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ABSTRACT

Title : Organizational Support, Organizational Climate and Work Engagement among Public and Private Senior High School Teaching and Non-Teaching Staff in East Cavite towards a Faculty and Staff Development Program

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The purpose of this study is to examine the relationship between organizational support, organizational climate and work engagement among senior high school teaching and non- teaching staff towards a faculty and staff development program.

This study utilized the descriptive-correlational method of research to measure the relationship between two or more variables. It is the most appropriate method since the prime objective of the study is to find out the relationship between organizational support, organizational climate and employees' work engagement among teaching and non-teaching staff in public and private senior high schools. Statistical treatment was employed to analyze and interpret the gathered data using percentage, weighted mean, standard



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deviation, t-test for independent samples and chi-square test.

The demographic profile of the teaching and non-teaching staff in both public and private senior high schools is characterized by a large majority of female, ages 20-30 years old, bachelor's degree holders and have been in service to their institutions for 1-5 years. Demographic profile is not significantly related to the teaching and non-teaching staff capability to be fully engaged in their jobs.

The findings of the study suggest that the public and private educational institutions highly value the contribution and accomplishment of the teaching and non-teaching staff, care about their well-being and satisfaction at work through various ways like attending to their complaints, showing concern to them and appreciating their extra efforts and good job performance. Hence, the organizational support of teaching and non-teaching staff is significantly related to their engagement towards their jobs in the public educational institutions. Highly valued and supported staff increases work engagement that eventually impact organization's goal achievement. Unlike the staff in the private schools, regardless of the support they received from the organization, this does not influence their level of engagement to their jobs. Besides, the level of work engagement exhibited by the teaching and non-teaching staff in both public and private schools is very high characterized by high level of energy or vigor, involvement or dedication, concentration or absorption and being fully engrossed in their work.

Meanwhile, the organizational climate of the public and private senior



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high schools as assessed by the respondents in terms of goal clarity, communication, reward system, career development, relationships, innovation, and quality of service, is celebrate. The staff highly agree that the issues which are considered highly important in the organization are given the attention that they need and that the existing behavior and attitude towards this area should be maintained while fixing other problems. Organizational climate in terms of quality service, career development and reward system dimensions significantly differ by the type of educational institutions while goal clarity, communication, relationships and innovation have no significant differences.

On the other hand, organizational climate along its dimensions as assessed by the teaching and non-teaching staff differ on the type of educational institutions. For the private educational institutions, organizational climate along its dimensions such as goal clarity, communication, reward system, relationship and quality service are significantly associated with the level of engagement towards their jobs while career development and innovation do not relate with the staff's work engagement. Whereas for the public educational institutions, the findings are quite different. Organizational climate along its dimensions as to goal clarity, communication, reward system, career development, innovation, relationships and quality service are significantly related to the level of engagement of teaching and non-teaching staff in carrying out the work entrusted to them. A detailed Faculty and Staff Development Program was proposed as an output for this study.