**FOUR-FOLD FUNCTION IMPLEMENTATION AND ORGANIZATIONAL CLIMATE OF THE STATE UNIVERSITY IN CAPIZ**

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**Abstract**

This study aimed to determine the extent of the four-fold function implementation and the degree of organizational climate of the State University in Capiz for the academic year 2022-2023. The study used a mixed-method research design. A quantitative and qualitative approach was employed in gathering the data from randomly selected respondents. A total of two hundred twenty-two (222) teaching staff and school heads were for quantitative data and fifteen (15) parents for the qualitative data. Statistical tools used to analyze quantitative data were frequency count, percentage, mean, t – test, Analysis of Variance and Spearman rank correlation analysis. Qualitative data were being analyzed and interpreted using the seven stages of conducting in-depth interviews: thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting. The findings of the study revealed that the four-fold functions implementation and organization climate of the State University in Capiz were to a high extent. The extent of the four-fold function implementation of the State University in Capiz was the same regardless of highest educational attainment, type of employment, number of years in service, and monthly income of teaching staff and school heads. The degree of organizational climate at the State University varies based on the employment status of the respondents, and there is a significant relationship between the extent of four-fold function implementation and organizational climate at the University in Capiz. It is recommended to conduct a study on the impact of digital transformation on organizational culture. Furthermore, other variables, research designs, and approaches should be considered to widen the scope of the research.

**Keywords:** Four-Fold Function Implementation, Organizational Climate, Stakeholders

Involvement, Interpersonal Relationship, Leadership management

# 1. Introduction

Higher Education Institutions (HEIs) are institutions of higher learning that grant professional certificates and/or academic degrees. They include public and private colleges and universities, liberal arts colleges, technological institutes, and other collegiate-level institutions. Through Republic Act 7722, the government established the Commission on Higher Education (CHED) to oversee and control the nation’s higher education institutions (HEIs). Universities and non-university institutions that provide remote learning programs, short courses, programs of fundamental, applied, and development research, as well as extension activities that benefit the community, make up a complete higher education system. Office of Management and Budget Circular A-21 defines the primary functions of a government higher institutions is to conduct instruction, organized research, other sponsored activities, and other institutional activities. States, Universities, and Colleges must make required reforms based on high-quality education if they are to keep up with the times. The four distinct roles played by State Universities and Colleges should get equal consideration and weight. This means that they must operate well in their required roles of production, extension, instruction, and research. To get the best outcome in their pursuit of a top-notch higher education, these functions need to be connected. The idea of organizational climate aids in comprehending and studying the factors that cause educational institutions like universities or schools to become organized, develop, and function. It also enables the development of enhancement, reform, and management improvement plans for universities and schools. Through this study, this will give emphasis on significant relationship and connection to the organizational climate of the State University in Capiz and its relation to the extent of implementation of four-fold functions. According to earlier studies (Jain et al., 2015; Schaufeli, 2016), organizational climate has a significant impact on both the behavior of individuals and groups within organizations. As a result, it can have a significant impact on the development and goals of the organization. Therefore, a positive organizational climate can increase the productive behavior of university lecturers (Dinibutun, et. al., 2020; Powell et al., 2021; Randhawa & Kaur, 2015). With these, the researcher is inspired to investigate whether the organizational climate affects the implementation of instruction, research, extension, and production which are the four-fold function of the university. Additionally, the researcher would like to find out to what extent the implementation of the four-fold function by each campus/satellite college. Furthermore, the researcher is determined to combine and assess the success of diverse colleges into an integrative organization for the entire State University in Capiz organization with the application of the four-fold function implementation and organizational climate.

## 1.1 Statement of the Problem

The purpose of this study was to investigate the extent of four-fold function implementation and the degree of organizational climate at the State University in Capiz. The study aimed to explore the following research questions: What is the extent of the State University's implementation of the four-fold functions of instruction, research, extension, and production? What is the degree of organizational climate at the State University in Capiz in terms of stakeholder involvement, interpersonal relations, and organizational leadership and management? Are there significant differences in the extent of four-fold function implementation when grouped according to highest educational attainment, type of employment, number of years in service, and monthly income? Are there significant differences in the degree of organizational climate when grouped according to highest educational attainment, type of employment, number of years in service, and monthly income? Is there a significant relationship between the extent of implementation of the four-fold function and the degree of organizational climate?

# 2. Literature review

Higher Education Institutions (HEIs), particularly SUCs, have a significant role in honing the country’s human capital to become skillful and knowledgeable in their chosen field of work; on top of this, SUCs are expected to provide quality services and outputs. Thus, to foster quality education, SUCs perform the four (4) functions of instruction, research, extension, and production. In China, for instance, during the late nineteenth century, its universities carried a mission of rejuvenating the nation. The purpose of the Chinese university has been directed more toward the functional and technocratic development of society than toward knowledge as an end. The Chinese universities have undergone a functional transition for 60. It starts with developing an elite force in line with the nationalistic objective to produce knowledge workers to meet labor market demands. In support, Chen (2012) rationalizes that tertiary education and research have been given more importance in Africa than in previous education statements, reflecting continental realization of their importance to growth and development. In instruction function, the impact of teaching practices in a diverse setting is an important factor in how internationalization works within education. Research reflects that effective teaching practices and preferences toward different learning styles positively affect perceptions of learning. (Smith et. al., 2019). Interestingly, results of the study of Faculty Engagement as a Function of Instructional Mode and Employment Status revealed that faculty categorized as campus and blended were more satisfied overall in work engagement than those categorized as online faculty, regardless of part-time or full-time employment status (Mandernach et. al., 2015).

Research function includes objectives to promote learning and discovery, universities do research. This in turn helps them fulfill their primary goal of educating, both directly and indirectly. Research results interposed the evolution of new knowledge (discovery, innovation, creation) imperative to society. Students gain breadth and depth of knowledge through research in fundamental and advanced subjects, where the skills for knowledge acquisition and understanding (including contextualization, interpretation, and inference) are honed and where students are educated, trained, and otherwise prepared for successful careers. Essential information from research can be used to inform planning and policy decisions. Consequently, academic study is essential to advancing the world (Das, 2017). It was discussed in the article "Food Science Extension and Commercialization" that under the traditional system.

Extension programs were organized to serve the educational needs of people working in the dairy and food industry and local and state health departments and not to make money. Therefore, we charged just enough to cover our costs for meeting rooms on the University property and the honorarium paid to invited speakers from other universities. Some of the speakers were faculty, paid by the university, and the others were authorities on the subjects being presented, who volunteered their time (Alvarez & Dean, 2017, pages. 181-199). Innovation in higher education institutions was defined as the ability to put into practice a novel organizational strategy, process, or product that has a substantial impact on the operations of higher education institutions and its stakeholders, Elrehai, et.al., (2018). According to the study of Chiasson et al., (2015), each professor oversees the caliber and content of the lessons they teach in the classroom.

Focusing on production function, according to International Education Studies, research and consulting were the primary sources of money generating, and commercialization was the major source of funding for universities. The study concluded that a university's growth and sustainability depend greatly on the revenue generated by its academic staff. The increased involvement of academics in revenue-generating activities will significantly boost a university's financial support. According to the investigation of Irvine H., C., and Ryan (2019), tertiary institutions can be encouraged to generate income from the services they offer and the usage of both tangible and intangible assets by being flexible with their financial management. The university performance review appears to be the element that matters most monetarily, second only to the client's viewpoint.

**2.1 Theoretical Framework**

This study was anchored on equity theory by John Stacey Adams (1963). According to the theory, employees will get disinterested in their jobs and the organization if employee inputs surpass their results. Demotivation, diminished effort, annoyance and in extreme cases, disruption are possible responses from employees. According to Adams' Equity Theory, successful outcomes and high levels of motivation are only feasible when employees receive equitable treatment. Likewise, this study was also anchored on Program Theory (Weis, 1972).

A program theory is composed of statements describing a particular program. Explicating on the why, the how, and the conditions upon which the program effects are based, predict the program outcomes, and specify the requirements necessary to bring about the desired program effects. These theories were chosen as the framework of the study because they demonstrate that a well-planned and organized program and intervention are vital in attaining quality education. It helps focus ahead and determine what action to be implemented in the future. It also emphasized that a well-planned and organized program serves as a protocol for accomplishing what the organization intends to complete and a key initiative plan for achieving the guiding policy. As a result, an improved planning process aligned everyone or those involved into shared and common goals.

Furthermore, it clearly defines that when workers feel like they are being treated fairly with just and compassionate organizational leadership and management practices, successful organizational outcomes and high motivation levels are achievable. Suppose a systematic program of activities motivated the level of involvement of implementers, proven true. In that case, this research study could provide the institution that a successful workplace can enhance team motivation, more likely to stay motivated and find satisfaction in their position.

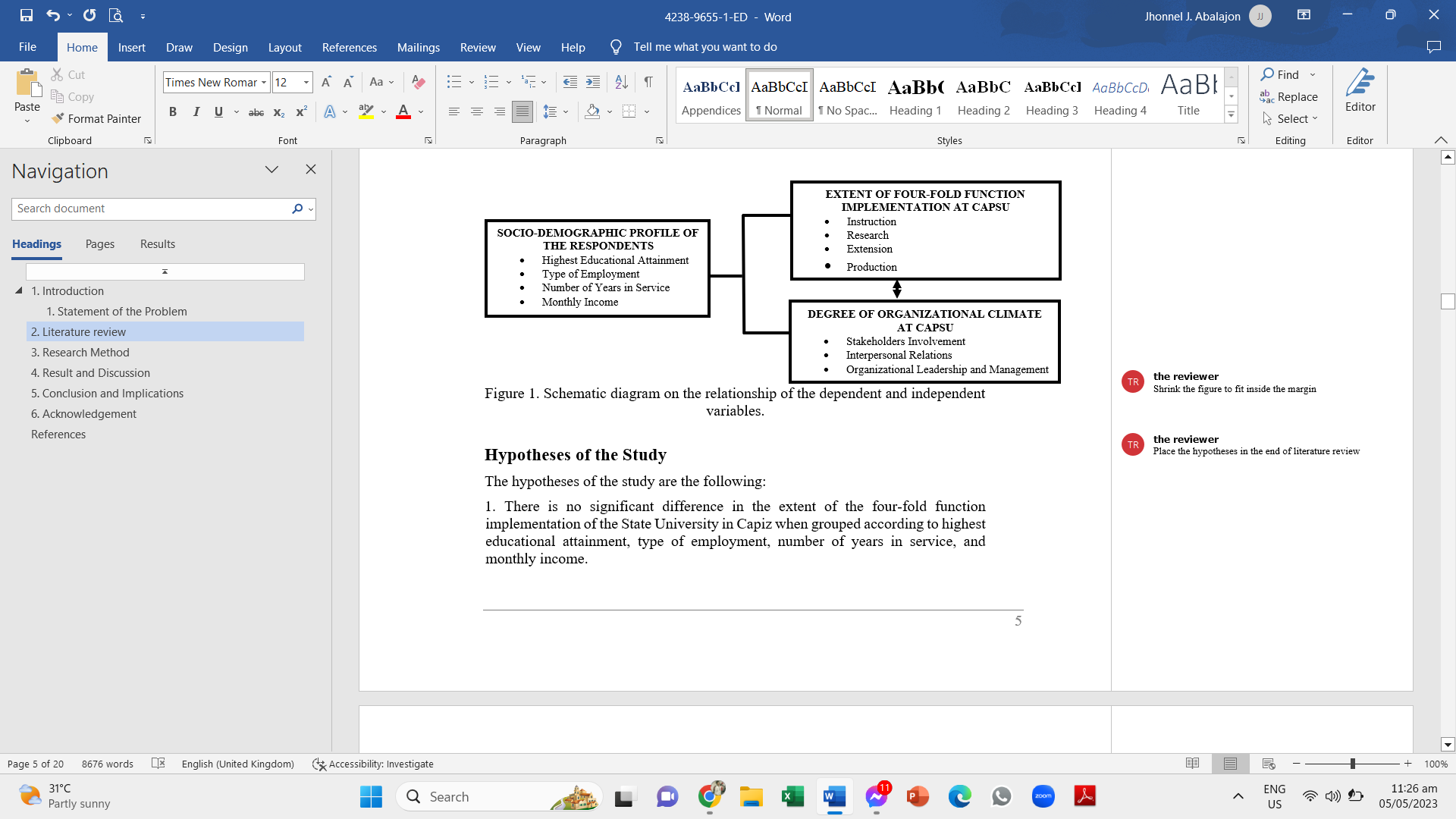
The theoretical framework of this study was anchored on two theories: equity theory by John Stacey Adams and program theory by Weis. The equity theory posits that employees will become disinterested in their jobs and the organization if they perceive that their inputs are not being fairly compensated with outputs. According to this theory, successful outcomes and high levels of motivation can only be achieved when employees receive equitable treatment. The program theory, on the other hand, is composed of statements describing a particular program and its outcomes, predicting the program effects, and specifying the requirements necessary to bring about the desired program effects.

These theories were chosen as the framework of this study because they demonstrate that a well-planned and organized program and intervention are vital in attaining quality education. The theories emphasize that a well-planned and organized program serves as a protocol for accomplishing what the organization intends to complete and a key initiative plan for achieving the guiding policy. An improved planning process aligned everyone or those involved into shared and common goals.

Furthermore, the chosen theories also suggest that when workers feel like they are being treated fairly with just and compassionate organizational leadership and management practices, successful organizational outcomes and high motivation levels are achievable. The equity theory asserts that fair treatment of employees is essential to maintain their motivation and job satisfaction. The program theory highlights the importance of a well-designed program in achieving desired outcomes.

Overall, the chosen theoretical framework provides a basis for understanding the relationship between program design, equitable treatment of employees, and successful organizational outcomes. By using this framework, the study seeks to provide insight into how a systematic program of activities can motivate the level of involvement of implementers and enhance team motivation, resulting in a more satisfied and productive workforce.

**2.2 Conceptual Framework**



**2.3 Hypotheses of the Study**

The hypotheses of the study are the following:

1. There is no significant difference in the extent of the four-fold function implementation of the State University in Capiz when grouped according to highest educational attainment, type of employment, number of years in service, and monthly income.

2. There is no significant difference in the degree of organizational climate of the State University in Capiz when grouped according to highest educational attainment, type of employment, number of years in service, and monthly income.

3. There is a significant relationship between the extent of the four-fold function implementation and the degree of organizational climate of the State University in Capiz.

# 3. Research Method

The research objective of the study is to describe the extent of implementation of the four-fold functions and the degree of organizational climate at Capiz State University and to determine the relationships between these two variables. The descriptive-correlational research design was chosen because it is appropriate for describing the phenomenon being studied and determining the relationships between variables.

The study utilized both quantitative and qualitative data. A researcher-made questionnaire was used to collect quantitative data, which was then analyzed using descriptive and correlational statistics. The qualitative data were collected through in-depth interviews with parents from each campus/satellite college and were analysed using thematic analysis.

The research participants were teaching staff and school heads of Capiz State University for the academic year 2022-2023, selected using proportional random sampling. For the in-depth interviews, parents from each campus/satellite college were selected. The parents were chosen because they have a unique perspective on the university's four-fold functions and organizational climate as they are stakeholders who have children enrolled in the institution.

The study used a researcher-made questionnaire containing 105 items that measured the extent of four-fold function implementation and the degree of organizational climate at Capiz State University. The instrument consisted of three parts: Part I gathered socio-demographic information, Part II measured the extent of four-fold function implementation, and Part III measured the degree of organizational climate. Each item had five responses that ranged from "to a very high extent" to "to the least extent." The questionnaire was validated by a panel of experts.

**3.1 Data Collection and Analysis**

Quantitative Data

* A questionnaire was used to collect quantitative data from respondents.
* The questionnaire was distributed to teaching staff and school heads with regular-permanent position across nine campuses/satellite colleges of Capiz State University.
* The researcher ensured the reliability and validity of the questionnaire by conducting a pilot test and reviewing the responses carefully.
* The responses were scored and entered an SPSS file for computer processing.
* The data was analyzed using descriptive and inferential statistics, including frequency count, percentage, mean, t-test, F-Test ANOVA, and Spearman rank correlation analysis.
* Qualitative Data:
* In-depth interviews were used to collect qualitative data.
* The participants for the in-depth interviews were chosen using purposive sampling, which means that they were selected based on the project's goals.
* The participants for the in-depth interviews were identified and coded with Key Informant Interview Participant (KIIP) 01-15 for confidentiality.
* The in-depth interviews were conducted directly and individually.

**3.2 Selection of Research Participants**

The participants for the questionnaire survey were teaching staff and school heads with regular-permanent position across nine campuses/satellite colleges of Capiz State University. The selection criteria were not explicitly stated. The participants for the in-depth interviews were chosen using purposive sampling, which means that they were selected based on the project's goals.

**3.3 Selection of Parents for In-Depth Interviews**

Based on the research question, it appears that the study is focused on understanding the implementation of a particular university's policies and practices, and how these efforts impact the experiences of students attending the university. As such, parents were likely chosen for the in-depth interviews because they are often involved in the four-fold implementation of the university.

Parents play an important role in supporting their children's education, both financially and emotionally. They may be involved in decisions related to their children's choice of university, and may also be involved in helping their children navigate university policies and procedures. In some cases, parents may even be directly involved in university activities, such as volunteering or serving on advisory boards.

Given their involvement in the university community, parents are likely to have valuable insights into how the university's policies and practices impact their children's experiences as students. They may be able to provide information about specific challenges their children have faced, as well as suggestions for how the university could improve its policies and practices to better support students.

By interviewing parents, the researchers may be able to gain a more comprehensive understanding of the university's implementation efforts and their impact on students. Parents' perspectives can provide a unique and valuable perspective that complements the experiences of the students themselves. This can help the researchers to identify areas where the university could improve its policies and practices to better meet the needs of its students, and ultimately enhance the overall student experience.

# 4. Result and Discussion

**Extent of the Four-fold Functions Implementation**

Table 1 shows that the grand mean of respondents' determination of the extent of the four-fold functions implementation as a whole at the State University in Capiz was 4.40, interpreted as 'To a High Extent'. Research ranked first with a mean score of 4.45, interpreted as 'To a Very High Extent', followed by extension (4.44) interpreted as 'To a High Extent'. Production ranked third with a mean score of 4.35, interpreted as 'To a High Extent', while instruction received a mean score of 4.34, interpreted as 'To a High Extent'. The study's findings supported Javed et al.'s (2020) argument that involvement in research activities enhances the caliber of instruction, and university instructors place equal weight on both teaching and research as duties. A strong research culture is one indicator of an institution's strength.

Table 1. Extent of the four-fold functions implementation as a whole.

|  |  |  |
| --- | --- | --- |
| **Variables** | **Mean** | **Verbal Interpretation** |
| Research | 4.45 | To a Very High Extent |
| Extension | 4.44 | To a High Extent |
| Production | 4.35 | To a High Extent |
| Instruction | 4.34 | To a High Extent |
| **Grand Mean** | 4.40 | To a High Extent |
| Legend: 4.45 – 5.00 = To a very high extent; 3.45 – 4.44 = To a high extent; 2.45 – 3.44 = To a certain extent; 1.45 – 2.44 = To a low extent; 1.00 – 1.44 = To a least extent. | | |
| NOTE:Components are presented from highest to lowest. | | |

Table 2 shows that respondents from the State University in Capiz ranked the implementation of the four-fold functions in terms of research as "To a Very High Extent," with a total mean score of 4.45. Among the seven statements that received the verbal interpretation of "To a Very High Extent," three statements had the highest mean scores: "Research output is submitted for adaption in Research Development and Extension Office" (4.62), "Strategic planning is conducted by the Research Development and Extension Office" (4.60), and "Research Development and Extension Manual are disseminated to employees" (4.53). However, "The research publication is required for all faculty" received the lowest mean score of 4.33, interpreted as "To a High Extent." The data suggests that there is a need for more emphasis on research publication among faculty members, while the institution has a strong culture of submitting research output for adaptation in the Research Development and Extension Office.

Table 2. Extent of the four-fold functions implementation in terms of research

|  |  |  |
| --- | --- | --- |
| **Statements** | **Mean** | **Verbal Interpretation** |
| 1.Research Development and Extension Manual are disseminated to employees. | 4.53 | To a Very High Extent |
| 2. Research proposals are aligned to faculty specializations. | 4.51 | To a Very High Extent |
| 3. Strategic planning is conducted by the Research Development and Extension Office. | 4.60 | To a Very High Extent |
| 4. Consultations with research experts are institutionalized by the management. | 4.38 | To a High Extent |
| 5. The mechanism for research funding is in place in the school system. | 4.47 | To a Very High Extent |
| 6. Research output is submitted for adaption in Research Development and Extension Office. | 4.62 | To a Very High Extent |
| 7. Utilization of research output is highly encouraged by the management. | 4.37 | To a High Extent |
| 8. Research incentives are standardized for faculty researchers. | 4.36 | To a High Extent |
| 9. In-house review is conducted in every college/campus. | 4.51 | To a Very High Extent |
| 10. Research outputs are presented in local, national, or international research fora. | 4.43 | To a High Extent |
| 11. The research publication is required for all faculty. | 4.33 | To a High Extent |
| 12. Institution seminars are planned as support for research. | 4.35 | To a High Extent |
| 13. The research agenda are disseminated by the Research Development and Extension Office. | 4.47 | To a Very High Extent |
| 14. Recognition for best research is publicized in the campus journals. | 4.35 | To a High Extent |
| **Grand Mean** | **4.45** | **To a Very High Extent** |
| Legend: 4.45 – 5.00 = To a very high extent; 3.45 – 4.44 = To a high extent; 2.45 – 3.44 = To a certain extent; 1.45 – 2.44 = To a low extent; 1.00 – 1.44 = To a least extent. | |
| NOTE: Components are presented from highest to lowest. | |

In table 3 of the State University in Capiz, the four-fold functions implementation in terms of extension is rated ‘To a High Extent’ by respondents with a grand mean of 4.44 according to Table 3. Nine (9) of the fifteen (15) statements receive a verbal interpretation of ‘To a Very High Extent’. The top-ranked statement is ‘Partnership with agencies is established by the administration’ with a mean score of 4.60, followed by ‘Trainings are conducted by experts in the field’ (4.55) and ‘Values formation is also integrated into the extension activity’ (4.51). ‘Extension programs receive less support from the administration’ has the lowest mean score (4.16) among the six (6) statements interpreted as ‘To a High Extent’. Tapscott’s (2010) study shows that community extension programs can have a lasting impact on students based on their experiences, but implementation can face problems such as poor organization, lack of coordination and logistic challenges, ungrateful beneficiaries, and safety and security concerns.

Table 3 Extent of the four-fold functions implementation in terms of extension

|  |  |  |
| --- | --- | --- |
| **Statements** | **Mean** | **Verbal Interpretation** |
| 1.Need assessments are conducted by the faculty before preparing extension proposals. | 4.49 | To a Very High Extent |
| 2. Extension proposals are openly evaluated by employees. | 4.49 | To a Very High Extent |
| 3. Partnership with agencies is established by the administration. | 4.60 | To a Very High Extent |
| 4. Extension workers know their responsibilities in doing extension work. | 4.42 | To a High Extent |
| 5. Skills needed in extension activities are identified by the chairman of the extension programs. | 4.46 | To a Very High Extent |
| 6. Trainings are conducted by experts in the field. | 4.55 | To a Very High Extent |
| 7. The sustainability of the project is always an issue for the administration. | 4.48 | To a Very High Extent |
| 8. Satisfaction of the clients is manifested through surveys. | 4.31 | To a High Extent |
| 9. Values formation is also integrated into the extension activity. | 4.51 | To a Very High Extent |
| 10. Clients’ well-being is given importance by Extension implementers. | 4.41 | To a High Extent |
| 11. Extension programs receive less support from the administration. | 4.16 | To a High Extent |
| 12. Extension programs are subjected to clients’ evaluation. | 4.35 | To a High Extent |
| 13. Extension activity objectives are clarified among faculty members. | 4.50 | To a Very High Extent |
| 14. Extension activities are well managed by competent extension workers. | 4.47 | To a Very High Extent |
| 15. Monitoring of the project is always conducted to ensure sustainability. | 4.38 | To a High Extent |
| **Grand Mean** | **4.44** | **To a High Extent** |
| Legend: 4.45 – 5.00 = To a very high extent; 3.45 – 4.44 = To a high extent; 2.45 – 3.44 = To a certain extent; 1.45 – 2.44 = To a low extent; 1.00 – 1.44 = To a least extent. | | |
| NOTE: Components are presented from highest to lowest.  In table 4 indicates that the respondents from the State University in Capiz view the implementation of the four-fold functions in terms of production as ‘To a High Extent’ with a grand mean of 4.36. Out of the fourteen (14) statements, only three (3) receive the verbal interpretation of ‘To a Very High Extent,’ while eleven (11) receive the verbal interpretation of ‘To a High Extent.’ The statement ‘Production is supported by faculty research’ tops the list with a mean score of 4.59, followed by ‘Project coordinators implement projects accordingly’ (4.48) and ‘Staff qualification is always a problem for administrators’ (4.45). On the other hand, ‘Seeking financial support from the administrators is difficult’ receives the lowest mean score of 4.08 among the statements which receive the verbal interpretation ‘To a High Extent. | | |

Table 4. Extent of the four-fold functions implementation in terms of production

|  |  |  |  |
| --- | --- | --- | --- |
| **Statements** | **Mean** | **Verbal Interpretation** |  |
| 1. Production planning is always organized by the Campus Business Affairs Office. | 4.42 | To a High Extent |  |
| 2. The project is implemented as planned. | 4.43 | To a High Extent |  |
| 3. Production is supported by faculty research. | 4.59 | To a Very High Extent |  |
| 4. Process-based approaches are explored among project managers. | 4.36 | To a High Extent |  |
| 5. Staff qualification is always a problem for administrators. | 4.45 | To a Very High Extent |  |
| 6. Project coordinators implement projects accordingly. | 4.48 | To a Very High Extent |  |
| 7. Project managers have knowledge on entrepreneurial. | 4.33 | To a High Extent |  |
| 8. Production funding is insufficient. | 4.23 | To a High Extent |  |
| 9. Linkage is important to project funding. | 4.43 | To a High Extent |  |
| 10. Efficiency is encouraged in project implementation among departments. | 4.32 | To a High Extent |  |
| 11. Seeking financial support from the administrators is difficult. | 4.08 | To a High Extent |  |
| 12. Poor project implementation means less income for the school. | 4.27 | To a High Extent |  |
| 13. The project or IGP is regularly monitored by the University Business Affairs Office. | 4.38 | To a High Extent |  |
| 14. Sustainability of the project or IGP is always a challenge to implementers. | 4.27 | To a High Extent |  |
| **Grand Mean** | **4.36** | **To a High Extent** |  |
| Legend: 4.45 – 5.00 = To a very high extent; 3.45 – 4.44 = To a high extent; 2.45 – 3.44 = To a certain extent; 1.45 – 2.44 = To a low extent; 1.00 – 1.44 = To a least extent. | | |  |
| NOTE: Components are presented from highest to lowest. | | |  |

From the data gathered and statistically analyzed, Table 5 reveals a grand mean of 4.38 verbally interpreted as ‘To a High Extent’ when respondents established the degree of organizational climate as a whole at the State University in Capiz. Among the components of the organizational climate, interpersonal relations ranked first with a mean score of 4.47 verbally interpreted as ‘To a Very High Extent’. Stakeholder involvement ranked second (4.35) with a verbal interpretation of ‘To a High Extent’ while instruction received the mean score of 4.33 verbally interpreted as

‘To a High Extent’.

**Degree of organizational Climate of the State University in Capiz**

Table 5. Degree of organizational climate as a whole

|  |  |  |
| --- | --- | --- |
| **Variables** | **Mean** | **Verbal Interpretation** |
| Interpersonal Relationship | 4.47 | To a Very High Extent |
| Stakeholders’ Involvement | 4.35 | To a High Extent |
| Leadership and Management | 4.33 | To a High Extent |
| **Grand Mean** | 4.38 | To a High Extent |
| Legend: 4.45 – 5.00 = To a very high extent; 3.45 – 4.44 = To a high extent; 2.45 – 3.44 = To a certain extent; 1.45 – 2.44 = To a low extent; 1.00 – 1.44 = To a least extent. | | |
| NOTE: Components are presented from highest to lowest.  Table 6 below shows the fifteen (15) statements rated in Table 6, ten (10) statements obtain the verbal interpretation of ‘To a Very High Extent’. Five (5) remaining statements receive ‘To a High Extent’. The results show the grand mean of 4.47 verbally interpreted as ‘To a Very High Extent’. The results indicate that the respondents had determined that the organizational climate in terms of interpersonal relations is ‘To a Very High Extent’ in the State University in Capiz. As seen in Table 8, among the ten (10) statements verbally interpreted as ‘To a Very High Extent’, three (3) statements top the list. Respondents establish that ‘Orientation to the university code is programmed’ obtains the highest mean score of 4.66. It is followed by ‘Hierarchical power is observed by employees’ with the mean score of 4.60 while the third highest statement is ‘Active listening is encouraged during meetings’ (4.56).  As determined by the respondents, he statement ‘Unwritten rules are considered among the school’s offices’ obtains the lowest mean score of 4.15 verbally interpreted as ‘To a High Extent’ among the five (7) statements with the similar verbal interpretation. The results are in line with those of Fei and Han (2018), who claim that a positive school climate can be viewed as a supportive atmosphere in a learning environment. The teachers and students will be indirectly influenced by this pleasant environment to create a joyful learning culture, which will also affect their favorable attitude toward the institution. Additionally, the climate of the school has been linked to teachers' levels of job satisfaction (Aziz et. al., 2016). | | |

Table 6. Degree of organizational climate in terms of interpersonal relationship

|  |  |  |
| --- | --- | --- |
| **Statements** | **Mean** | **Verbal Interpretation** |
| 1. Good communication matters among employees. | 4.49 | To a Very High Extent |
| 2. Active listening is encouraged during meetings. | 4.56 | To a Very High Extent |
| 3. Orientation to the university code is programmed. | 4.66 | To a Very High Extent |
| 4. Positive feedback disregard by the administrator. | 4.47 | To a Very High Extent |
| 5. A grievance committee is in place in the school system. | 4.56 | To a Very High Extent |
| 6. Hierarchical power is observed by employees. | 4.60 | To a Very High Extent |
| 7. Employees are united despite them differences. | 4.49 | To a Very High Extent |
| 8. Heated discussions are evident when there is conflict among employees. | 4.36 | To a High Extent |
| 9. A grievance committee is in place in the school system. | 4.56 | To a Very High Extent |
| 10. The reward mechanism is not clear in the employees’ perception. | 4.36 | To a High Extent |
| 11. Unwritten rules are considered among the school’s offices. | 4.15 | To a High Extent |
| 12. Office etiquette is a factor for professionalism among faculty. | 4.42 | To a High Extent |
| 13. Being considerate to others’ needs are valued. | 4.56 | To a Very High Extent |
| 14. Mentoring is fostered among colleagues. | 4.46 | To a Very High Extent |
| 15. Lack of respect is practiced by everyone. | 4.32 | To a High Extent |
| **Grand Mean** | **4.47** | **To a Very High Extent** |
| Legend: 4.45 – 5.00 = To a very high extent; 3.45 – 4.44 = To a high extent; 2.45 – 3.44 = To a certain extent; 1.45 – 2.44 = To a low extent; 1.00 – 1.44 = To a least extent. | | |
| NOTE: Components are presented from highest to lowest. | | |

Table 7 reveals a grand mean of 4.35, indicating that in the State University in Capiz, stakeholder involvement in the organizational climate is viewed by respondents as ‘To a High Extent’. Of the fifteen (15) statements, three (3) receive the verbal interpretation of ‘To a Very High Extent’, while twelve (12) statements receive the verbal interpretation of ‘To a High Extent’. The statement ‘In-kind sponsorship from stakeholders is also accepted’ ranked first among the statements interpreted as ‘To a Very High Extent’ with a mean score of 4.53, followed by ‘Promotional sponsorship is also considered by the administration’ (4.49) and ‘Ideas from the stakeholders are always welcomed’ (4.45). Among the twelve (12) statements interpreted as ‘To a High Extent’, the statement ‘Stakeholders observe the standard operating procedures of the school’ received the lowest mean score (4.15). U. Kalkan, et al. (2020) and N. Karadag and S. Ozdemir (2015) support these findings, noting that school leadership must create an environment that motivates students and instructors to succeed.

Table 7. Degree of organizational climate in terms of stakeholders’ involvement

|  |  |  |
| --- | --- | --- |
| **Statements** | **Mean** | **Verbal Interpretation** |
| 1. Ideas from the stakeholders are always welcomed. | 4.45 | To a Very High Extent |
| 2. Stakeholders’ support towards a project is evident. | 4.39 | To a High Extent |
| 3. In-kind sponsorship from stakeholders is also accepted. | 4.53 | To a Very High Extent |
| 4. Sponsorship signifies stakeholder’s assistance. | 4.36 | To a High Extent |
| 5. Trainings are made available for stakeholders. | 4.36 | To a High Extent |
| 6. Promotional sponsorship is also considered by the administration. | 4.49 | To a Very High Extent |
| 7. Stakeholders value the university’s integrity in extending services. | 4.36 | To a High Extent |
| 8. Stakeholders’ meetings are held regularly as planned by the university. | 4.22 | To a High Extent |
| 9. The rationale of any activity is sufficiently articulated to stakeholders. | 4.40 | To a High Extent |
| 10. Project completion is reported by the concerned department to stakeholders. | 4.40 | To a High Extent |
| 11. Stakeholders observe the standard operating procedures of the school. | 4.15 | To a High Extent |
| 12. Stakeholders respond to projects accordingly. | 4.18 | To a High Extent |
| 13. Stakeholders’ innovative contributions are valued by the university. | 4.36 | To a High Extent |
| 14. A reward system is in place for stakeholders. | 4.32 | To a High Extent |
| 15. Relationship with the administrator is a factor on stakeholders’ involvement in different activities of the university. | 4.22 | To a High Extent |
| **Grand Mean** | **4.35** | **To a High Extent** |
| Legend: 4.45 – 5.00 = To a very high extent; 3.45 – 4.44 = To a high extent; 2.45 – 3.44 = To a certain extent; 1.45 – 2.44 = To a low extent; 1.00 – 1.44 = To a least extent. | | |
| NOTE: Components are presented from highest to lowest. | | |

Table 8 reveals that respondents from the State University in Capiz view the degree of organizational climate in terms of organizational leadership and management as ‘To a High Extent’ with a grand mean score of 4.33. Two statements receive the verbal interpretation of ‘To a Very High Extent’ while the remaining thirteen receive the verbal interpretation of ‘To a High Extent’. Similarly, Table 10 shows that only two statements receive the verbal interpretation of ‘To a Very High Extent’. The statement ‘Confidential matters remain confidential in the university’ receives the highest mean score of 4.52, while ‘Top-down management is traditionally practiced by the administration’ receives the lowest mean score of 4.12 among the thirteen statements with the same verbal interpretation.

Table 8. Degree of organizational climate in terms of organizational leadership and management.

|  |  |  |
| --- | --- | --- |
| **Statements** | **Mean** | **Verbal Interpretation** |
| 1. Tasks are properly monitored by department heads. | 4.43 | To a High Extent |
| 2. Employees’ conflict of interest is noticeable. | 4.38 | To a High Extent |
| 3. Confidential matters remain confidential in the university. | 4.52 | To a Very High Extent |
| 4. Autocratic behavior is obvious among administrators. | 4.28 | To a High Extent |
| 5. Authoritarian setting is ritualized in the offices. | 4.36 | To a High Extent |
| 6. Criticism of small issues is frequently given attention by administrators. | 4.48 | To a Very High Extent |
| 7. Situational leadership is practiced by the management. | 4.36 | To a High Extent |
| 8. Employees’ requests are often ignored. | 4.20 | To a High Extent |
| 9. Administrators are often prejudiced. | 4.36 | To a High Extent |
| 10. Administrators resolve conflict quickly. | 4.37 | To a High Extent |
| 11. Top-down management is traditionally practiced by the administration. | 4.12 | To a High Extent |
| 12. Duties are delineated in the manual. | 4.23 | To a High Extent |
| 13. Relationship influences rank during the National Budget Circular 461 promotion. | 4.36 | To a High Extent |
| 14. Position implies power among personnel. | 4.29 | To a High Extent |
| 15. Working procedures are ineffective among employees. | 4.19 | To a High Extent |
| **Grand Mean** | **4.33** | **To a High Extent** |
| Legend: 4.45 – 5.00 = To a very high extent; 3.45 – 4.44 = To a high extent; 2.45 – 3.44 = To a certain extent; 1.45 – 2.44 = To a low extent; 1.00 – 1.44 = To a least extent. | | |
| NOTE: Components are presented from highest to lowest.  Table 9 presents the socio-demographic profile of the respondents. Data revealed shows that most of the respondents (39.6%) held a master's degree with doctoral units, followed by those with a doctoral degree (27.9%), master's degree (23.9%), bachelor's degree with master's units (6.8%), and bachelor's degree (1.8%). Additionally, almost all the respondents (93.24%) were in teaching with regular permanent positions, while 6.76% were school heads. Most of the respondents (59%) had less than 15 years of service, and most of them (56.76%) received a monthly income of Php. 21,000 – Php. 40,000. | | |

Table 9. Socio-demographic profile of the respondents.

|  |  |  |
| --- | --- | --- |
| **Respondents** | **Frequency** | **Percentage** |
| **Educational Attainment** |  |  |
| Bachelor's Degree | 4 | 1.8% |
| Bachelor's Degree with Master’s Units | 15 | 6.8% |
| Master's Degree | 53 | 23.9% |
| Master's Degree with Doctoral Units | 88 | 39.6% |
| Doctoral Degree | 62 | 27.9% |
| **Type of Employment** |  |  |
| Teaching Staff with Regular Permanent Position | 207 | 93.24% |
| School Head | 15 | 6.76% |
| **Number of Years in Service** |  |  |
| Less than 15 years | 132 | 59.46% |
| More than 15 years | 90 | 40.54% |
| **Monthly Income** |  |  |
| Less than Php 20,000 | 22 | 9.91% |
| Php 21,000 - Php 40,000 | 126 | 56.76% |
| Php 41,000 - Php 60,000 | 32 | 14.41% |
| Php 61,000 - Php 80,000 | 35 | 15.77% |
| Php 81,000 above | 7 | 3.15% |

Four-Fold Functions Implementation and Educational Attainment. Findings revealed that there was no significant difference in the extent of the four-fold functions implementation when respondents at the State University in Capiz were grouped according to their educational attainment because the p - value 0.956 is greater than 0.05 alpha. Hence, the results accept the hypothesis that there is no significant difference in the extent of the four-fold function implementation at the State University in Capiz when respondents are grouped according to their highest educational attainment. Results also indicated that there was no significant difference in the extent of the four-fold functions implementation when respondents at the State University in Capiz were grouped according to their type of employment because the p - value 0.491 is more than 0.05 alpha. Thus, the results accept the hypothesis that there is no significant difference in the extent of the four-fold function implementation at the State University in Capiz when respondents are grouped according to their type of employment.

As seen in Table 10 presented, there was no significant difference in the extent of the four-fold functions implementation when respondents were grouped according to their number of years in service at the State University in Capiz because the p - value 0.147 exceeds the p-value of 0.05 alpha. Consequently, the results accept the hypothesis that there is no significant difference in the extent of the four-fold function implementation at the State University in Capiz when respondents are grouped according to their number of years in service. Data statistically analyzed showed that there was no significant difference in the extent of the four-fold functions implementation when respondents were grouped according to their monthly income at the State University in Capiz because the p - value 0.504 is above 0.05 alpha. For this reason, the results accept the hypothesis that there is no significant difference in the extent of the four-fold function implementation at the State University in Capiz when respondents are grouped according to their monthly

income.

**Difference in the Extent of the Four-Fold Functions Implementation**

Table 10. Difference in the extent of the four-fold functions implementation when grouped according to their socio-demographic profiles.

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **F value / t value** | **P - value** | **Remarks** |
| Educational Attainment | 0.166 | 0.956 | Ns |
| Type of Employment | 0.689 | 0.491 | Ns |
| Number of Years in Service | -1.457 | 0.147 | Ns |
| Monthly Income | 0.836 | 0.504 | Ns |
| Legend: p-value > 0.05 = not significant (ns); p-value < 0.05 = significant (s) | | | |

*Difference in the Extent of the Four-Fold Functions Implementation*

Table 11 presents the Organizational Climate and Educational Attainment,there was no significant difference in the degree of organizational climate when respondents are grouped according to their educational attainment because the p - value 0.828 is greater than 0.05 alpha. Hence, the results accept the hypothesis that there is no significant difference in the degree of organizational climate at the State University in Capiz when respondents are grouped according to their highest educational attainment.

Results indicated that there was a significant difference in the degree of organizational climate when respondents are grouped according to their type of employment because the p-value of 0.05 alpha greater than the sig value 0.019. Thus, the results reject the hypothesis that there is no significant difference in the degree of organizational climate at the State University in Capiz when respondents are grouped according to their type of employment.

As displayed in Table 13, there was no significant difference in the degree of organizational climate when respondents are grouped according to their number of years in service at the State University in Capiz because the p - value 0.591 exceeds the p-value of 0.05 alpha. Consequently, the results accept the hypothesis that there is no significant difference in the degree of organizational climate at the State University in Capiz when respondents are grouped according to their number of years in service.

Data statistically analyzed showed in Table 11 that there was no significant difference in the degree of organizational climate when respondents are grouped according to their monthly income at the State University in Capiz because the p - value 0.178 is above 0.05 alpha. For this reason, the results accept the hypothesis that there is no significant difference in the degree of organizational climate at the State University in Capiz when respondents are grouped according to their monthly income.

Table 11. Difference in the degree of organizational climate when grouped according to their socio-demographic profiles.

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **F value / t value** | **P - value** | **Remarks** |
| Educational Attainment | 0.373 | 0.828 | Ns |
| Type of Employment | 2.36 | 0.019 | S |
| Number of Years in Service | -0.538 | 0.591 | Ns |
| Monthly Income | 1.589 | 0.178 | Ns |
| Legend: p-value > 0.05 = not significant (ns); p-value < 0.05 = significant (s) | | | |

**Relationship Between Respondents’ Extent of The Four-Fold Functions Implementation and their Degree of Organizational Climate**

Table 12. Relationship between the respondents’ extent of the four-fold functions

implementation and their degree of organizational climate

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **r** | **P - value** | **Remarks** |
| Four-fold functions implementation and Organizational Climate | 0.173 | 0.010 | S |
| Legend: p-value < 0.05 = significant (s) | | | |

The findings on the relationship between respondents’ extent of the four-fold functions implementation and their degree of organizational climate was revealed to have significant relationship because the p - value was less than 0.05 alpha. This finding provides evidence for the hypothesis that there is a significant relationship between the extent of the four-fold function implementation and the degree of organizational climate at the State University in Capiz.

# 5. Conclusion and Implications

The extent of four-fold function implementation of the State University in Capiz in terms of instruction, research, extension, and production is demonstrated with quality most of the time supported by the top-down management, competent designated personnel with available resources to carry out the implementation process.

The degree of organizational climate of the State University in Capiz in terms of stakeholder involvement, interpersonal relations, and organizational leadership and management personnel is demonstrated with quality most of the time, more driven, more productive, and enjoy better morale.

Regardless of the profile of the respondents, the extent of four-fold function implementation of the State University in Capiz is the same.

The degree of organizational climate of the State University in Capiz varies only when the type of employment status of the respondents is considered.

The extent of four-fold functions implementation and the degree of organizational climate of the State University in Capiz are mutually dependent.

The university administration should take note of the overall high level of organizational climate as perceived by the respondents.

The administration should not be complacent and should continue to find ways to improve the university's environment that fosters stakeholder involvement, organizational leadership and management, academic and research excellence, and community engagement.

The administration should focus on improving stakeholder involvement by placing greater emphasis on accepting in-kind and promotional sponsorships from stakeholders and welcoming ideas from stakeholders.

The administration should investigate the issue of top-down management, which received the lowest mean score among the thirteen statements related to organizational leadership and management, and find ways to encourage more bottom-up management practices that involve the participation of the university's faculty and staff.

The results regarding the respondents' educational attainment, type of employment, number of years in service, and monthly income provide insights into the profile of the respondents that the administration can use to design more targeted programs and policies that cater to the needs of the university's faculty and staff.

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