

The Effect of Organizational Climate to Employee Engagement in a Private Educational Institution

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ABSTRACT

Many structures have been investigated over the years as possible predictors of work involvement, some have been important and others have not been so important. In this context, one particular structure that has received little attention is the organizational climate. Thus, this study was conducted to explore the effect of organizational climate to employee engagement in a private educational institutional setting. The study used a descriptive research design involving 105 regular faculty of the tertiary department of a private tertiary school for the 2nd Semester of SY 2019-2020. This study used a modified questionnaire as a data gathering tool. The results of the study showed that the private tertiary school has a very good organizational climate in terms of rewards and clarity but poor in terms of flexibility, responsibility, and standards. Nonetheless, the results proved that the employees of the private tertiary school are very highly engaged in their respective jobs. Furthermore, the results proved that overall Organizational Climate affects employee engagement. Among climate dimensions, only clarity and rewards significantly affect employee engagement. The better the climate in terms of the two dimensions, the higher the level of employee engagement.

Keywords-- Clarity, Employee Engagement, Organizational Climate, Rewards

studies explaining the characteristics, dimensions and antecedents of employee engagement is relevant to the 21st century academic literature and practice. Since employee engagement is a relatively new term, however, it would not be practical to justify this model without clarifying the conceptual problems surrounding employee engagement.

Many structures have been investigated over the years as possible predictors of work involvement, some have been important and others have not been so important. In this context, one particular structure that has received little attention is the organizational climate. Schneider and others (2013) stressed that the term organizational climate is defined as "the shared perception and significance of the policies, practices and procedures experienced by employees and the behaviors they observe are rewarded and supported and expected.

In higher education institutions, the organizational climate differs greatly from the organizational climate in other areas of business and industry. Studies of the relationship between the organizational climate and employee engagement carried out in an environment other than an educational institution will therefore not be very revealing given the nature of the work of college and university professors. Thus, this study is conducted to shed light in the before mentioned observation. The study will explore the effect of organizational climate to employee engagement in a private educational institutional setting. The results of the study will be helpful in providing added knowledge in Human Resource Management with emphasis on educational institutions.

I. INTRODUCTION

In his early works, Simpson (2015) noted that the engagement of employees is an important concept that has attracted both practitioners and researchers' attention. Regarding the different perspectives between these approaches, a review of the academic literature on employee engagement showed that the presence of employees will increase the market value of any organization. Employee engagement can give employees and organizations significant benefits.

In fact, Bakker & Demerouti (2013) noted that there have been many studies on engagement over the last decade, but there are still concerns about the meaning, measurement and theory of employee engagement. One article examined concerns and proposed a theory of employee engagement that incorporates Kahn's (1990) engagement theory and the Job Demands–Resources (JD–R) model. Despite this, still the increasing demand for

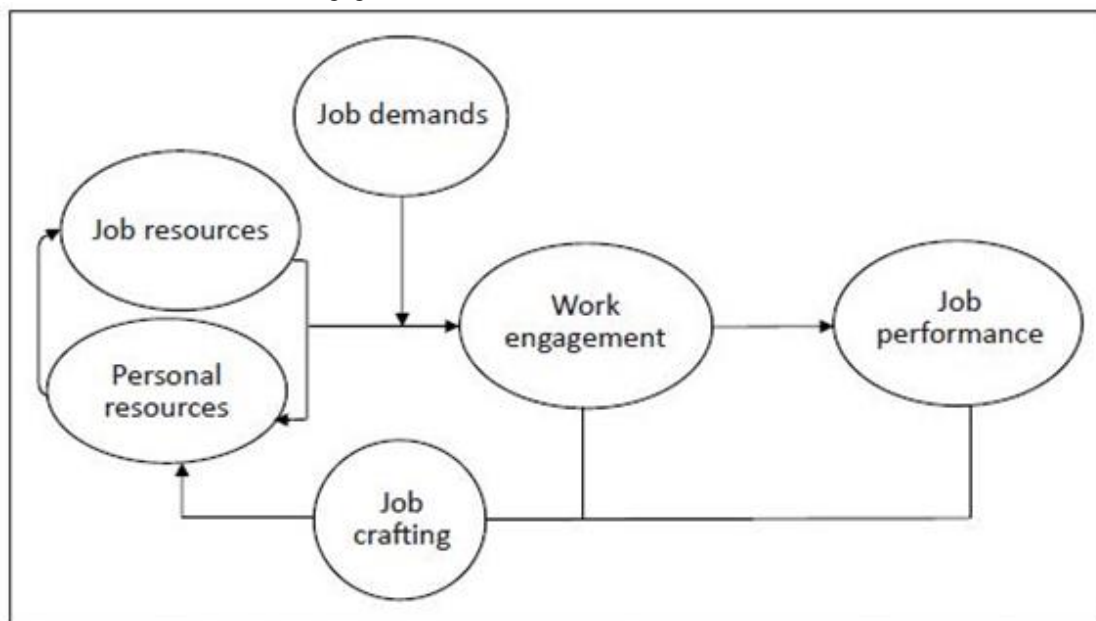
II. THEORETICAL FRAMEWORK

The inquiry on the effect of organizational climate to employee engagement is primarily anchored on the Job Demand Resource (JD–R) model which was first published by Demerouti and others (2001) in their attempt to understand the antecedents of burnout. The same authors noted that the JD–R model predicts that jobs resources will minimize the negative effect on exhaustion of job demands. This results from the definition of employment resources, which are supposed to reduce job requirements and the related exhaustion.

Seeing that organizational climate is considered a job resource in the JD-R model, and job resources has been shown to be good predictor of work engagement, several studies have shown how organizational climate aid in the improvement of the extent to which employees engage in their respective work.

In fact, Bakker and others (2013) carried out a study on Finnish teachers to examine whether job demands (pupil misbehavior) enhance work engagement when

employment resources were high, they found support for this assumption, and these types of demands (as mentioned earlier) are considered to be demanding jobs. They also used the organizational climate as an employment resource and found that it to be significantly related to work engagement. Bakker (2011) illustrated how job resource affects employee engagement and job performance consequently in the model illustrated below;



Source: Bakker, A.B. (2011). An evidence-based model of work engagement. *Current Directions in Psychological Science*, 20(4), 265–269

Figure 1: JD-R Model of Work Engagement

In addition, an earlier study by Sanderson and others (2006) found that work engagement and the organizational climate in higher education are still broad considerations due to the differences in professional atmospheres between different types of institutions. Different environments create a different sense of organizational climate, and therefore different levels of work engagement. Thus, these various higher education environments that deserve further study.

III. STATEMENT OF THE PROBLEM

The objective of the study is to find the effect of organizational climate to employee engagement. The results of the study will provide valuable inputs to the improvement of work engagement in organizations, especially in academic institutions. Specifically, this study sought to answer the following questions:

1. How do the respondents assess their organizational climate considering;
 - a. Flexibility
 - b. Responsibility
 - c. Standards
 - d. Rewards
 - e. Clarity
2. What is the extent of the respondents' employee engagement?
3. Does organizational climate significantly affect employee engagement?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

Ho₁: Organizational Climate has a significant effect on employee engagement

IV. LITERATURE REVIEW

Employee Engagement

Since its development, many definitions can be derived from research and practice. As noted by Salimath and Kavitha (2016), the term employee engagement does not have a single and generally accepted definition. This is obvious when you look at the definitions transmitted by three well-known research organizations in the field of human resources, let alone by individual researchers.

Definitions of Employee Engagement

Employees can be actively engaged in one aspect, not the other. The more engaged the employee is to each dimension, the higher the level of engagement of the employee (Khan, 1990). The mentioned authors work was considered as one of the most notable early works of employee engagement. Luthans and Peterson (2008) discussed Kahn's work on employee engagement, which provides a convergent theory for the empirically derived commitment of Gallup's employees. They believed that being emotionally involved means forming meaningful relationships with others and experiencing empathy for them.

The previous definitions put emphasis on the feelings and emotions derived from the conscious desire to be part of the organizational goals and mission. It also stresses the importance that employee engagement is not transitory and does not only focus on a specific state or object.

Looking at it in a new perspective, The Global Workforce Study of Perrin (2009) uses the definition of "willingness and ability of employees to help their company succeed, mainly by making discretionary efforts on a sustainable basis." According to the study, engagement is affected by many factors that involve both emotional and rational factors related to work and overall work experience.

Further, the work of Fernandez (2013) provided a very good distinction between employee engagement and employee satisfaction. The well-documented management structure and commitment that employee satisfaction is not the same as employee engagement and because managers cannot rely on employee satisfaction to help maintain the best and brightest, employee engagement becomes a key concept. They further explained that other researchers take job satisfaction as part of their engagement, but it can only reflect a superficial transactional relationship that is as good as the last round of benefits and bonuses of the organization; engagement is about passion and commitment, the willingness to invest and expand the discretionary effort to help the employer succeed, which goes beyond simple satisfaction.

Importance of Employee Engagement

The early works of Vosburgh (2007) highlighted that employees are an asset to an organization. Using the organization's intellectual capital has become an important source of competitive advantage. Boverie and Croth (2009) posited that one way in which organizations can solve these challenges successfully and capitalize on their intellectual capital is to encourage employee engagement. Employees are energetic and passionate about their work. Excitement, enthusiasm and productivity come with passion.

Moreover, Katzenbach, (2006) observed that engaged employees are committed to solving problems, motivated, energetic and enthusiastic. They are absorbed in their work, put their hearts in their jobs, are excited to do a good job, exercise energy in their work and provide their employees with a competitive advantage.

Gallup (2012) studied approximately 24,000 organizations and compared financial performance in the top quartile and bottom quartile with engagement results. Employee organizations with lower quartile commitments averaged 31-51 percent more employee turnover, employee turnover, 51 percent more stock reduction and 62 percent more employee accidents. While those with commitments in the top quartile have averaged 12% higher customer supports, 18% higher productivity and 12% higher profitability.

These studies highlight the evident importance of employee engagement to the achievement of organizational goals. The construct provides a clear picture on how employee engagement adds value to the organization and the importance of developing such.

Organizational Climate

Organizational climate is the condition of the culture of the organization. The most common management problem facing the organization today is the search for a flexible creative work environment that promotes job satisfaction and innovation. The growing importance of the working environment for employee satisfaction, creativity, motivation and retention is highly notable. In fact, due to the importance of the working environment, IBM has made adjustments and established best practices that have helped the organization stay on top (Rekha Nair, 2012).

It was even noted by Patterson and others (2010) that employees play an important role between the organizational climate and company performance, because employee satisfaction is highlighted as a mediator between the organizational climate and company performance.

In another study, Rose (2010) noted that organizational climate has proved to influence the behavior of employees, such as participation, absenteeism and commitment to work. The findings reveal that negative

behaviors in work were proven to be mitigated by good organizational climate.

Organizational Climate and Employee Engagement in Academic Institutions

Balcı & Aydın (2009) defines the organizational climate as the organization's psychological environment. In addition, Bursalioğlu (2012) described the organizational climate dimension as a result of relations between individuals and groups. This characteristic of organizational climate makes it an important component in affecting how members of an organizations behave.

In fact, organizational climate is a set of internal qualities that affects members' behaviors and distinguishes between schools (Çelik, 2012). It is stated that the organizational climate is conceptualized as the workers' perception of the organization. Studies show that the organizational climate has to do with job satisfaction, resignation, commitment, and engagement and employee performance. When workers see the organization as supportive and rewarding for the organizational climate, employees' creative behavior tends to show.

Moreover, if the organizational climate is as desired, it creates a positive organizational uniqueness and also causes workers' behaviors to make efforts to achieve the organizational objectives. Positive understanding of the organizational climate leads to positive behaviour. Positive behavior leads to the achievement of individual and organizational objectives.

In academic institutions, a study conducted by Bayram and Aypay (2012) found that the sincerity of teacher interactions in school climate depends on intimate relationships between teachers; close relationships and good conversations between teachers, impact teacher attitudes towards students.

This was supported by the study of Nurharani and others (2013) asserting that teachers cannot uphold their duties due to poor organizational conditions in schools, and this situation shows that the organizational climate is an effective factor in teacher performance.

Castro and Martins (2010) found in an earlier study that organizational climate and its values have a significant relationship with employee engagement. The positive relationship may stem from the nature of the teaching profession as more of a moral responsibility than a plain day to day duty.

In summary, the studies mentioned in this section provide three important points. First, Employee engagement is non-transitory and requires a system and environment that allows it to grow not only as an idea but more of an emotions-based-value connecting the organization's goal and the employees. Second, the review of previous study highlights the fact the organizational climate is a result of relations between individuals and groups. This characteristic makes it feasible as an

explanatory factor for employee behavior such as employee engagement. Finally, the review also shows that private institutions tend to have a unique organizational climate which may be attributed to the nature of the academic profession.

V. RESEARCH METHODOLOGY

Research Design

The study utilized the descriptive research design of research which attempted to find the significant effect of an explanatory variable to an identified effect variable. In this study, the inquiry will focus on assess the effect of organizational climate to employee engagement.

Research Locale

The study was conducted in a private tertiary school. The school served the youth and working individuals by providing education from the primary to the tertiary levels. In the next 30 years, expanded its course offerings to include Computer Science, Engineering, and Mass Communications. It was acquired in 2005, making it one of the conglomerate's first investments in the educational sector. Through the management's leadership, the college improved its existing academic programs by employing non-traditional approaches to learning.

Respondents of the Study

The respondents of this study were the regular faculty of the tertiary department of a private tertiary school for the 2nd Semester of SY 2019-2020. Only those who have served for two consecutive semesters prior to the conduct of the study were considered as part of the respondents of the survey.

Sampling Procedure

Considering the number of teaching staff, a quota sampling was done to identify the respondents. A list of all qualified respondents was asked from the office of the Human Resource Office. Based on the initial information gathered from the Human Resource Office, there are 127 teachers that met the selection criteria. However, only 105 responded giving the response rate of 82.67%. According to Sanderson and others (2000), a sample composed of at least 60% of the total population, given it is below 400, is sufficient to represent the entire study unit.

Research Instrument

This study used a modified questionnaire with reference to the questionnaire developed by Putter (2010) in assessing organizational climate. On the other hand, the instrument developed by Ghadi (2012) was used to assess the respondents' level of employee engagement. Modifications were made by the researcher in order to localize the questionnaire according to the objective of this study.

Validation and Reliability of Instrument

Pilot test was conducted among ten (10) non regular faculty who will not use as final respondents of this study. The data gathered from the pilot test was treated with validity and reliability test. The Cronbach's alpha test yielded that the alpha coefficient for the items in the test questionnaire is 0.84, suggesting that the items have relatively high internal consistency.

Statistical Treatment

The responses to the floated questionnaire were tallied and tabulated with the aid of the following statistical tools. To answer Problem Statements Number 1 and 2, the weighted mean will be utilized with the following equation:

$$\text{Weighted mean} = \frac{w_1 X_1 + w_2 X_2 + \dots + w_n X_n}{\sum_{i=1}^n w_i}$$

Finally, research question number four which aims to find if Organizational Culture will have a significant effect on employee engagement was be treated using multiple linear regression.

VI. PRESENTATION AND ANALYSIS OF DATA

This section presents, analyzes and interprets the data gathered by the study. The appropriate statistical tests were also conducted to test the hypothesis of the study.

Table 1: Mean Distribution of Organizational Climate in terms of Flexibility

Indicators	SD	Mean	Interpretation
I am encouraged to learn from others (colleagues, other departments, comparison with other companies)	0.50	2.56	Good Organizational Climate
I am encouraged to be innovative in my job (i.e., to come up with new or better ways of doing things)	0.50	2.53	Good Organizational Climate
Employees are encouraged to take reasonable risks (e.g., try new ideas, new ways of doing things)	0.50	2.49	Poor Organizational Climate
My job provides me with the opportunity to learn new skills and develop new talents	0.50	2.51	Good Organizational Climate
Over-all	0.50	2.52	Good Organizational Climate

Table 1 shows the assessment of the respondents of the Organizational Climate in terms of Flexibility. As what can be seen on the table, in terms of Flexibility, the organization has good organizational climate ($\bar{x}=2.52$, $SD=0.50$). This would suggest that the organization provides a climate that allows its members to maximize the opportunity to try new ideas and concepts.

In fact, the results show that members are encouraged to learn from others (Indicator 1) and are

encouraged to be innovative in their job (Indicator 2). However, the organization has to improve in encouraging employees to take risks (Indicator 3).

Castro and Martins (2010) highlighted that organizations had to allow its members to be flexible and innovative. They argued that organizations who do not offer flexibility and eventual innovation may suffer from deteriorating customer satisfaction and trust.

Table 2: Mean Distribution of Organizational Climate in terms of Responsibility

Indicators	SD	Mean	Interpretation
I have the resources (tools, systems, et cetera) I need to do my job effectively	0.84	2.17	Poor Organizational Climate
I have the information I need to do my job effectively	0.83	1.92	Poor Organizational Climate
I have enough authority to carry out my job effectively	0.83	1.98	Poor Organizational Climate
Over-all	0.83	2.03	Poor Organizational Climate

Table 2 shows the respondents' assessment on the level of organizational climate in terms of responsibility. The over-all mean ($\bar{x}=2.03$, $SD=0.83$) shows that the organization has poor Responsibility Climate. This would imply that the private tertiary school's climate that is needed for members to be responsible of their jobs, such as availability of resources, information and authority are much to be desired.

In addition, the results showed that does not have the resources, information or authority needed to do their

job effectively (Indicator 5,6 and 7). This is alarming considering that responsibility climate allows organizations to maximize the full potential of its members. In fact, Bayram and Aypay (2012) insisted that the importance of responsibility climate is even more important in schools. In their studies among school principals in the Philippines, they argued that the ability of teachers to perform their tasks is only as good as the resources available to them. This includes both tangible and non-tangible resources.

Table 3: Mean Distribution of Organizational Climate in terms of Standards

Indicators	SD	Mean	Interpretation
Within my organization, we compare ourselves to the external market to perform better	0.85	2.02	Poor Organizational Climate
My organization responds effectively to changes in the business environment.	0.80	2.13	Poor Organizational Climate
My organization is customer focused (seeking to understand and meet its internal and external customers' needs and requirements)	0.82	2.00	Poor Organizational Climate
My organization is effective in implementing decisions that have been made	0.84	2.11	Poor Organizational Climate
Over-all	0.83	2.07	Poor Organizational Climate

Table 3 shows the respondents assessment on the organizational climate in terms of standards. As what can be gleaned from the table, the over-all mean is 2.07 ($SD=0.83$) implying a poor level of organizational climate at this dimension. This would mean that the organization does not make employees feel that management puts on improving performance and doing one's best, including the degree to which people feel challenging.

In fact, the results show that the private tertiary school was not focused on customers (Indicator 10) and does not use external market to improve performance

(Indicator 8). In addition, the organization also fails to establish a climate that is effective in implementing decisions that have been made (Indicator 11).

This is troublesome considering that the value of standards as a climate can never be over emphasized. Çelik, (2012) in his study about school culture management highlighted the need for organizations in education to maintain to maintain an eye on their practices and the standards to which these practices are pegged. Schools, as a social engine has to maintain a degree of standard that is acceptable by the larger society.

Table 4: Mean Distribution of Organizational Climate in terms of Rewards

Indicators	SD	Mean	Interpretation
I believe I am paid fairly for the work I do	0.50	3.47	Very Good Organizational Climate
The better my performance, the better my pay will be	0.50	3.46	Very Good Organizational Climate
I receive recognition when I do a good job	0.50	3.58	Very Good Organizational Climate
The better my performance, the better my opportunity for career advancement	0.50	3.47	Very Good Organizational Climate
Over-all	0.50	3.50	Very Good Organizational Climate

Table 4 shows the responses in terms of rewards as a dimension in organizational climate. The over-all mean 3.50 (SD=0.50) shows that the organization is very good in terms of rewards. This would mean that school imposes a climate that employees feel that they are being recognized and rewarded for good work.

Looking deeper, the respondents agree that they receive recognition when they do a good job (Indicator 14)

and they believe that they are paid fairly for the work that they do (Indicator 12). Moreover, the respondents believe that the better their performance is, the better their opportunity for career advancement (Indicator 15). Schneider and others (2013) highlighted that a company climate that makes employees feel recognized is a climate that has no problems on making their employees go the extra mile.

Table 5: Mean Distribution of Organizational Climate in terms of Clarity

Indicators	SD	Mean	Interpretation
My organization's business strategy and goals are clear to me	0.50	3.50	Very Good Organizational Climate
The objectives of my Department are clear to me	0.50	3.53	Very Good Organizational Climate
I understand the relationships between my job and my organization's overall direction and goals	0.49	3.41	Very Good Organizational Climate
I understand the relationships between my job and my Department's overall direction and goals	0.50	3.50	Very Good Organizational Climate
I believe the way my organization operates on a day-to-day basis is consistent with its business direction and goals	0.50	3.52	Very Good Organizational Climate
I believe the way my Department operates on a day-to-day basis is consistent with its business goals	0.50	3.47	Very Good Organizational Climate
I have a clear picture on how my organization sees my career	0.50	3.49	Very Good Organizational Climate
I have a clear understanding of how my job performance is judged	0.50	3.54	Very Good Organizational Climate
Over-all	0.50	3.50	Very Good Organizational Climate

Table 5 shows the level of organizational climate in terms of clarity. As what the table shows, the school has a very good organizational climate in terms of making their employees feel that everyone knows what is expected of them and that they understand how those expectations relate to the larger goals and objectives of the organization. Çelik (2012) noted that structures have to be in place in order for employees to see what they are doing and where they are heading. Objectives have to be clear that the tasks

that each member of the employees do are directly aligned unto to them. This seem to be the case in this school as the results show that the members have a clear understanding of how my job performance is judged (Indicator 23). Moreover, the employees also express that the objectives of their department are clear to them (Indicator 17) and that their organization operates on a day-to-day basis is consistent with its business direction and goals (Indicator 20).

Employee Engagement**Table 6:** Level of Employee Engagement

Indicators	SD	Mean	Interpretation
At my work, I feel bursting with energy.	0.76	3.27	Very High Level of Employee Engagement
I find the work that I do full of meaning and purpose.	0.68	3.26	Very High Level of Employee Engagement
Time flies when I'm working.	0.65	3.22	High Level of Employee Engagement
At my job, I feel strong and vigorous.	0.72	3.29	Very High Level of Employee Engagement
I am enthusiastic about my job.	0.67	3.13	High Level of Employee Engagement
When I am working, I forget everything else around me.	0.76	3.26	Very High Level of Employee Engagement
My job inspires me.	0.70	3.25	High Level of Employee Engagement
When I get up in the morning, I feel like going to work.	0.76	3.26	Very High Level of Employee Engagement
I feel happy when I am working intensely.	0.74	3.37	Very High Level of Employee Engagement
I am proud on the work that I do.	0.74	3.15	High Level of Employee Engagement
I am immersed in my work.	0.73	3.32	Very High Level of Employee Engagement
I can continue working for very long periods at a time.	0.69	3.20	High Level of Employee Engagement
To me, my job is challenging.	0.72	3.26	Very High Level of Employee Engagement
I get carried away when I'm working.	0.68	3.34	Very High Level of Employee Engagement
At my job, I am very resilient, mentally.	0.71	3.35	Very High Level of Employee Engagement
It is difficult to detach myself from my job.	0.74	3.27	Very High Level of Employee Engagement
At my work I always persevere, even when things do not go well.	0.76	3.16	High Level of Employee Engagement
Over-all	0.72	3.26	Very High Level of Employee Engagement

Table 6 shows the respondents' level of engagement. The over-all mean 3.26 (SD=0.72) imply that the employees are very highly engaged in their jobs. Put differently, this would mean that the employees feel passion and genuine energy to perform their jobs for the achievement of organizational objectives. In fact, the results show that the respondents are happy when they are working intensely (Indicator 9) and that in their job, they feel very resilient mentally (Indicator 15). Positive feedbacks also suggest that employees are even carried away when they are working (Indicator 14) and that they

feel immersed, strong and vigorous at their job (Indicators 11 and 4).

Robinson and others (2010) describe the employee's engagement as a positive attitude towards the organization and its values. A committed employee knows the business context and works with colleagues to improve performance in the workplace for the benefit of the company. Organizations will have very little difficulty in making employees bringing out their best if they are engaged. In addition, Bayram and Aypay (2012) stressed the importance of engagement in teachers. Their study found that top performing teachers are usually those who

exhibit high level of engagements despite challenges encountered inside and outside the classroom. The

resilience of an engaged teacher separates a good teacher and a great one, they added.

Organizational Climate and Employee Engagement

Table 7: Regression Analysis on the Effect of Organizational Climate to Employee Engagement

Regression Statistics						
Multiple R	0.586512					
R Square	0.343996					
Adjusted R Square	0.310865					
Standard Error	0.253736					
Observations	105					
ANOVA						
	Df	SS	MS	F	Significance F	
Regression	5	3.3423	0.6684	10.3827	5.0182E-08	
Residual	99	6.3738	0.0643			
Total	104	9.7161				
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	-0.919	0.7134	-1.288	0.20069	-2.3345	0.49659
Flexibility	-0.045	0.0897	-0.501	0.61701	-0.2231	0.13306
Responsibility	0.0163	0.0525	0.3105	0.75682	-0.0880	0.12067
Standards	0.0185	0.0590	0.3140	0.75416	-0.0986	0.13572
Rewards	0.6912	0.1068	6.4699	0.00000**	0.47928	0.90329
Clarity	0.5157	0.1489	3.4634	0.00078**	0.22028	0.81123

Table 7 presents the regression analysis for testing the hypothesis on the possible effect of organizational climate to employee engagement. Looking at the table, the computed F value is 10.38 (p value = 5.0182E-08) is significant. Thus, the null hypothesis is rejected; organizational climate significantly affects employee engagement. The over-all climate explains 31.08% of the variation in employee engagement. This finding is consistent with the study of Castro and Martins (2010) that found that organizational climate and its values have a significant effect on employee engagement. The positive relationship may stem from the nature of the teaching profession as more of a moral responsibility that a plain day to day duty. The ability of the teachers to be highly passionate and energetic in their job allows them to contain the struggles of a low income professional in the Philippines.

However, looking at the individual organizational climate dimensions, only rewards and clarity is significant at 0.05 while the other dimensions, flexibility, responsibility, and standards are not. Nurharani and others (2013) noted in their review that there seem to be a variation on the explanatory power of each of the organizational climate dimensions. In fact, in their study, they observed that most of the variation is caused by individual preferences and previous experiences in past

organizations. Individuals tend to compare present experience with past and by doing so generate a subjective assessment of the current organizational climate that they are part on. Regardless, they also noted that recognition construct of climates and some form of order or clarity seem to be common as explanatory variables of employee engagement.

VII. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the researcher has arrived with the following conclusions. First, the private tertiary school has a very good organizational climate in terms of rewards and clarity. Second, the private tertiary school has a poor organizational climate in terms of flexibility, responsibility, and standards. Third, the employees of the private tertiary school are very highly engaged in their respective jobs. Fourth, over-all Organizational Climate affects employee engagement. Fifth, among climate dimensions, only clarity and rewards significantly affect employee engagement. The better the climate in terms of the two dimensions, the higher the level of employee engagement.

The researcher advances the following recommendations based on the findings and conclusion of the study:

1. The Academic Institutions' Administration especially in the private tertiary school has to improve organizational climate in terms of flexibility, responsibility and standards. The organization has to provide the freedom of the teachers to innovate especially in their teaching and learning methods. In addition, they have to provide both tangible and non-tangible resources in order for the teachers to be more effective in their work. Finally, the administration has to be more consistent in setting a generally acceptable standard in providing quality education.
2. Academic Institutions' Employees should be more aware of the conditions of the organization especially because of its value in their performance. They should be able to provide valuable input for administration to act upon in terms of improving organizational climate.
3. Human Resource Officers should formulate programs to improve organizational climate and thus employee engagement. This may be done with close coordination with supervisors and employees themselves.
4. Future researchers should further explore other variables that are not covered in the study. More interesting findings may be explored on further testing those variables that were found to be not significant in this study. Such exploration may require consideration in other constructs or other covariates.

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