

ORGANIZATIONAL CLIMATE AND ORGANIZATIONAL MINDFULNESS AND SCHOOL EFFECTIVENESS OF SELECTED PUBLIC SCHOOL: A CONVERGENT DESIGN

ANNA LYN M. BANAC
MADELYN MINIS
RAPHY V. ABANG
DIANNE MARIZ TANUDTANUD

ABSTRACT

This study investigates the organizational climate, organizational mindfulness, and school effectiveness in the selected public schools in the Cotabato Division. The design of this study was a convergent design where data was collected and analyzed using quantitative and qualitative tools. A total of 300 respondents were employed to survey questionnaires, 10 respondents from the in-depth interview and 7 respondents from focus group discussion. The data was collected and interpreted using the statistical treatment for the quantitative strands. It was found that the level of organizational climate, organizational mindfulness, and school affectivity were very high. Results from the correlation analysis revealed a significant relationship between Organizational mindfulness and organizational climate towards school effectiveness. The qualitative strands obtained results from the transcribed in-depth interview and focus group discussions were gathered and analyzed using thematic synthesis. The themes that emerge from the qualitative questionnaires on teachers' lived experiences in organizational climate, mindfulness, and school affectivity are Supportive Involvement, School Intervention, Commitment, Perceived Belief, and Collective Efforts. Upon the merging of salient data integration, it was shown that there was corroboration that was satisfied on the merging and converging of data like the organizational climate in "Rule Oriented" and Supportive Involvement, and Innovation Oriented and School Intervention. Based on organizational mindfulness, the data in terms of Collective Mindfulness corroborates Collective Efforts. Lastly, on the aspects of school effectiveness, the quantitative data integrate terms of Instruction to qualitative data such as School Intervention. Therefore, it is concluded that instructional standards are essential because they ensure that teaching methods emphasize predetermined learning goals. There is a list of predicted results for every necessary criterion.

Keyword: *Salient Data Integration, Converging/Merging, Themes, Codes, Organizational Climate, Organizational Mindfulness, School Effectiveness, Public School in Cotabato Division.*

INTRODUCTION

Recently, there has been an interest in school effectiveness and how it is impacted by organizational mindfulness and environment. Nonetheless, there have been increasing concerns over how businesses manage and how schools might become more successful. School is a multifaceted workplace with a variety of interests and requirements. In the classroom setting, a multitude of sources provide teachers with information. Meanwhile, school effectiveness is the extent to which a school's objectives are met. Numerous factors contribute

to the uniqueness of every institution. However, a set of factors or characteristics that contribute to the success of schools may be discovered.

Moreover, school effectiveness was often related to the school's attempts to increase the achievement of its students. An excellent school teaches all students foundational skills and appropriate behavior. Moreover, this kind of school produces ideal learning settings by supporting pupils' cognitive, emotional, psychomotor, social, and aesthetic development. Effective schools promote the learning and development of their students. There is no universal recipe for constructing an outstanding school. In the broadest sense, 'school effectiveness' refers to the degree to which a school achieves its objectives. Multiple factors contribute to the distinctiveness of each institution. However, it is possible to identify criteria or characteristics contributing to school effectiveness (Lee & Gage, 2020).

Conclusively, numerous research has been conducted to examine the beneficial effects of mindfulness on the individual, management, and organizational factors in the workplace. However, few attempts have been made to study how to cultivate and enhance organizational mindfulness and school effectiveness. As such, this research is essential in studying the effect of organizational climate as a moderating factor to school effectiveness that contributes to the strength of organizational mindfulness. Thus, this research provides an overview by investigating the effect of organizational climate and organizational mindfulness, and school effectiveness of selected public schools.

FRAMEWORK

This study is anchored on the Organizational Climate Theory. The first documented reference dates to 1939, when it was referred to as "Social Climate." According to Glick (1985), climate constructs value organizational and individual behavior. The idea of organizational climate is predicated on certain assumptions connected with the Gestalt School of Psychology and Functionalism School of Psychology.

Further, Gestalt Psychology Theory is predicated on two premises: (a) Humans want to comprehend and create order in their surroundings. (b) Humans comprehend or strive to establish order in their surroundings to adjust their behavior efficiently to the work environment. In the 1975 essay "Organizational Climates," Schneider & Recheirs (1987) sought to explain climate. Understanding gestalt assumptions as "meaningful apprehensions of order for the perceiver that are found on the equivalent of psychological signals." The idea substantiates the proposition that people establish order/framework under the environment in which they find themselves and express their behavior appropriately

METHODS

Research design

This inquiry will use a convergent mixed method research strategy. This technique collects both qualitative and quantitative data simultaneously, and the results are combined to create a more comprehensive and complete insight than would be possible if each data source were used alone (Creswell, 2007). Additionally, this process is utilized to verify, cross-validate,

and corroborate findings. Therefore, it is commonly used to compensate for the shortcomings of one technique by emphasizing the advantages of another (Creswell, 2007).

It often requires gathering and analyzing quantitative and qualitative data concurrently, but in distinct ways, for the researcher to have a thorough understanding of the study issue (Creswell et al., 2011).

Respondents

Primary school administrators from Makilala, Cotabato Division, will serve as the survey's respondents. Makilala instructors will be a part of this investigation. Samples will be chosen at random. This is the simplest method for sampling from the population. Additionally, it is one of the most used methods for sampling a population. Everyone has the same probability of being picked at random. Random sampling is supposed to decrease prejudice and offer a more accurate representation of the population (Saunders & Thornhill, 2012). A total of 17 persons were chosen at random for the qualitative portion of the study. In-depth interviews will be conducted with ten (10) people, and focus groups will be conducted with seven (7) people. Those findings will be utilized to identify common themes and trends.

Instrument

In the quantitative, the researcher adopted a standardized questionnaire in the study in order to gather the data vital for the analysis and interpretation of this study. The first of the questionnaire seeks to identify the level of organizational climate of the respondents which comprises of four indicators namely: people-oriented, rule-oriented, innovation-oriented, and goal-oriented. The researcher modified and adopted the survey questionnaire from the study of Hussainy (2022). The second part seeks to identify the level of organizational mindfulness of the respondents which comprises of two indicators namely: individual mindfulness, and collective mindfulness. The researcher adopted the survey questionnaire from the study of Colorado (2011). While, the third part, seeks to identify the level of school effectiveness of the respondents which comprises of four indicators namely: communication, instruction, climate, personal and safety adopted from Roman (2015).

Statistical Tools

RESULTS AND DISCUSSION

Organizational Climate

Table 1 shows the level of Organizational Climate of selected public school. The variable organizational climate contains four indicators namely people oriented, rule oriented, innovation oriented, and goal oriented.

Based on table 1 revealed that the overall mean score of Organizational Climate was 4.27 with a description of Agree. Moreover, Innovation and Goal oriented got the same mean score of got the highest mean of 4.31, followed by People oriented 4.30, and Rule oriented 4.15. This means that educators with a strong dedication to goals based on rules Consider negative

feedback as diagnostic information rather than a performance review, and positive feedback as a chance to grow and improve.

The result is confirmed by Guri-Rosenblit (2016). He indicates that teachers are interested in learning new things and seeing innovation to advance with their career. Innovative educators have features that distinguish them from their peers. Innovative instructors are not only creative individuals, but they also tend to appreciate innovation in all its manifestations. Innovative educators recognize the need of cultivating and fostering their pupils' creativity.

Table 1. Level of Organizational Climate

Indicators	Mean	Std. Deviation	Interpretation
People Oriented	4.30	.448	High
Rule Oriented	4.15	.551	High
Innovation Oriented	4.31	.604	High
Goal Oriented	4.31	.609	High
Overall Mean	4.27	.496	High Level of Organizational Climate

Organizational Mindfulness

Based on table 2 revealed that the overall mean score of organizational mindfulness was very high as indicated the overall categorical mean score of 4.05 with a description of Agree. It was revealed in the table that among the two indicators collective mindfulness got the highest mean score of 4.24 while individual mindfulness was 3.87 with the same description of agree.

The results of the study imply that schools with a high level of collective effectiveness, teachers have a positive attitude toward professional development, a stronger acceptance of evidence-based teaching practices, and a higher emphasis on academic pursuits.

The implication of the study is supported by Leonard (2016). He pointed out that collected mindfulness teachers are valuing their colleagues' ideas and opinion with regards to their professional task. Collective Mindfulness is the discipline of concentrating on the present moment with intention and accepting it without judgment. Mindfulness is now being investigated scientifically and has been identified as a crucial factor in stress reduction and general happiness.

Table 2. Level of Organizational Mindfulness

Indicators	Mean	Std. Deviation	Interpretation
Individual Mindfulness	3.87	.506	Moderate
Collective Mindfulness	4.24	.573	High
Overall Mean	4.05	.474	High

School Effectiveness

Based on the table 3 revealed that the level of school effectiveness was very high as reflected the overall mean score of 4.27 with a description of Agree. Among the indicators communication obtained the highest mean score of 4.34 followed by personal and safety (4.31),

instruction (4.26), and climate (4.16). All these indicators received the same a description of Agree. This imply that It means the relevance of instructional standards is that they guarantee that teaching tactics emphasize agreed-upon learning objectives. Each required standard includes a list of expected student learning outcomes.

The result of the study is supported by Sprague et al., (2021). The result indicates that teachers and authorities do not tolerate cyber bullying for the safety of students. Safe schools encourage the protection of all students from violence, exposure to weapons and threats, theft, bullying and harassment, and the sale or use of illicit drugs on school premises, as well as other crises. Safety in schools is associated with better student and school results.

Table 3. Level of School Effectiveness

Indicators	Mean	Std. Deviation	Interpretation
Communication	4.34	5.99	High
Instruction	4.26	.693	High
Climate	4.16	.597	High
Personal and Safety	4.31	.622	High
Overall Mean	4.27	.548	High Level of School Effectiveness

Relationship between the Variables

Table 4 shows the results revealed from the Pearson Correlation Analysis that there was a high significant relationship between the Organizational Climate and Organizational Mindfulness ($r = .754^{**}$, $p < 0.05$). It means that the null hypothesis is rejected. It implies that mindfulness and organizational climate has the potential to affect both internal and external surroundings in ways that promote development, emotional intelligence, creativity, and innovation, as well as the ability to react to life with an open mind and a wise heart. The implication of the study is supported by Yadav (2020).

Moreover, there was a high significant relationship between Organizational Climate and School Effectiveness ($r = .880^{**}$, $p < 0.05$). It means that the null hypothesis is rejected. It implies further that organizational climate has a significant impact in school effectiveness.

Organizational climate can be a highly influential factor in the school improvement effectiveness. It stands to reason that organizational culture is frequently the most influential factor in determining the direction of change within an organization. The implication of the study is supported by Alvesson (2011).

Furthermore, there was a high significant relationship between Organizational Mindfulness and School Effectiveness ($r = .736^{**}$, $p < 0.05$). it means that organizational mindfulness plays a vital role in achieving school efficacy. It furthers imply that Organizational awareness is key to school effectiveness. Mindfulness may increase concentration, attention, self-control, classroom engagement, and compassion. Better academic achievement, conflict resolution, well-being. Stress, despair, anxiety, disruptive behavior decreases. Mindfulness may modify internal and external settings to foster development, emotional intelligence, creativity, innovation, and an open mind and wise heart. Mindfulness may boost corporate performance. The study is supported by Bartlett et al., (2019).

Table 4

Relationship between the Variables					
Variables			R	p-value	Remarks
Organizational Climate and Organizational Mindfulness			.754**	.000	Significant
Organizational Climate and School Effectiveness			.880**	.000	Significant
Organizational Mindfulness and School Effectiveness			.736**	.000	Significant

*Significant at .05 level

Predictors of School Effectiveness

Table 5 presents the results of regression analysis which purpose is to show the significant predictors of School Effectiveness. The result indicates that the organizational climate and organizational mindfulness was found to be significant predictor of school effectiveness.

Organizational climate has a significant direct effect on the school effectiveness ($\beta=.832$, $p<.05$). This means that the regression weight for organizational climate in the prediction of school effectiveness is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .832 revealed that in every increase of a single unit in the organizational climate, an increase of .832 in school performance can be expected. According to a study, the teachers' perceptions of the organizational climate have a considerable impact on school effectiveness.

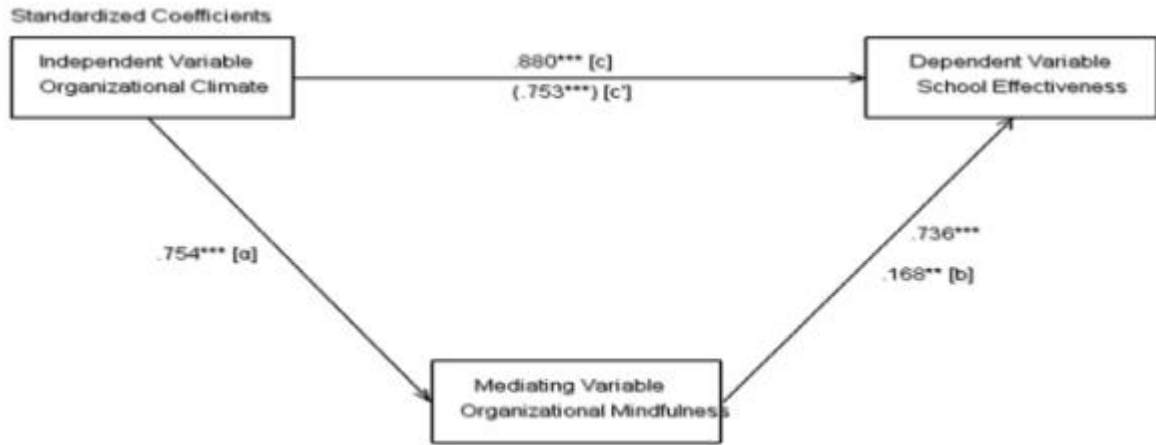
Organizational mindfulness has a significant direct effect on the school effectiveness ($\beta=.194$, $p<.05$). This means that the regression weight for organizational mindfulness in the prediction of school effectiveness is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .194 revealed that in every increase of a single unit in the organizational mindfulness, an increase of .194 in school effectiveness can be expected.

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	-.070	.149		-.471	.638	
Organizational Climate	.832	.050	.753	16.766	.000	Significant
Organizational Mindfulness	.194	.052	.168	3.732	.000	Significant

Note: R = .886, R-square = .786, F = 451.168, P>0.5

Type of Mediation Used

Table 6 shows the use of Medgraph involving Sobel Test provides analysis on the significance of mediation effect. Hence, it can determine whether the mediation is full or partial. As can be gleaned in figure, the direct effect of organizational mindfulness on school effectiveness is decreased from beta of .880 to .753 when mediator variable was placed in the relationship model. Since the direct effect of organizational mindfulness on school effectiveness is no longer significant, it would imply a full mediation.



NOTE: The numerical values in the parentheses are beta weights taken from the second regression and the other values are zero order correlations.

Meanwhile, the Sobel's test denotes that there is a significant mediation that take place in the model ($z=0.466118$, $p<.05$). Since it is full mediation, it could totally claim that organizational climate is the reason how organizational mindfulness can influence school effectiveness. On the other hand, the effect size ($\beta=.0000$) measure how much of the effect of organizational mindfulness (IV) on school effectiveness (DV) can be attributed to the indirect path (IV to MV to DV). The total effect ($\beta=.880$) is the summation of both direct effect and indirect effect. The direct effect ($\beta=.753$) is the size of correlation between organizational climate (IV) and school effectiveness (DV) with organizational mindfulness (MV) included in the regression.

Table 6
Type of Mediation Used

Type of Mediation	Significant	
Sobel z-value	0.466118	p = 0.641131
95% Symmetrical Confidence Interval		
	Lower	-.04352
	Higher	.07068
Unstandardized indirect effect		
	a*b	.01358
	se	.02913
Effective Size Measures		
<u>Standardized</u>		
<u>Coefficients</u>		R2 Measures (Variance)
Total:	.880	.774
Direct:	.753	.0000
Indirect:	.127	.774
Indirect to Total ratio:	.143	.0000

CONCLUSION

Based on the descriptive analysis revealed that organizational climate was very high in terms of People Oriented, Rule Oriented, Innovation Oriented, and Goal Oriented. This means that educators with a strong dedication to goals based on rules Consider negative feedback as diagnostic information rather than a performance review, and positive feedback as a chance to grow and improve. Moreover, it was also revealed that organizational mindfulness was high in terms of individual mindfulness and collective mindfulness. It means that schools with a high level of collective effectiveness, teachers have a positive attitude toward professional development, a stronger acceptance of evidence-based teaching practices, and a higher emphasis on academic pursuits. Furthermore, school effectiveness was high in terms of Communication, Instruction, Climate, and Personal and Safety. It means the relevance of instructional standards is that they guarantee that teaching tactics emphasize agreed-upon learning objectives. Each required standard includes a list of expected student learning outcomes. Results revealed from Pearson Correlation Analysis that there was a significant relationship between Organizational mindfulness, organizational climate towards school effectiveness. Results revealed from the regression analysis that Organizational Climate has a has a significant direct effect on the school effectiveness and organizational Mindfulness has a significant direct effect on the school effectiveness. Results revealed from Zobel test that the Medgraph shows that the organizational mindfulness significantly mediates organizational climate and school effectiveness. In qualitative phase, results revealed from the thematic analysis that there were five (5) themes emerged from the lived experiences of teachers from organizational climate, organizational mindfulness, and school effectiveness of selected public school namely: Supportive Involvement, School Intervention, Commitment, Perceived Belief, and Collective Efforts. Based on the integration of the salient data there was a corroboration in terms of organizational climate in terms of "Rule Oriented" and Supportive Involvement, and Innovation Oriented and School Intervention. On the basis of organizational mindfulness, the data in terms of Collective Mindfulness corroborates to Collective Efforts, and lastly on the aspects of school effectiveness the quantitative data integrates in terms of Instruction to qualitative data such as School Intervention.

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