RESEARCH CULTURE AND ORGANIZATIONAL CLIMATE OF THE PUP MAIN CAMPUS AS PERCEIVED BY THE REGULAR FACULTY MEMBERS

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ABSTRACT

The major purpose of this study is to determine the perception of the PUP main regular faculty members on their research culture and organizational climate, also the relationship between research culture and organizational climate. Institutional Research Program at PUP is clear to the faculty members since it is stated in the Research Office all the matters pertaining to the Research Program of the Institution. However, evaluation of research after every 3 years was not felt by the respondents. For human resource factor respondents believed that the College/University should recruit and retain administrators, faculty and staff members who show evidence of research capability. On Research Orientation, respondents consider themselves favorably as researchers than being a teacher. In terms of attitudes and personal interest in research faculty respondents viewed that pursuit of research enhances their professional skills. Moreover, in Monitoring and Evaluating Research Activities the school administration appoints the monitoring and evaluation team. Also, the respondents have experienced 3 research training programs and seminars, while in the aspect of Rewards and Incentives provided by school for Research Efforts, it is thru Thesis/Dissertation where most of the respondents have experienced. On the other hand, general school climate of correcting the mistake of the faculty is prominent in the institution. Likewise, on faculty members' relationship respondents believed that they are being polite with one another. Additionally, faculty members' sense of mission prevail that they are committed to help their students. Relationship showed that there is weak to positive relationship between the research culture and organizational climate factors.

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Introduction

Accordingly, in today's world, it is crucial for every country to have a dynamic research culture in order to acquire new knowledge and also to advance Educational Institution. Research work, however, requires a lot of knowledge and hard work, and any state cannot develop a research culture unless it has people who are enthusiastic and curious about exploring concealed facts. A culture of research involves a particular process that has to be implemented right from the beginning of one's studies in schools. It is likewise the belief of this researcher that a lack of "enthusiastic and curious people" in exploring concealed facts is the reason why there is deficiency in research productivity even among the so-called research-oriented universities.

The vital role of research is in knowledge generation. It is the research function of Higher Educational Institutions (HEIs) that sets them apart from Technical Education and Skills Development Administration (TESDA) and the Department of Education (DepEd). It asserts further that HEIs' conduct research should take into consideration the information of the usefulness of data towards national sustainable development and the country's global competitiveness. This corroborates CHED's mandate to the HEIs to prove the HEIs' existence through research and as such proving the necessity of research in higher learning.

In a study about Research Culture in Teacher Education mentioned that leadership with academic background was thought to be more effective for the promotion of research activities in universities than leadership with bureaucratic background that was rather viewed as one of the major barriers towards the development of a strong research culture. The researcher agrees with her assertion, especially with her discovery that among locally funded educational institutions like the subjects of her research, may school leaders have "bureaucratic background" and not the necessary "academic background."

Like any organization, educational institutions are organizations with their own unique identity described by the collective perceptions of behavior like the "way" things are done in, and the way members "feel" about such organizations. The shared vision and mission, policies, rules and norms of behavior formed from what the founder conceived of their organization to be like and from what are brought in by the members that keep adding to the original circle making up the organizational of which describe the culture and the climate of such organizations like schools.

The Role of Organizational Climate and Culture in the School improvement Process: A Review of Knowledge Base, Leaders of school improvement process can utilize the information gained through the assessment of the school's climate and culture to help guide each phase of the change process, from determining the school's readiness from change to selecting the types of improvements most likely to be compatible with the organization's climate and culture, from implementing the improvements to ensuring that they become institutionalized.

Currently, Commission on Higher Education (CHED) envisions itself as the "lead catalyst in transforming the country into a prime knowledge center in Southeast Asia by revitalizing Higher Education Institutions (HEIs) and ensuring that their renewed roles in a dynamic environment are fulfilled." But with the prevailing political practices, would not such Filipino

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government/political culture become a hindrance to the growth and development of research in PUP and, therefore, may become the dilemma of PUP.

Study Context

Research work is an integral part of any society that needs to develop in this world of competing states. Either it is Science, Business and Commerce or Arts, the role of research work is inevitable. The significance of research work cannot be denied in nay phase of life specifically for:

1. Students who are to write Master's or PhD thesis, research may provide a path for career development and success;

2. Professionals in research methodology, research may mean a source of livelihood;

3. Philosophers and thinkers, research may mean the outlet of new ideas and insights;

4. Literary men and women, research may mean the development of new style and creative work; and

5. Analysts and intellectuals, research may mean the generalizations of new theories.

Research is the fountain of knowledge for the sake of knowledge and an important source of providing guidelines for solving different business, governmental and social problems. It is a sort of formal training which enables one to understand the new developments in one's field in a better way.

In the article, How to create and nurture a research culture within an institution of Higher Learning? Patrick Kim Cheng Low, mentioned that Universities can contribute to the generation of academics to develop pure and applied knowledge through research. Further, new or young or growing universities are especially interested in establishing and developing a research culture in a low research environment. Furthermore, in this article, through interviews with young academics and graduates, the author examines several strategies and ways, in which institutions of higher learning can, in fact, grown and nurture a research culture. In particular, the paper focuses more on the internal processes and 'way of life' or 'habits' within the institution. Along with the growing tendency for research universities, there is a demand or fostering research culture in the university. Contrary to the theory of "culture industry," research culture cannot be produced, but it can be cultivated through an appropriate management system. The rising number of students is not proportional to the number of staff that publishes an indication of not only a declining research culture, but a significant culture shift. Yet, the teaching-research divide is expected to lead to a so-called "generic skills." There is, therefore, a need to find out if the respondent schools meet these demands and address the teaching-research divide.

The essence or very life of scientific research relies on an effective research culture. Nowadays, students prefer research professors who have experienced the science of their discipline because there is a stronger trust in the knowledge of research professor even if teaching professors

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are practically more skillful in classroom. However, based on scientific records, research professors without a research culture are frustrating for students who have an ideal expectation. Applying pressure on staff to publish according to the idea of publish or perish may not favor university advancement. Without a proper research culture, the university alumni will not be skillful researchers in their future careers, and this does not promote the university's reputation. Therefore, fostering an effective research culture should be mandatory. An effective research culture depends on research based learning systems will enhance a research culture among students and faculty.

Culture serves to guide and shape the attitudes and behavior of organization members. It can either be functional or dysfunctional, that is, it can promote or impede effectiveness. The culture of an organization should be developed to support continuous improvement. To operate successfully across cultures, it is important to be able to recognize cultural differences and adaptable according to Deter, Schroeder, and Mauriel (2000). Additionally, Hallett (2003) contends that organizational culture finds expression through the thoughts, intentions, actions and interpretations of members of the organization. Nelson and Campbell adds that organizational cultures values worker's health and psychological needs, there is enhanced potential for high performance and improved wellbeing. Charles Handy suggests that power cultures that are found in small entrepreneurial organizations and organizations depend on informal communications and people who adopt attitudes and the norms of the central power source. Peters and Waterman's findings established and inevitable link between a company's culture, or shared values, and the way it is organized and managed.

Objectives

The major purpose of this study is to determine the perception of the regular faculty members of PUP main about their organizational climate and its relationship to the school's research culture.

Basically, the researcher will seek to answer the subsequent questions.

1. What is the perception of the regular faculty members of the respondent's schools about the schools' research culture in terms of:
    a. Institutional Research Program Factors:
        i. Research Vision, Mission, Goals and Objectives;
        ii. Research Structure and Management;
        iii. Rewards and Incentives provided by your school for Research Efforts;
        iv. Research Policies and Guidelines, Agenda, Thrusts and Priorities;
        v. Linkages and Networks?
    b. Human Resource Factors:
        i. Research Capability (Research Management)
        ii. Research Experiences
        iii. Research Trainings Participated in;
    c. Research Orientation (Indicators)
    d. Attitudes and Personal Interest in Research

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  e. Monitoring and Evaluation of Research Activities
2. What is the perception of the administrators and faculty members about their school climate in terms of:
  a. General School Climate;
  b. Faculty Members' Relationships;
  c. Faculty Members' Sense of Mission?
3. What is the relationship between school climate factors and their research culture factors?

Hypothesis of the Study

There is no significant relationship between and among the school climate variables of respondents and on the research culture variable.

Theoretical Framework

Peter Senge's (1990) systems theory of learning organization as a group of people who are continually enhancing their capabilities to create way they want to create. According to this theory, people are agents, able to act upon the structures and systems of which they are a part. Therefore, one sees not just parts but sees the whole, making people not as helpless reactors but as active participants in shaping their reality working on the present to create the future.

School culture is the organization's personality which explains "why things happen the way they do" or that which describes the way teachers and other staff members work together; and school climate is the organization's attitude which explains "what happens around here' that has something to do with the school's effects on its employees/students, how would the regular faculty members' of PUP main exhibits school culture and climate relate to their school research culture?

Hoy and Miskel claimed: "The road to generalized knowledge can lie only in tough-minded scientific research, not in introspection and subjective experience." This is a tough statement about the importance of research.

As also defined, research includes any gathering of data, information and facts for the advancement knowledge. This definition and the following research culture theories and concepts may also enlighten everyone in relating school climate to its research culture.

The concept of Alcala, and the mandated statements of CHED mentioned in the introduction and background of the study, including some generalizations on research culture gathered from studies and other publications discussed in the review of related literature gave substance to the theories on research and research culture upon which this study is anchored on.

Conceptual Framework

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This study conceptualizes relationship between theorized variables of school culture and research culture

INDEPENDENT VARIABLES   **DEPENDENT VARIABLES**

PUP main
1. School Climate in terms of: 1.1 General School Climate   1.2 Faculty Members' Relationships   1.3 Faculty Members' Sense of Mission.

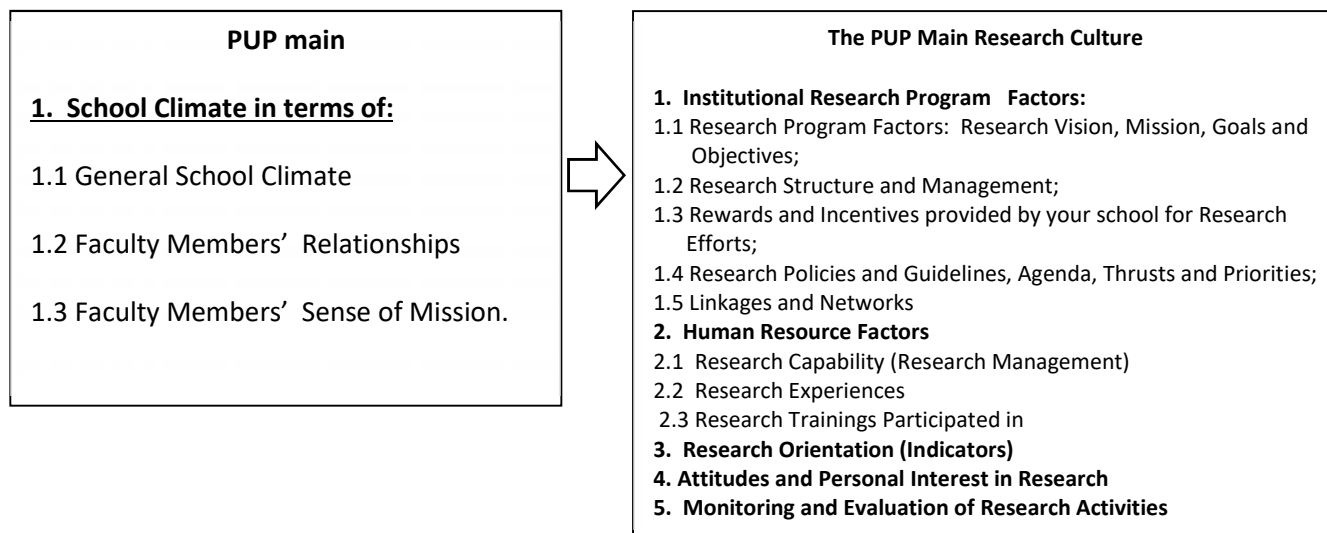| **The PUP Main Research Culture** |
| --- |
| **1. Institutional Research Program Factors:**
 1.1 Research Program Factors: Research Vision, Mission, Goals and Objectives;
 1.2 Research Structure and Management;
 1.3 Rewards and Incentives provided by your school for Research Efforts;
 1.4 Research Policies and Guidelines, Agenda, Thrusts and Priorities;
 1.5 Linkages and Networks
 2. Human Resource Factors
 2.1 Research Capability (Research Management)
 2.2 Research Experiences
 2.3 Research Trainings Participated in
 3. Research Orientation (Indicators)
 4. Attitudes and Personal Interest in Research
 5. Monitoring and Evaluation of Research Activities |

Figure 1 Research Paradigm of the study

The study, as the above figure shows use the rational model of independent Variable (IV) and Dependent Variable (DV).

The arrow from the independent Variables Box to the Dependent Variable Box shows the relationship of the IV to the DV.

The left frame or the independent variable include the study of the (1) Organizational or School of the PUP Main in terms of General School Climate; Faculty Members' Relationship; and Faculty Members' Sense of Mission.

The right frame or independent variable, the Research Culture includes the following:

1. Institutional Research Program Factors: Research Vision, Mission, Goals and Objectives; Research Structure and Management; Rewards and Incentives provided by your school for Research Efforts; Research Policies and Guidelines, Agenda, Thrusts and Priorities; Linkages and Networks;

2. Human Resource Factors: Research Capability (Research Management); Research Experiences; Research Trainings Participated in;

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3. Research Orientation (Indicators);

4. Attitudes and Personal Interest in Research; and

5. Monitoring and Evaluation of Research Activities.

Data Generation

To ensure the quality of effective conduct of the study, the researcher observed the following:

1. The researcher secured permission from the person in authority to distribute questionnaire in the different offices in the Colleges at PUP.
2. Once approval to administer questionnaire was granted, the researcher distribute questionnaires to faculty members of the different departments.
3. Random sampling was used in distributing questionnaires to the respondents.
4. The questionnaires were retrieved after one or two week/s.
5. Before tabulating the data, questionnaires were carefully inspected to determine the properly filling-out of the instrument.

The survey instrument in this study was adopted from a combination of two validated survey questionnaires. The School Climate questionnaire, based on Hoy and Mizkel measuring organizational climate. On the other hand, Research Culture instrument is based on the CHED research agenda.

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Results and Discussion

Profile of the Respondents

Table 1

Population sample size of the Regular Faculty members from the

Polytechnic University of the Philippines main campus

Different Colleges at PUP main	REGULAR FACULTY MEMBERS	
	Total number of Faculty	Faculty engaged
1. College of Accountancy and Finance	39	19
2. College of Architecture and Fine Arts	8	4
3. College of Arts and Letters	63	30
4. College of Business Administration	32	15
5. College of Communication	17	8
6. College of Computer and Information Sciences	23	11
7. College of Education	25	12
8. College of Engineering	50	24
9. College of Human Kinetics	30	14
10. College of Political Sciences and Public Administration	10	5
11. College of Science	50	24
12. College of Social Sciences and Development	50	24
13. College of Tourism, Hospitality and Transportation Management	15	7
Total	**412**	**197**

Table 1 revealed that the respondents have a total frequency of 197. The frequency distribution of the 13 Colleges in PUP main were: College of Arts and Letters (35); College of Engineering, College of Social Sciences and Development and College of Science (24); College of Accountancy and Finance (19); College of Business Administration (15); College of Human Kinetics (14); College of Education (12); College of Computer and Information Sciences (11); College of Communication (8); College of Communication (8); College of Tourism, Hospitality and Transportation Management (7); College of Political Sciences and Public Administration (5); lastly College of Architecture and Fine Arts (4)

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Table 2

Frequency Distribution of the Respondents according to Age, and Gender

Age	Frequency (f)	Percentage (%)	Gender	Frequency (f)	Percentage (%)
21-25	6	3.03	Male	64	32.32
26-30	7	3.54	Female	89	44.45
31-35	25	12.63	Did not respond	45	22.73
36-40	47	23.74			
41-45	42	21.21			
46-50	30	15.15			
51-60	29	14.65			
60 above	9	4.55			
Did not respond	5	2.53			
Total	**197**	**100%**	**Total**	**197**	**100%**

Table 2 showed that out of 197 respondents, the 47 or 23.74% of the regular faculty members belong to 36-40 years old. The age range from 41-45 got 42 or 21.21%, the 30 or 15.15% of the population goes to the age range of 46-50, 51-60 got the 29 or 14.65% of the population, 31-35 got 25 or 12.63%, 60 above got 9 or 4.55%, 26-30 of ages got 7 or 3.53%, 21 – 25 of ages got 6 or 3.03 % and the population who did not respond got 5 or 2.53%. Furthermore, in terms of gender that from the total number of respondents 64 or 32.32% are male regular faculty members while 89 or 44.45% are female and those who did not respond is 45 or 22.73%. This indicates that majority of the respondents are female and their age ranges from 36-40 of faculty members in the PUP main campus.

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Table 3

Frequency Distribution of the Respondents according to

Highest Educational Attainment and Length of Teaching Experience

Highest Educational Attainment	Frequency (f)	Percentage (%)	Length of Teaching Experience	Frequency (f)	Percentage (%)
Doctoral Degree	19	9.64	1-5 years	10	5.08
With Doctoral Units	57	28.93	6-10 years	78	39.59
Master's Degree	103	52.28	11-15 years	48	24.37
With Master's Units	12	6.09	16-20 years	40	20.3
Bachelor's Degree	4	2.03	21-25 years	11	5.58
Did not respond	2	1.02	26-30 years	4	2.03
			30 years above	5	2.54
			Did not respond	1	0.51
Total	**197**	**100%**	**Total**	**197**	**100%**

Table 3 revealed that Master's Degree is the major respondent of this study which had 103 or 52.28%. With Doctoral Units obtained 57 or 28.93. Doctoral Degree got 19 or 9.64%. Bachelor's Degree got 4 or 2.03% while the remaining 2 or 1.02% did not respond. Moreover, in terms of Length of Teaching Experience shows that out of 197 respondents, 78 said that their working experience is in the range of 6-10 years, 48 said that they belong in the range of 11-15 years, there are 40 respondents, in the range 16-20, there are 11 respondents in the range of 21-25 years, 10 respondents in the range of 1-5 years, 5 respondents in the range of 30 years above, while 4 respondents in the range 26-30 years and lastly one respondent did not respond.

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Table 4

The Respondents' Perception about their Research Culture Variable:

Institutional Research Program Factors

On Institutional Research Program Factors	Weighted Mean	Verbal Interpretation
The research vision is anchored to the school vision	3.46	Agree
The research vision is clearly stated in the research office and other school documents.	3.47	Agree
The research mission is clearly stated in the research office.	3.26	Agree
The research mission is stated in other school documents.	3.08	Agree
The research mission is clearly understood by all.	3.15	Agree
Research goals and objectives are stated in the research manual And in the research office.	3.36	Agree
Research goals and objectives are clearly and attainable.	3.28	Agree
Research development programs for faculty and student are adequate.	3.23	Agree
Research purpose is well defined.	3.36	Agree
Research development programs are well organized.	3.18	Agree
Research evaluation in conducted yearly.	3.10	Agree
Research evaluation in conducted every 2 years.	2.87	Agree
Research evaluation in conducted is conducted every 3 years.	2.74	Agree
The research policies and guidelines are clearly stated in the research Manual and other.	3.28	Agree
The research agenda reflects the school agenda and are aligned with the School's agenda.	3.24	Agree
The research office maintains 4 or more organizational linkages.	3.20	Agree
The research office maintains 1-3 organizational linkages.	3.07	Agree
The research office has no linkages yet.	3.06	Agree
Grand Weighted Average	**3.19**	**Agree**

Table 4 shows that weighted mean ranges from 2.74 to 3.47 for the Research Culture's Sub-variable Institutional Research Program Factors' 18 questions with a verbal interpretation of "Agree" on the 18 positively expressed questions; the grand weighted mean is 3.19 with a verbal Interpretation of "Agree". Therefore, it can be concluded that on the whole, respondents agree in 18 items. Furthermore, research vision is clearly stated in the research office and other school documents as the prominent result concur with the trust of CHED mandate in terms of research.

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Table 5

The Respondents' Perception about their Human Resource Factors

On Human Resource Factors	Weighted Mean	Verbal Interpretation
My task in higher education is an integration of research and teaching.	3.32	Agree
Research offers professional satisfaction to a large extent.	3.35	Agree
The College/University should recruit and retain administrators and Faculty and staff members who show evidence of research capability.	3.36	Agree
Research conducted are used after graduate studies.	3.18	Agree
Research conducted are used in teaching and community Development	3.25	Agree
Research conducted are used in administrative tasks.	3.13	Agree
Research are conducted but results are not used.	2.62	Disagree
No research are conducted by the faculty.	2.37	Disagree
Grand Weighted Average	**3.07**	**Agree**

Table 5 With respect to the Research Culture's sub-variable Human Resource Factors, Table 2 shows the weighted mean ranges 2.37 – 3.36 determined from the responses of the faculty members with a grand weighted mean of 3.07, with the exception of 2, expressed in a negative manner with the verbal interpretation "Agree" means the opposite, i.e., the respondents all "Agree" to the 6 items. This result is in line with the concept of even one-on-one supervision, the core of effective research training, should be supplemented and stimulated by other research education opportunities within the department (Grant, 2003).

Table 6

The Respondents' Perception about their Research Orientation

On Research Orientation	Weighted Mean	Verbal Interpretation
I consider myself a researcher.	3.32	Agree
I consider myself a teacher, not a researcher.	2.76	Agree
Grand Weighted Average	**3.04**	**Agree**

Table 6 shows the weighted mean ranges 2.76 - 3.32 with a grand weighted mean of 3.04 derived from the faculty members' responses; that because they unanimously agreed on both questions of the Research Orientation variable with verbal interpretation of "Agree" means that the espondent consider themselves both as instructors and researchers. It is apparent that teacher considers

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themselves as researcher, comparative to the concept of Fidela G. Aban (2010) that orientation about research is necessary in order to determine the research capability of individual.

Table 7

The Respondents' Perception about their attitudes and personal interest in research

On attitudes and personal interest in research	Weighted Mean	Verbal Interpretation
I feel free to pursue my primary academic interest within the context of research.	3.22	Agree
My attitude and personal interest in research are the most important factors that influence my use of professional time.	3.17	Agree
Teaching interfere with my research productivity.	2.90	Agree
In consider research as a very challenging endeavor that generates new knowledge and information.	3.39	Agree
Pursuit of research enhances my professional skills.	3.49	Agree
Grand Weighted Average	**3.23**	**Agree**

Table 7 shows the weighted mean ranges 2.90 - 3.49; with the verbal interpretation of "Agree" on all 5 questions, and a grand weighted mean of 3.23 also with the verbal interpretation of "Agree" which means that the respondents all agree at all items on Attitude and Personal Interest in Research. Furthermore, pursuit of research enhances my professional skills is prevailing. This concept goes hand-in-hand with the study of Fidela G. Aban (2010) that Administrators and Faculty recognize the benefits of research for their professional and personal growth.

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Perception of the Regular Faculty Members about their Research Culture in Monitoring and Evaluating Research Activities.

Table 8

The Respondents' Perception about their Research Culture:

Monitoring and Evaluating Research Activities

Monitoring and Evaluating Research Activities	Weighted Mean	Verbal Interpretation
The school has a well-defined mechanism for monitoring and evaluation of research functions.	3.25	Agree
The school administration appoints the monitoring and evaluation team.	3.27	Agree
The monitoring and evaluation team are selected on the bases of their qualifications and trainings.	3.15	Agree
The monitoring and evaluation team are political appointees submit to the school research management.	3.14	Agree
It is the research administration that gives the monitoring-evaluation team their job descriptions.	3.19	Agree
Grand Weighted Average	**3.20**	**Agree**

Table 8 shows the weighted mean ranges 3.14 - 3.27 with a grand weighted mean of 3.20 with the verbal interpretation of "Agree" which means that the respondents all agree at all items on Monitoring and Evaluating Research Activities. Hence, the school administration appoints the monitoring and evaluation team. This result coincided Mallorca's (2007) study said that among the new things in the whole new process of cultivating a research culture includes the creation of institutional policies and research agenda, departmental culture and working conditions, research budgets, infrastructure, collaboration with and access to research professionals in other institutions, policies and guidelines on research benefits and incentives, research committees, and publications which are believed to be the indicators of research culture in the institution.

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Perception of the Regular Faculty Members about their Research Culture in Research

Trainings Participated.

Table 9

The Respondents' Perception about their Research Culture Variable:

Research Trainings Participated in

Research Trainings Participated in	F	%
6 research training programs and seminars or more	26	13.54
4-5 research training programs and seminars	41	21.35
3 research training programs and seminars	51	26.56
2 research training programs and seminars	33	17.19
1 research training program and seminar	37	19.27
No exposure to research training programs and seminars	4	2.08
No response		
Total	**192**	

Table 9 shows the frequency and percent distribution of the faculty members' responses on the Research Culture's sub-variable Research Training they participated. 51 respondents with a percentage of 26.56% participated in 3 research training programs and seminars; 41 respondents, with a 21.35% had 4-5 research training programs and seminars or more; 37 respondents or 19.27% had 1 research training programs and seminars; 33 respondents or 17.19% had 2 research training programs and seminars; 26 respondents or 13.54% had 6 research training programs and seminars; 4 respondents or 2.08% had no research training programs and seminars.

From the responses who answered, 26.56% had 3 research trainings which is good enough. The result accorded with the concept of Dr. Isabela L. Mahler the conduct of their research activities such as orientation, seminar is of great importance in honing the skill of faculty towards research.

Perception of the Regular Faculty Members about their Research Culture Variable on Rewards and Incentives provided by your school for Research Efforts

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Table 10

The Respondents' Perception about their Research Culture Variable: On Rewards and Incentives provided by your school for Research Efforts

On Rewards and Incentives Provided by your school for Research Efforts	Frequency	Rank
Promotion	16	10
Salary Increase	22	9
Research Grants	101	4
Scholarship Grants	49	6
Training abroad	5	12
Professional chair	2	13
Rewards and incentives	141	2
Honorarium	102	3
Research Fellowship	41	7
Research award	98	5
Sabbatical Leave	8	11
Local training	27	8
Thesis/Dissertation	164	1
Other, pls. specify	1	14

Table 10 shows the Frequency Distribution and Rank of both the faculty members' responses on the rewards and incentives provided by the school of research efforts, as follows 1 – Thesis/Dissertation, with a Frequency of 164; 2. – Reward and Incentives, 141; 3. - Honorarium, 102; 4 - Research grant, 101; 5 – Research award, 98; 6. - Scholarship grants, 49; 7. – Research Fellowship, 41; 8. – Local Training, 27; 9. – Salary Increase, 22; 10 – Promotion, 16; 11. - Sabbatical Leave, 8; 12 – Training abroad, 5; 13 – Professional Chair, 2; and 14 – Other, pls. Specify with 1 entry only. The respondents consider Thesis/Dissertation as the best incentives for their research effort, and Reward and Incentives as the next best incentives.

Corresponded with the study of Nida Mirza (2011) in her study Research Culture in Teacher Education one point stressed in her study was that teacher educator should be encouraged and motivated to do research by improving and enhancing incentives and reward structure of research using numerous types of incentives including monetary and non-monetary

Perception of the Regular Faculty Members about their School Climate in terms of General School Climate

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Table 11

The Respondents' Perception about their General School Climate

ON GENERAL SCHOOL CLIMATE	Weighted Mean	Verbal Interpretation
Administrative paper works is burdensome at this school.	2.70	Sometimes occurs
Assigned non-teaching duties are excessive.	2.60	Sometimes occurs
Route duties interfere with the job of teaching.	2.77	Sometimes occurs
Faculty members are burdened with busywork.	2.84	Sometimes occurs
Extra help is available to students who need help.	3.03	Often occurs
The interactions between team/units members are cooperative.	3.15	Often occurs
Members of teams/units consider other members to be their friends	3.12	Often occurs
The administrator compliments teachers.	3.04	Often occurs
The administrator sets an example by working hard himself/herself.	3.06	Often occurs
The administrator rules with an iron fist.	2.60	Sometimes occurs
The administrator encourages teacher autonomy.	2.96	Often occurs
The administrator goes out of his/her way to help teachers.	2.95	Often occurs
The administrator uses constructive criticism.	2.90	Often occurs
The administrator looks out for the personal welfare of the faculty.	3.04	Often occurs
The administrator treats teachers as equals.	3.08	Often occurs
The administrator supervises teachers closely.	2.91	Sometimes occurs
The administrator corrects teacher's mistakes.	3.32	Often occurs
The administrator listens to and accepts teachers' suggestions.	3.04	Often occurs
The administrator goes out of his/her way to show appreciation to teachers.	3.02	Often occurs
The administrator closely checks teacher activities.	2.97	Sometimes occurs
The administrator keeps a close checks on sign-in times.	2.94	Sometimes occurs
The administrator monitors everything teachers do.	2.85	Sometimes occurs
The administrator accepts and implements ideas suggested by faculty members.	3.03	Often occurs
The administrator is available after school to help teachers when assistance is needed.	2.93	Often occurs
Grand Weighted Average	**2.95**	**Often occurs**

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Table 11 weighted mean for the responses to General School Climate's 24 questions with verbal interpretation of "Often Occurs" to 15 items and verbal interpretation of "Sometimes Occurs" to 9 items and a grand weighted mean of 2.95 favoring the verbal interpretation of "Often Occurs" shows the kind of school climate the PUP main campus have. Likewise, the administrator correct mistake obtained the highest mean. Additionally, the result goes together with the concept of Mintzberg, (1989) "the extent to which decision making process in the organization is dominated by political grouping and professional growth is affected by political affiliations and members or organization are involved in struggle for resources, personal conflicts, using a variety of influence tactics to obtain personal benefits and to achieve their goals."

Perception of the Regular Faculty Members about their School Climate in terms of Faculty Members' Relationship

Table 12

The Respondents' Perception about their Faculty Members' Relationship

ON FACULTY MEMBERS' RELATIONSHIP	Weighted Mean	Verbal Interpretation
Faculty members have parties for each other.	2.97	Often occurs
Faculty members interrupt other teachers who are talking in staff meeting.	2.58	Sometimes occurs
Faculty members invites other faculty members to visit them at home.	2.65	Often occurs
Faculty members who have personal problems receive support from other staff members.	2.85	Often occurs
Faculty members socialize with each other on a regular basis.	3.02	Often occurs
Faculty members leave school immediately after class is over.	2.80	Sometimes occurs
Most of Faculty members accept the fault of their colleagues.	2.81	Often occurs
Faculty members exert group pressure on non-conforming faculty members.	2.87	Sometimes occurs
Faculty members have fun socializing together during school time.	2.97	Often occurs
Faculty members ramble when they talk at the faculty meeting.	2.55	Sometimes occurs
Faculty members are rude to other staff members.	2.27	Sometimes occurs
Faculty members make "wise cracks" to each other during meetings.	2.48	Sometimes occurs
Faculty members mock teachers who are different.	2.44	Sometimes occurs
Faculty members don't listen to other teachers.	2.38	Sometimes occurs
Faculty members like to hear gossip about other staff members.	2.43	Sometimes occurs

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Faculty members provide strong social support for colleagues.	2.93	Often occurs
Faculty members respect the professional competence of their colleagues.	3.09	Often occurs
Faculty members help and support each other.	3.03	Often occurs
Faculty members are polite to one another.	3.12	Often occurs
Grand Weighted Average	**2.75**	**Sometimes occurs**

Table 12 shows the weighted mean for the responses to the 19 School Climate with regards to Faculty Members' Relationship questions with 10 verbal interpretation of "Often Occurs" and 9 verbal interpretation of "Sometimes Occurs" and its grand weighted mean of 2.75 favoring the verbal interpretation of "Sometimes Occurs" implies that the not so good items being not often affected very little to over-all good Faculty Members' Relationship. On the other hand, being polite to one another is the commonality of relating with one another. Additionally, according to Hallett (2003) contends that organizational culture finds expression through the thoughts, intentions, actions and interpretations of members of the organization.

Perception of the Regular Faculty Members about their School Climate in terms of Faculty Members' Sense of Mission

Table 13

The Respondents' Perception about their Faculty Members' Sense of Mission

ON FACULTY MEMBERS' SENSE OF MISSION	Weighted Mean	Verbal Interpretation
Faculty members "go the extra mile" with their students.	3.05	Often occurs
Faculty members are committed to helping their students.	3.16	Often occurs
Faculty members help students on their own time.	3.03	Often occurs
Faculty members stay after school to tutor students who need help.	2.72	Often occurs
Faculty members accept additional duties if students will benefit.	2.88	Often occurs
Faculty members volunteer to sponsor after school activities.	2.92	Often occurs
Faculty members spend time after school with students who have individual problems.	2.84	Often occurs
Grand Weighted Average	**2.94**	**Often occurs**

Table 13 shows the weighted mean of the responses for the questions on the School Climate's sub-variable Faculty Members Sense of Mission as perceived by both the administrators and Faculty Members with a grand weighted mean of 2.94 and 7 unanimously verbal interpretation of "Often Occurs" means that the faculty members sense of mission is very good especially in

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helping students. In line with the concept of Crane, (2000) that in order to create a high-performance culture, the organization's performance management system should be designed to improve individual and team performance and steer the workforce towards living up to and effectively pursuing the organization's shared vision. Meaningful performance incentives should support the organization's performance management system.

Research Culture Variables vs. Organizational Climate Variables (Relationship)

Table 14

Research Culture Variables vs. the General School Climate Variables

RESEARCH CULTURE VARIABLES RELATIONSHIP WITH	SCHOOL CLIMATE VARIABLES	STATISTICAL FINDINGS	CORRELATION INTERPRETATIONS	RELATIONSHIP DESCRIPTIONS
INSTITUTIONAL RESEARCH PROGRAM FACTORS	GENERAL SCHOOL CLIMATE	PEARSON r=.195 V.I. = WEAK POSITIVE RELATIONSHIP	POSITIVE BUT WEAK CORRELATION BETWEEN THE TWO VARIABLES	THERE IS A WEAK POSITIVE RELATIONSHIPS BETWEEN THE TWO VARIABLES IN THE PUP MAIN CAMPUS
HUMAN RESOURCE FACTORS	GENERAL SCHOOL CLIMATE	PEARSON r=.091 V.I. = VERY WEAK POSITIVE RELATIONSHIP	POSITIVE BUT VERY WEAK CORRELATION BETWEEN THE TWO VARIABLES	THERE IS A VERY WEAK POSITIVE RELATIONSHIPS BETWEEN THE TWO VARIABLES IN THE PUP MAIN CAMPUS
RESEARCH ORIENTATION	GENERAL SCHOOL CLIMATE	PEARSON r=.091 V.I. = VERY WEAK POSITIVE RELATIONSHIP	POSITIVE BUT VERY WEAK CORRELATION BETWEEN THE TWO VARIABLES	THERE IS A VERY WEAK POSITIVE RELATIONSHIPS BETWEEN THE TWO VARIABLES IN THE PUP MAIN CAMPUS
ATTITUDES	GENERAL	PEARSON	POSITIVE BUT	THERE IS A

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AND PERSONAL INTEREST IN RESEARCH	SCHOOL CLIMATE	r=.130 V.I. = WEAK POSITIVE RELATIONSHIP	WEAK CORRELATION BETWEEN THE TWO VARIABLES	WEAK POSITIVE RELATIONSHIPS BETWEEN THE TWO VARIABLES IN THE PUP MAIN CAMPUS
MONITORING AND EVALUATING RESEARCH ACTIVITIES	GENERAL SCHOOL CLIMATE	PEARSON r=.130 V.I. = WEAK POSITIVE RELATIONSHIP	POSITIVE BUT WEAK CORRELATION BETWEEN THE TWO VARIABLES	THERE IS A WEAK POSITIVE RELATIONSHIPS BETWEEN THE TWO VARIABLES IN THE PUP MAIN CAMPUS

Table 14 revealed that between the 5 Research Culture variables and the General School Climate there is an average weak positive relationship.

Table 15

Research Culture Variables vs. the Faculty Members Relationship

RESEARCH CULTURE VARIABLES RELATIONSHIP WITH	SCHOOL CLIMATE VARIABLES	STATISTICAL FINDINGS	CORRELATION INTERPRETATIONS	RELATIONSHIP DESCRIPTIONS
INSTITUTIONAL RESEARCH PROGRAM FACTORS	FACULTY MEMBERS' RELATIONSHIP	PEARSON r=.217 V.I. = WEAK POSITIVE RELATIONSHIP	POSITIVE BUT WEAK CORRELATION BETWEEN THE TWO VARIABLES	THERE IS A WEAK POSITIVE INSTITUTIONAL RESEARCH PROGRAM FACTORS RELATIONSHIP WITH FACULTY MEMBERS'

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				RELATIONSHIP THE PUP MAIN CAMPUS
HUMAN RESOURCE FACTORS	**FACULTY MEMBERS' RELATIONSHIP**	PEARSON r=.193 V.I. = WEAK POSITIVE RELATIONSHIP	POSITIVE BUT WEAK CORRELATION BETWEEN THE TWO VARIABLES	THERE IS WEAK POSITIVE HUMAN RESOURCE FACTORS RELATIONSHIPS WITH FACULTY MEMBERS' RELATIONSHIP THE PUP MAIN CAMPUS
RESEARCH ORIENTATION	**FACULTY MEMBERS' RELATIONSHIP**	PEARSON r=.116 V.I. = VERY POSITIVE RELATIONSHIP	POSITIVE BUT WEAK CORRELATION BETWEEN THE TWO VARIABLES	THERE IS A WEAK POSITIVE RESEARCH ORIENTATION RELATIONSHIPS WITH FACULTY MEMBERS' RELATIONSHIP THE PUP MAIN CAMPUS
ATTITUDES AND PERSONAL INTEREST IN RESEARCH	**FACULTY MEMBERS' RELATIONSHIP**	PEARSON r=.201 V.I. = WEAK POSITIVE RELATIONSHIP	POSITIVE BUT WEAK CORRELATION BETWEEN THE TWO VARIABLES	THERE IS A WEAK POSITIVE ATTITUDES AND PERSONAL INTEREST IN RESEARCH RELATIONSHIPS WITH FACULTY MEMBERS' RELATIONSHIP THE PUP MAIN CAMPUS

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| MONITORING AND EVALUATING RESEARCH ACTIVITIES | FACULTY MEMBERS' RELATIONSHIP | PEARSON r=.147 V.I. = WEAK POSITIVE RELATIONSHIP | POSITIVE BUT WEAK CORRELATION BETWEEN THE TWO VARIABLES | THERE IS A WEAK POSITIVE MONITORING AND EVALUATING RESEARCH ACTIVITIES RELATIONSHIPS WITH FACULTY MEMBERS' RELATIONSHIP THE PUP MAIN CAMPUS |

Table 15 result showed that between the 5 Research Culture variables and the Faculty Members Relationship there exist a weak positive relationship.

Table 16

Research Culture Variables Vs. The Faculty Member's Sense of Mission

RESEARCH CULTURE VARIABLES RELATIONSHIP WITH	SCHOOL CLIMATE VARIABLES	STATISTICAL FINDINGS	CORRELATION INTERPRETATIONS	RELATIONSHIP DESCRIPTIONS
INSTITUTIONAL RESEARCH PROGRAM FACTORS	FACULTY MEMBERS' SENSE OF MISSION	PEARSON r=.264 V.I. = MODERATE POSITIVE RELATIONSHIP	POSITIVE MODERATE CORRELATION BETWEEN THE TWO VARIABLES	THERE IS A MODERATE POSITIVE INSTITUTIONAL RESEARCH PROGRAM FACTORS RELATIONSHIP WITH FACULTY MEMBERS' SENSE OF MISSION IN THE PUP MAIN CAMPUS
HUMAN RESOURCE	FACULTY	PEARSON r=.223	POSITIVE WEAK CORRELATION	THERE IS A WEAK POSITIVE

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FACTORS			BETWEEN THE TWO VARIABLES	HUMAN RESOURCE FACTORS RELATIONSHIPS WITH FACULTY
	MEMBERS' SENSE **OF MISSION**	V.I. = WEAK POSITIVE RELATIONSHIP		MEMBERS' SENSE OF MISSION IN THE PUP MAIN CAMPUS
RESEARCH ORIENTATION	**FACULTY** **MEMBERS' SENSE** **OF MISSION**	PEARSON r=.111 V.I. = WEAK POSITIVE RELATIONSHIP	POSITIVE WEAK CORRELATION BETWEEN THE TWO VARIABLES	THERE IS A WEAK POSITIVE RESEARCH ORIENTATION RELATIONSHIPS WITH FACULTY MEMBERS' SENSE OF MISSION IN THE PUP MAIN CAMPUS
ATTITUDES AND PERSONAL INTEREST IN RESEARCH	**FACULTY** **MEMBERS' SENSE** **OF MISSION**	PEARSON r=.189 V.I. = WEAK POSITIVE RELATIONSHIP	POSITIVE WEAK CORRELATION BETWEEN THE TWO VARIABLES	THERE IS A WEAK POSITIVE ATTITUDES AND PERSONAL INTEREST IN RESEARCH RELATIONSHIPS WITH FACULTY MEMBERS' SENSE OF MISSION IN THE PUP MAIN CAMPUS
MONITORING AND EVALUATING RESEARCH ACTIVITIES	**FACULTY** **MEMBERS' SENSE** **OF MISSION**	PEARSON r=.217 V.I. = WEAK POSITIVE RELATIONSHIP	POSITIVE WEAK CORRELATION BETWEEN THE TWO VARIABLES	THERE IS A WEAK POSITIVE MONITORING AND EVALUATING RESEARCH ACTIVITIES RELATIONSHIPS WITH FACULTY

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				MEMBERS' SENSE OF MISSION IN THE PUP MAIN CAMPUS

Table 16 revealed that between the 5 Research Culture variables and the Faculty Members' Sense of Mission, on average, there is a weak positive relationship; however, on the whole there exist a weak but positive relationship between the 3 School Climate variables and the Research Culture's sub-variables.

Findings

1. For the research culture:

(a) For the items 18 Institutional Research Program Factors:

- All 18 obtained "Agree" verbal interpretation

- The high weighted mean ranges from 2.74 to 3.47, and

- The grand weighted mean is 3.19 with a verbal Interpretation of "Agree"

(b) For the 8 items on Human Resource Factors Findings showed:

- A grand weighted mean of 3.07, with the exception of 2, expressed in a negative manner with the verbal interpretation "Disagree"

- The 6 out of 8 Verbal interpretation of "Agree.

(c) For the items on Research Orientation, both revealed verbal interpretation of "Agree" with a grand weighted mean of 3.04, which means that although the respondents consider themselves favorably as researchers they consider themselves as teachers as well.

(d) With the findings on the Attitude and Personal Interest in Research variables of 5 over 5 "Agree" verbal interpretation on all 5 questions, a grand weighted mean of 3.23 also with a verbal interpretation of "Agree" is interpreted that the faculty members consider research as a very challenging endeavor that generates new knowledge and information, and that enhances their professional skills, and

(e) With the 5 items on the Monitoring and Evaluating Research Activities having a grand weighted mean of 3.20; 5 out of 5 questions have a verbal interpretation of "Agree" shows the respondents' perception about the Research Culture of the PUP main campus.

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Majority of "Agree" Verbal interpretation show the respondents' perception of the research culture as enjoyable at the time the study was conducted.

The frequency and percent distribution of the faculty members' responses on the Research Culture's sub-variable Research Training they participated. 51 respondents with a percentage of 26.56% participated in 3 research training programs and seminars; 41 respondents, with a 21.35% had 4-5 research training programs and seminars or more; 37 respondents or 19.27% had 1 research training programs and seminars; 33 respondents or 17.19% had 2 research training programs and seminars; 26 respondents or 13.54% had 6 research training programs and seminars; 4 respondents or 2.08% had no research training programs and seminars.

From the responses who answered, 26.56% had 3 research trainings Showed that majority of the PUP main faculty members have 3 training in research.

2. For the General School Climate's the following findings were revealed:

(a) That of the 24 General School Climate's items: 15 with a verbal interpretation of "Often Occurs"; 9 with a verbal interpretation of "Sometimes Occurs"; and a grand weighted mean of 2.95 with the verbal interpretation of "Often Occurs";

(b) That of the 19 items on the Faculty Members' Relationship, findings revealed: 10 out of 19 having a verbal interpretation of "Often Occurs"; 9 out of 19 with verbal interpretation of "Sometimes Occurs"; and

(c) That of the Faculty Members Sense of Mission 7 items findings revealed: 7 out of 7 questions with a verbal interpretation of "Often Occurs"; a high weighted mean of 2.94 with a verbal interpretation of "Often Occurs".

The majority of "often occurs" findings pictures the respondents' perception of the school climate at the time the study was conducted.

Conclusions

Based on the findings, the following conclusions are arrived at:

1. Research Culture. The majority of "agree" verbal interpretation finding show the respondents' perception of the research culture as enjoyable at the time the study was conducted. The respondents' "Agree" to all items of the research culture variables indicated that there is a good research culture in the PUP main campus.

2. School Climate. (a) The perception of the respondent with the verbal interpretation of "often occurs" findings show what the respondent schools enjoy at the time the study was made; (b) the perception of the administrators and faculty members shows that their General School Climate is generally better than their perception of their Faculty Members' Relationships, and (c) that they

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perceive their faculty members' sense of mission best indicates a good school climate for the respondent schools.

Recommendations

Based on the findings of the study, the following recommendations are formulated:

The Regular members of Faculty members in PUP need to:

1. PUP should provide opportunities for more or regular seminar and workshop for intensive exposure to research of the Permanent Faculty Members.
2. A yearly workshop seminars to improve the faculty's camaraderie and relationships with one another;
3. The University should review the research agenda and incentives.
4. For future researchers, the researcher suggests a follow up study.

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