thus, a score of 650 on openness represents a highly open faculty. We have changed the numbers into categories ranging from high to low by using the following conversion table:

Scale	Description
Above 600	Very High
551-600	High
525-550	Above Average
511-524	Slightly Above Average
490-510	Average
476-489	Slightly Below Average
450-475	Below Average
400-449	Low
Below 400	Very Low

## RESULTS AND DISCUSSIONS

### *Level of organizational climate as perceive by faculty members*

#### *Supportive behaviour*

The level of organizational climate of Biliran Province State University in terms of the supportive behaviour it got an average weighted mean of 3.03 interpreted as Often Occurs. From among the indicators, "The dean sets an example by working hard himself/herself" got the highest weighted mean of 3.50 interpreted as Very Frequently Occurs" while the indicator "The dean explains his/her reason for criticism to teachers" got the lowest weighted mean of 2.78, interpreted as Often Occurs. Results shows that the deans of the different colleges in the university is supportive to its faculty. This implies that the university has good supportive behaviour to the overall welfare of its faculty

**Table 1** Organizational climate in terms of supportive behaviour

Indicator	WM	Interpretation
The dean sets an example by working hard himself/herself.	3.50	Very Frequently Occurs
The dean compliments teachers.	3.21	Very Frequently Occurs
The dean goes out of his/her way to help teachers.	2.88	Often Occurs
The dean explains his/her reason for criticism to teachers.	2.78	Often Occurs
The dean is available after school to help teachers when assistance is needed.	2.83	Often Occurs
The dean uses constructive criticism.	3.05	Often Occurs
The dean looks out for the personal welfare of the faculty.	2.96	Often occurs
<b>Average Weighted Mean</b>	<b>3.03</b>	<b>Often Occurs</b>

#### *Directive behaviour*

The level organizational climate of Biliran Province State University in terms of directive behaviour, it got an Average Weighted Mean of 2.85 interpreted as Often Occurs. From among the indicators "The dean monitors everything teachers do" got the highest weighted mean of 3.33 interpreted as Very Frequently Occurs, while "The dean talks more than listen" got the lowest weighted mean of 2.59 interpreted as Often Occurs. Result shows that the deans of the university as the head of respective colleges has directed their respective colleges very well by monitoring the teachers in everything that they do. This implies that the deans of the university are doing their jobs and functions as to directing their respective colleges.

**Table 2** Organizational climate in terms of directive behaviour

Indicator	WM	Interpretation
Teacher-dean conferences are dominated by the dean.	3.05	Often Occurs
The dean rules with an iron fist.	2.68	Often Occurs
The dean monitors everything teachers do.	3.33	Very Frequently Occurs
The dean closely checks teacher activity.	3.07	Often Occurs
The dean is autocratic.	2.61	Often Occurs
The dean supervises teachers closely.	2.97	Often Occurs
The dean talks more than listen.	2.59	Often Occurs
<b>Average Weighted Mean</b>	<b>2.85</b>	<b>Often Occurs</b>

**Engaged behaviour**

The level of organizational climate of Biliran Province State University in terms of engaged behaviour, it got an average weighted mean of 3.03 interpreted as Often Occurs. From among the indicators under this dimension the “Teachers are proud of their school” got the highest weighted mean of 3.43 interpreted as Very Frequently Occurs while “Teachers spend time after school with students who have individual problems” got the lowest weighted mean of 2.37 interpreted as Sometimes Occurs. Results shows that teachers in the university are proud of their stay in the university and results further shows that attending individual problems of students only sometimes occurs. This implies that teachers are engaged in in activities that concerns the students.

**Table 3** Organizational climate in terms of engaged behaviour

Indicator	WM	Interpretation
Teachers spend time after school with students who have individual problems.	2.37	Sometime Occurs
Teachers are proud of their school.	3.43	Very Frequently Occurs
Student government has an influence on school policy.	2.68	Often Occurs
Teachers are friendly with students.	3.39	Very Frequently Occurs
Teachers help and support each other.	3.34	Very Frequently Occurs
Students solve their problems through logical reasoning.	2.75	Often Occurs
The morale of teachers is high.	3.14	Often Occurs
Teachers really enjoy working here.	3.20	Often Occurs
Students are trusted to work together without supervision.	2.66	Often Occurs
Teachers respect the personal competence of their colleagues.	3.33	Very Frequently Occurs
<b>Average Weighted Mean</b>	<b>3.03</b>	<b>Often Occurs</b>

**Frustrated behaviour**

The level of organizational climate of Biliran Province State University in terms of frustrated behaviour, it got an Average Weighted Mean of 2.43 interpreted as Sometimes Occurs. From among the indicators in this dimension “Teachers have too many committee requirements” got the highest weighted mean of 2.80 interpreted as Sometime Occurs while “Teachers interrupt other faculty members who are talking in faculty meetings” got the lowest weighted mean of 2.02 interpreted as Sometimes Occurs. Results shows that teachers portray acceptable attitude towards peers and did not consider other duties as a burden in their functions as a teacher. This implies that teachers are not frustrated working in the University.

**Table 4** Organizational climate in terms of frustrated behaviour

Indicator	WM	Interpretation
The mannerisms of teachers at this school are annoying.	2.13	Sometimes Occurs
Teachers have too many committee requirements.	2.80	Often Occurs
Routine duties interfere with the job of teaching.	2.74	Often Occurs
Teachers interrupt other faculty members who are talking in faculty meetings.	2.02	Sometimes Occurs
Administrative paper work is burdensome at this school.	2.41	Sometimes Occurs
Assigned non-teaching duties are excessive.	2.45	Sometimes Occurs
<b>Average Weighted Mean</b>	<b>2.43</b>	<b>Sometimes Occurs</b>

**Intimate behaviour**

The level of organizational climate of Biliran Province State University in terms of intimate behaviour, it got an average weighted mean of 2.69 interpreted as Often Occurs. From this dimension the indicator “Teachers’ closest friends are other faculty members at this school” got the highest weighted mean of 2.88 interpreted as Often Occurs while “Teachers invite other faculty members to visit them at home” got the lowest mean of 2.51 interpreted as often occurs. Results shows that teachers in the university are good friends to one another. This implies that there is a good teacher-teacher relationship in the university.

**Table 5** Organizational climate in terms of intimate behaviour

Indicator	WM	Interpretation
Teachers' closest friends are other faculty members at this school.	2.88	Often Occurs
Teachers know the family background of other faculty members.	2.53	Often Occurs
Teachers invite other faculty members to visit them at home.	2.51	Often Occurs
Teachers socialize with each other on a regular basis.	2.84	Often Occurs
<b>Average Weighted Mean</b>	<b>2.69</b>	<b>Often Occurs</b>

**Organizational climate's standardized scores**

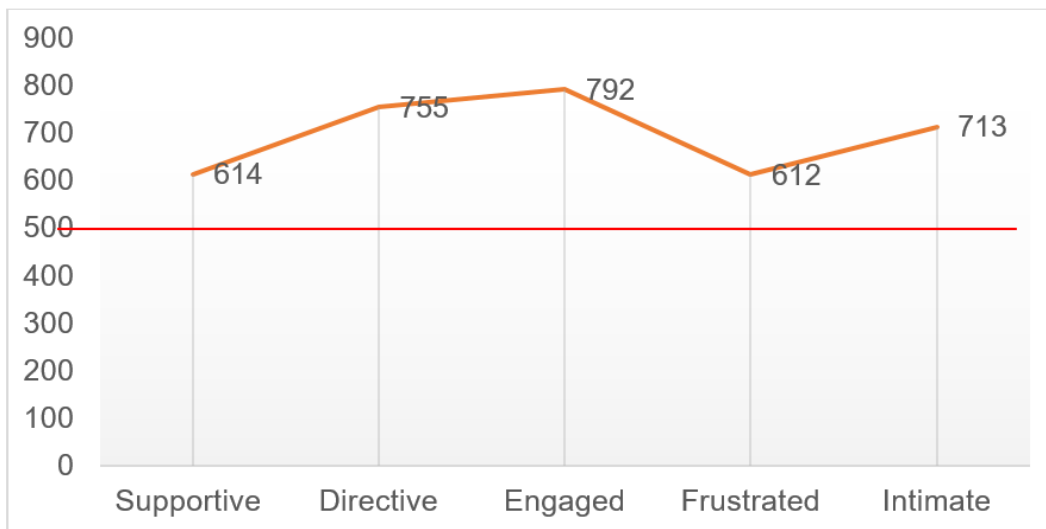
The Standardize Scores of the climate of Biliran Province State University in terms of the following dimensions or subtest Supportive Behavior; Directive Behavior; Engaged Behavior; Frustrated Behavior; and Intimate Behavior is computed as follows and presented in the proceeding graph.

Standardized Scores:

- Supportive:**  $S=100(21.21-18.9)/2.66+500 = 614$
- Directive:**  $D=100(20.30-13.96)/2.49+500 = 755$
- Engaged:**  $E=100(30.30-26.45)/1.32+500 = 792$
- Frustrated:**  $F=100(14.55-12.33)/1.98 + 500 = 612$
- Intimate:**  $Int=100(10.76-8.80)/.92 + 500 = 713$

The graph below shows that the red line at the center of the graph represents '500' which indicates a standardized mean and 100 as standard deviations. Results shows that the Supportive Behaviour, Frustrated Behaviour scored on the range of 600, this means that Biliran Province State University is higher than 84% of the schools from the normative samples. Further, the dimensions or subtests Directive Behaviour, Engaged Behaviour and Intimate Behaviour got a score on the range of 700, this means that Biliran Province State University is higher than the 97% of the schools from the normative samples.

**Graph 1** Organizational climate's standardized scores



**Organizational climate openness index**

The general openness index of Biliran Province State University was measured using this formula and computation:

$$\begin{aligned}
 \text{Openness} &= ((\text{SdS for S})+(1000-\text{SdS for D})+(\text{SdS for E})+(1000-\text{SdS for F}))/ 4 \\
 &= ((614) + (1000-755) + (792) + (1000-612)) / 4 \\
 &= (614 + 245 + 792 + 388) / 4 \\
 &= 2,039 / 4 \\
 &= 510
 \end{aligned}$$

With a score of 510, the Biliran Province State University falls within the 'average' range for openness. This makes it hard to define the school as either open or closed. In this particular school, teachers often scored the survey with 'sometimes occurs' or 'often occurs'. This indicates an average feel about the climate of the school.

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## CONCLUSION

This study aims to assess the organizational climate of the Biliran Province State University -Naval, Biliran Philippines. The standardized scores of the climate descriptions of the Biliran Province State University in terms of the Supportive Behaviour, Frustrated Behaviour scored on the range of 600, this means that Biliran Province State University is higher than 84% of the schools from the normative samples. Further, the dimensions or subtests Directive Behaviour, Engaged Behaviour and Intimate Behaviour got a score on the range of 700, this means that Biliran Province State University. It could be concluded that the climate descriptions of Biliran Province State University in terms of the dimensions and subtests mention above are relatively higher than that of the normative samples from a large scales of schools in New Jersey (Hoy W. K. et, al., 1991).

The openness index of the organizational climate scored 510, the Biliran Province State University falls within the 'average' range for openness. This makes it hard to define the school as either open or closed. Therefore, it could be concluded that the openness index of its climate is either open or close climate.

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## RECOMMENDATIONS

The following are the recommendations based on the results of the study:

1. The university should make intervention on how to improve the openness index of organizational climate.
2. The university should have a mechanism on improving further the support system of its deans to the faculty.
3. The university should have a mechanism on improving further the directive behavior of the deans in managing their respective colleges.
4. The university should encourage the he teachers to spend time after schools to attend the individual problems of the students, so that teachers are more engaged in dealing with students concerns and others.
5. The university should have a time to know if the teachers are frustrated on what they are doing in addition to their functions as a teacher so as not affect the teacher's performance.
6. The university should provide programs and activities that would further improve the social relationship among teachers.
7. It is strongly recommended that related studies will be conducted that would measure the organizational climate of the different colleges and compare with one another to generate a better result on the openness index of the organizational climate.

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