A Multi-dimensional Analysis on Fits and Misfits of Bukidnon National High School

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Abstract: A well-coordinated organization has to be designed according to its organizational dimensions. With this assumption, this study investigated the fits and misfits in the organizational dimensions of Bukidnon National High School (BNHS). The organizational dimensions explored in this study are: Organizational goals, strategy, environment, configuration, organizational complexity, geographic distribution, knowledge exchange, task design, people, leadership style, organizational climate, coordination and control systems, information systems and incentives. This study used mixed method research employing explanatory sequential design. Data were gathered through survey followed by an archival documentary analysis and in-depth interview. The data were then analyzed using Burton and Obel (2004) Multi-Dimensional Contingency Processing Step by step Approach, holistic approach, quadrant presentation and frequency. The findings revealed that there are organizational fits in the following dimensions: strategy, configuration, organizational complexity, geographic distribution, knowledge exchange, people, leadership style, coordination and control systems and incentives. Moreover, there were identified organizational misfits present in BNHS. Five misfits were recognized: goal, environment, task design, organizational climate, and information systems. BNHS fall under quadrant D type of organization. Thus, proposed changes were discussed to realign the misfits for the organization to function effectively and efficiently.

Keywords: *Multi-dimensional Contingency Analysis, organization organizational misfits, organizational design*

INTRODUCTION

A well-coordinated organization has to be designed according to its organizational components such as the organizational goals, strategy, structure and human components which include work processes, people, coordination and control, and incentive mechanisms which can be summed-up and concentrated through Multi-dimensional Contingency Information Processing Approach.

Burton, Obel, & DeSanctis (2011) believed that these organizational components are interlocking and interdependent, thus, organizations are to be designed coherently. Within the organization, there are opportunity losses because of organizational misfits. An organizational misfit is a misalignment of the organization with dimensions such as environment, climate, task design, people or leadership style. This weakens the capability of the firm to achieve effectiveness and efficiency. Identifying misfits is one of the most crucial and primary steps in effecting change within the organizational design. Burton and Obel (2004) described misfits as the "engine of the organizational design process". In other words, failure to acknowledge, detect or recognize misfits limits the organization's opportunity to perform better.

Studies have revealed that organizational misfits and fits could greatly affect organizational performance. Doty, et al (1993) cited by Burton, Lauridsen and Obel (2000) posited that fit among the "patterns of relevant contextual, structural, and strategic factors" will produce improved performance than when misfits arise. An organization with excellent performance has carefully developed organizational fits. In other words, such organization is strategically structured and positioned to perform well, thus, activities are carried out efficiently and effectively (Burton et al, 2000). Moreover, Burton, Lauridsen and Obel (2000) confirmed that organizations with a situational or contingency misfit or both have a declining performance compared to firms which have successfully eradicated misfits through a holistic approach.

Bukidnon National High School as the unit of analysis of this research has a unique organization which is composed of complex systems with enormous number of students, faculty, and administration. This institution is composed of 7,925 students, 283 teachers and personnel, 9 department heads, 2 academic heads, 3 assistant school principals and 1 secondary school principal. The school offers various programs and curriculum that support learning and teaching. These programs include the Science, Technology and Engineering Program, the Special Program in the Arts, Special Program in Sports, Enhanced Basic Education Program and the Special Education Program. As of January 2018, the school reached its enrolment to 5,871 in the Junior High School and 2054 in the senior high school. It is on record also that on 2016-2017 there is 0 dropout rate. It is also revealed that in School year 2016-2017, the completion rate reached to 76.55%. Nonetheless, behind the progress of these indicators, the school is still setting its goal to achieve the National standards in the National Achievement Test (NAT) which is 75% since, the school has reached 59.69% results.

The rapid increase of enrolment and influx of the school's status urged the working force to exert extra effort in embodying their functions, tasks and responsibilities stipulated in their positions, in maintaining control and coordination and sustaining the

motivation and interests in work. It is claimed that the organizational design and its components impacted schools inputs (efficiency) and outputs (effectiveness). Moreover, in terms of stakeholders support and linkages, Bukidnon National High School has been an awardee and a hall of famer of the Brigada Eskwela and Disaster Risk Reduction Management which encourage stakeholders' consistent engagement to school activities. These processes and systems in Bukidnon National High School are products of Republic Act. 9155. To promote better understanding of this act, in the context of the Department of Education, organizational structures and functions were clearly defined in Republic Act.9155 also known as the Governance of Basic Education Act of 2001. It is the act instituting the framework of governance of basic education. This act decentralizes governance through a framework to the field and making the schools and learning centers the heart of educational system. This law also established responsibility authority and accountability of the various organizations in the Department of Education.

However, there were concerns on the quality of services and overlapping of functions in the implementation of this law thus, the DepEd embarked on revisions in the aforesaid act through the DepEd Rationalization Plan that aimed to rationalize the staffing patterns and organizational structures in different levels. The rationalized organizational structures of the Department of Education uphold principles of decentralization and shared governance to ensure accountability and relevance to the context and development needs of the learners and stakeholders of the various organizational levels. In the rationalized organizational structures and functions, the DepEd Change Management Team (CMT) identified different themes which include Office of the secretary, Curriculum and Instruction, Strategic Management, Governance and Operations, Legal and Legislative Affairs and Finance and Administration. These various themes highlighted its functions and objectives to improve the quality of services and minimize overlaps and duplication.

The organizational setting of Bukidnon National High School which is one of the biggest secondary institutions in the Division of Malaybalay City identified three major units of the organization in cognizance with the Department Rationalization Plan. These units are: the curriculum and Instructions Unit, Governance and Operations Unit and Financial and Administration Unit. The functions of the three major units in Bukidnon National High School were derived from the Rationalization Plan. These three major units of Bukidnon National High School have established mechanisms to fully implement its services, programs and projects to satisfy the goals and aims of the institution. Fostering effectiveness and efficiency have been in the summit of the school's goal. However, the complexity of the design of these three units in Bukidnon National High School is confronted with challenges in terms of the organization coordination and control and other organizational dimensions.

Thus, this study investigates the organizational design of the school to highlight the need to redesign the organization's systems, processes and structures tailored fit to the organizational processes following the Multi Contingency Information Processing Approach and Step by Step Approach(Burton and Obel, 2004). The Multi-dimensional contingency information processing approach introduced by Burton, et.al (2004) could guide administrators to a step by step and scientific investigation of the organizations to understand, diagnose and take actions on the existing organizational misfits which can be the bases to devise comprehensive integrated model of organizational design to improve school performance and service delivery. As emphasized by Burton (2004), there are two complementary problems which are scientifically foundations of organizational design. These are (1) how to partition bigger task into smaller tasks of the subunits in the organization; and (2) how to coordinate these smaller subunit tasks so that they fit together to efficiently actualize the organizational goals.

With the processes of multi-dimensional contingency approach and step by step approach, the organization of Bukidnon National High School could reach the idea of equifinality, which is all about offering the organization more than one feasible design option from which to choose given the situation. Thus, it is essential to undergo through the design cascade through the step by step processes to identify fits and misfits in the organization.

LITERATURE REVIEW

Organizational Design

According to Burton and Obel (2004), organizational design starts with the organizational goals, work from the top to the bottom, considering strategy, structure, process, people, coordination and control. Many organizations overlook the importance of redesigning their organization. Also, addressing the challenges in designing the organization and adopt the multi-contingency information processing in which it should be chosen based on particular context, multi-dimensional including structural and human components is vital. These would be the basis for the goals, strategy and structure. Moreover, organizational design process addresses the dynamics of design, misfit and fit management as well as the short-term, routine changes and the like.

According to Galbraith (1973), the basic design problem is to create an organizational design that matches the organization in the demand for information processing capacity. With this, he also stated that the greater the uncertainty of the task, the greater the amount of information that has to be processed between decision makers. Therefore, the organizational goals in relation to efficiency and effectiveness must be profound for the information processing demands and capacity of an organization.

Doty et al (1993) stated that it is very important to consider the organization by not mixing the design but implement them in a cascading process so that it will not be replicated. The idea of equifinality is that for a given situation there may be more than one feasible design option from which to choose. Therefore, you may have to go through the design cascade for more than one option.

Organizational Fits and Misfits

Doty, et al (1993) cited by Burton, Lauridsen and Obel (2000) posited that fit among the "patterns of relevant contextual, structural, and strategic factors" will produce improved performance than when misfits arise. An organization with excellent performance has carefully developed organizational fits. In other words, such organization is strategically structured and positioned to perform well, thus, activities are carried out efficiently and effectively (Burton et al, 2000). Since organizations are not passive or stable institutions, it always has an opportunity to evolve and grow, thus, requiring a fit in most of its organizational dimensions to warrant the organization's success in realizing its goal.

Misfits cause opportunity losses. Burton, Lauridsen and Obel (2000) confirmed that organizations with a situational or contingency misfit or both have a declining performance compared to firms which have successfully eradicated misfits through a holistic approach. An organizational misfit is a misalignment of the organization with dimensions such as environment, climate, task design, people or leadership style. This weakens the capability of the firm to achieve effectiveness and efficiency. Identifying misfits is one of the most crucial and primary steps in effecting change within the organizational design. Burton and Obel (2004) described misfits as the "engine of the organizational design process". In other words, failure to acknowledge, detect or recognize misfits limits the organization's opportunity to perform better.

Multi-dimensional contingency theory

The multi-dimensional contingency theory is an approach to organizational design developed by Burton and Obel (1998) and Baligh, et al (1996) which relates to "organizational size, climate, and strategy, technology, environment, and leadership preferences". These dimensions to organizational structure aid the organization in strengthening efficiency, effectiveness and viability. The model integrates a synchronized multidimensional concept of fit – situational fit, contingency fit, design parameter fit and total fit. Situational fit is achieved when an alignment in the organization's environmental, strategic, and technological and a management situation is ensured. There is contingency fit when the situational factors of a company align with its organizational structure. When an internal consistency among the structural dimensions is established, the organization has achieved a design parameter fit. Finally, total fit exists when all these three fit criteria are concurrently realized (Burton et al, 2000).

Understanding the concept of contingency allows the researchers to redesign the approach to organizational design by making an analysis of the internal and external situation of the school under study based on the different dimensions and aligning these components to lessen the misfits existing in the organization. Organizations are to be managed differently depending on the situation or circumstance. An in-depth analysis of the organization's characteristics and examining its fit and misfit configurations provides a framework for this study to identify the areas that need to be subjected to changes. It helps set directions on how the organization's specified goal can be successfully achieved.

The figure below shows the complete model of the 4 interlocking quadrant A, B, C, D. The fourteen organizational dimensions are presented in the figure. This includes:Organizational Goals, Strategy, Environment, Configuration, Complexity, Geographic Distribution, Knowledge Exchange, Task Design, People, Leadership style, Climate, Coordination and Control, Information Systems, and Incentives. The figure below shows the quadrant of the four organizational design. These include Quadrant A, B, C, D. Each Quadrant has specified dimensions among the 12 organizational components (These organizational components and dimensions are discussed in the appendices 1).

(1) Efficiency
(2) Defender
(3) Varied
(4) Functional
(5) Tall
(6) International
(7) Informated
(8) Complicated
(9) Factory
(10) Manager
(11) Internal process

(1) Efficiency & effectiveness
(2) Analyzer
(3) Turbulent
(4) Matrix
(5) Symmetric or complex hybrid
(6) Transnational
(7) Network
(8) Knotty
(9) Office
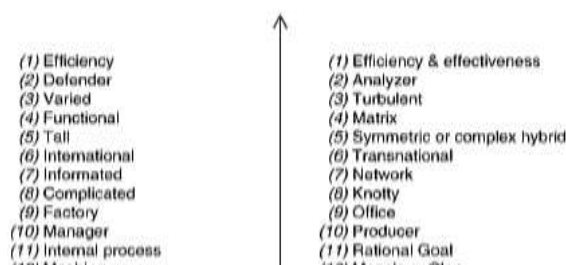*(10) Producer*
(11) Rational Goal

Figure 1. The complete set of component types within the 2 -2 organizational design space.

III   Research Questions

This study investigates the fits and misfits on the organizational dimensions of Bukidnon National High School. This study answers to the following overarching questions:

1.   What are the organizational fits and misfits of Bukidnon National High School? In terms of these dimensions:
    1.1 Organizational Goal
    1.2 Strategy
    1.3 Environment
    1.4 Configuration
    1.5 Complexity
    1.6 Geographic Distribution
    1.7 Knowledge Exchange
    1.8 Task Design
    1.9 People

    1.10 Leadership Style

    1.11 Climate

    1.12 Coordination/Control

    1.13 Information Systems

    1.14 Incentives

2.   What are the proposed changes and adjustments to Bukidnon National High School's organizational dimensions?

Scope and Limitation

The unit of analysis of this study is focused on Bukidnon National High School Main Campus, School for school year 2017-2018. The study analyzed the competing organizational dimensions through the multi-dimensional contingency information processing approach and Step by Step Approach. The following are the organizational components that were analyzed: Goals, Strategy, Environment, Configuration, Organizational complexity, Geographic distribution, Knowledge exchange, Task design People, Leadership style Organizational climate, Coordination and control systems, Information systems and Incentives

The proponents adopted the diagnostic questionnaire of Burton, Obel, & DeSanctis (2011) that contained the complete descriptions of the organizational components. For the analysis of data, the researchers used frequency for the quantitative data results of the survey and followed the step-by-step approach or the Multi-dimensional contingency information processing approach analysis. The quantitative results were backed up with qualitative data elicited through archival documentary analysis and in depth interview. After gathering the quantitative data, the components were mapped into a series of two dimensional graphs to concretize and clearly illustrate the continuity of the approach. After plotting the quantitative results, the graphs show interlocking which form specific quadrant that would best describe the organizational design of the unit of analysis.

Research Methodology

A Mixed method research employing Explanatory Sequential Design was used. As elaborated by Creswell (2012), explanatory sequential design is used to have an in depth understanding of data through a more detailed qualitative follow-up which will be used to explain quantitative database, such as a survey (O'Cathain, Murphy, & Nicholl, 2007).

a. *Sampling*

There were 7 department heads, 1 assistant school principal and 1 school principal who participated in the study. The researcher used purposive sampling in identifying the participants. According to Ortiz (2014), purposive sampling is a sampling design in which the sample is selected based on the characteristics of the units relevant to the research problem.

b. Data collection

This study employed explanatory sequential mixed method since the researcher gathered quantitative data and followed up with qualitative data. The researchers surveyed 8 department heads on the different components of the organization through the diagnostic questionnaire of Burton et.,al (2011). This diagnostic questionnaire was pilot tested and analyzed through Cronbach Alpha. The results revealed that the questionnaire is valid, reliable and dependable because there is a reliability coefficient of 0.79. Moreover, the questionnaire was evaluated by experts.

The quantitative results were then followed up through document analysis wherein existing documents of the school were retrieved and analyzed. These documents (3 years back) include: School Improvement Plan, School Monitoring, Evaluation and Adjustment, and Annual Improvement Plan. Furthermore, an In depth written interview among the principal, assistant school principal and department heads were conducted to support the documents that were analyzed.

Subsequently, the data were then analyzed and processed through the step-by-step process based on the Multi Contingency Information Processing Approach (Burton, Obel & DeSanctis, 2011) and quadrant analysis where series of two dimensional graphs are evident for mapping the components to illustrate, simplify and show the dimensions where the organization falls. These graphs interlock to identify the specific quadrant in a graph that corresponds to the same quadrant in all other graphs(Burton, Obel & DeSanctis, 2011).

Moreover, the qualitative results from the documentary analysis and in depth interview were collected coded, themed and analyzed in order to answer questions concerning the current status of the subject of the study. After the analysis of the dimensions, proposed changes and adjustments are presented for future redesigning of the organization and fortifying the decision making process.

b.1 Ethical Standards

Primarily, the researcher secured a permit to conduct the study from the school principal to secure the data needed for this study. Moreover, the researcher also secured certificate of Consent for the in depth interview. With the approval of the school principal, the participants were interviewed and surveyed with utmost confidentiality and concealment of their responses.

b.2 Validation of Instrument

The instrument was validated by the 3 experts from Bukidnon National High School and a university professor. Two validators are doctors of Philosophy in Educational administration and 1 is a professor from a state university. Before the conduct of the interview protocol, the researcher identified and selected interview participants to be pilot tested, then, written interview protocol was piloted tested among the employees from other divisions holding administrative functions of a certain school. Clarifications on some interview questions were addressed through discussions and elaborations in the class.

b.3 Validation of Results

After the conduct of the documentary analysis and interview, the researcher presented the responses of the interviewee for validation if those were the ideas they mean and emphasize during the individual interview. Validation of Responses sheet was signed by the participants to prove that their responses were properly documented and incorporated in the study.

b.4 Role of the Researcher

Before the conduct of the study, the researcher identified all the documents that may be helpful for the documentary analysis. Moreover, the researcher considered the environment where the written interview was conducted. The researcher made sure that the interview protocol was administered in the offices of the departments properly. Clarification on some parts of the instrument was done through face to face conversation. After the conduct of the interview, the researcher coded and analyzed the responses of the interviewee and supported it in the results of the quantitative documentary analysis.

Discussion of Results and Recommendations

The presentation, analysis and interpretation of data gathered are based in the order of the research problems, and order of the organizational design components. As emphasized by Burton, Obel & DeSanctis (2011), each step and its subcomponents provide fundamental building blocks for any organization, and guides through the process of assessing each building block.

Scope of the Organization and its Goals

In terms of effectiveness and efficiency, the Department of Education (DepEd) has three indicators that predict success on school effectiveness and efficiency. These indicators are the access, quality and efficiency. In terms of efficiency, Bukidnon National High School is in high level (4). The enrolment for the past five years in BNHS is increasing. This would mean that Bukidnon National High School is continuously embracing mechanisms to increase the number of enrolment. The factors that contributed to the increase of enrolment are the promotional landmarks of the school, availability of curriculum and programs, accessible environment and technological infrastructures. Table 1 shows the scores of the organizational goals.

Table 1. Organizational Goal

Organizational Dimensions	Score	Qualifying Statement
Efficiency	4	High
Effectiveness	3	Moderate

The rapid growth of enrolment encourages the administration and the personnel to revisit the School Improvement Plan (SIP) for adjustments and interventions in the upsurge of enrolment. Another indicator of efficiency is the dropout rate. It reveals that for five consecutive years, the dropout rate decreased to the extent that it reached zero (0).

These results have a good indication since dropout rate is a measure of how institutions think about programs in reaching students who are at risk of dropping out (SARDO). One of the strategies that the school implemented to cater students who are at risk of dropping out (SARDO) is the implementation of the *Open High School Program (OHSP)*. This is one of the alternative delivery modes (ADM) of the DepEd which helps secondary institutions lessen the percentage of students who are dropping out from the regular classes due to poor health, distance to school, work and other reasons of their inability to attend regular classes. This program utilizes modular learning.

Another indicator of efficiency in terms of the learners in the context of Department of Education is the completion rate. Completion rate is a percentage of students who accomplished the academic requirements in Junior High School. It is unveiled that the school has a fluctuating completion rate from 86.75 for S.Y. 2014-2015 to 76.55 for S.Y 2015-2016. This would mean that there are school years that many students did not meet the academic requirements for that school year. There are also school years that many students passed the subjects and were able to graduate. From school year 2014-2015 and school year 2015-2016, there is a significant change on completion rate compared to the past school years. One of the factors that contributed to the increase is the implementation of the *Open High School Program*.

The advocacy of the school is also strengthened by the Department of Education's goal which is *"No Children will be Left Behind"*. In connection to the completion rate, another indicator of efficiency is the number of repeaters. However, there was an increase of repeaters that challenges the services and programs implemented by the school. Furthermore, efficiency can be manifested by the work force in the institution. In Bukidnon National High School as of 2017-2018, the total number of non-teaching and teaching personnel is around 283. However, this is insufficient to cater approximately 5,500 students in the school. The rapid increase of enrolment and the congested learning environment pushed the institution to conduct shifting of class schedules.

Another facet that needs to be considered on efficiency is the availability of facilities, infrastructures and equipment. As of 2017-2018, the school has facilities like classrooms that cater more or less 100 sections from Grade 7 to Grade 10. The school has 4 e-classrooms, 1 computer laboratory, 1 library, 1 gymnasium, 1 covered court, student lounges and all other educational infrastructures. However, the rapid increase of enrolment impede the goal of the school to cater the ratio of 1 is to 35 since the average number of students in the classroom is 73. These data are used to classify the school's level of efficiency as moderate (3). These results can be concretized through the responses of the department heads and school heads. As stated:

"In terms of the resources, the school is efficient and able to encourage internal and external stakeholders to support programs implemented in the school" (P5)

In terms of effectiveness, the school has reached its summit to excellence in terms of sports, arts, science and technology and social sciences through the concerted effort of students, teachers, school heads and stakeholders. BNHS is always the school to beat. Furthermore, in the context of the Department of Education, the only indicator and standard of measure of effectiveness or quality of instruction manifested in the academic performance of the students is the National Achievement test (NAT). It is revealed that the overall National Achievement test for school year 2014-2015 is 59.69% which is below the standards of the Department of Education which is 75%. Moreover, the 2017-2018 Mean percentage and Score (MPS) of Students also revealed low results which is below 75%. With those data presented, the school organized programs and activities that address the pressing issues and subjects of concern. With these findings, *Daily Practice Test* on least mastered competencies and *creation of Test Item Bank* which are NAT- based questions were identified as panaceas that can improve the NAT results. The results on the level of efficiency and effectiveness in Bukidnon National High School (BNHS) can be concretized in Figure 3.

The quadrant shows that the school has high efficiency and moderate effectiveness. The inputs of the school are on the spotlight while effectiveness issues need to be addressed. The facilities, services and the mechanisms are available; nonetheless, there are certain factors that really affect the effectiveness of schools programs, projects and activities (Burton, Obel & DeSanctis, 2011).Figure 3 shows the quadrant of the level of efficiency and effectiveness in BNHS.
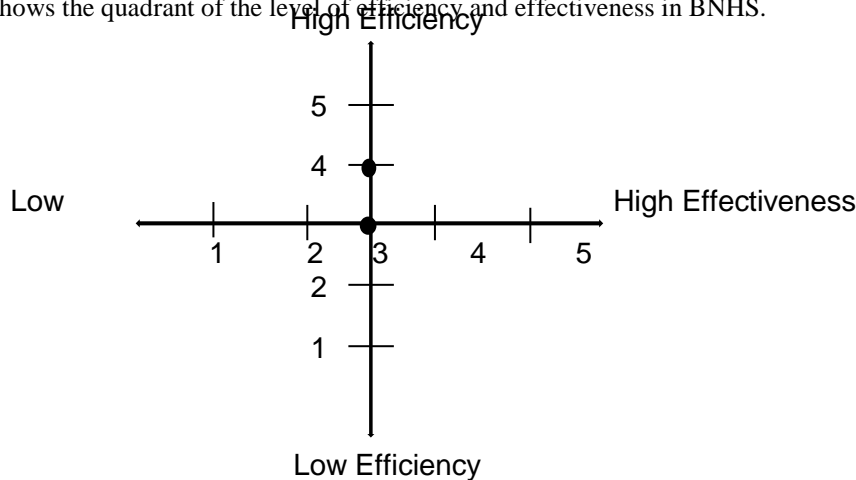

Figure 2. Organizational Goal

Furthermore the results can be concretized through the responses of the school heads of BNHS in the in-depth interview. One of the participants said:

"The school has a good quality of instruction as well as teaching force. Only the instruction is affected due to same intervening factors where the school is used as a host/venue for activities" (P1)

"Quality of instructions needs to be improved. Teachers need to innovate and maximize resources available" (P4)

The results of the interview would only show that the school through its mechanisms would help improve the quality of learning among the students and empower effective teaching among the teachers, and maximize the available resources and facilities.

Strategy

This area describes the strategy of the institution. A firm's strategy helps determine its organizational design. The focus here is to describe the firm's strategy, not how or why the choice of a strategy is made (Burton and Obel, 2004). The table that follows shows the strategy output of the organization. This highlights the two dimensions: Exploration and Exploitation.

Table 2. Strategy: Exploration

Organizational Dimension	Score	Qualifying Description
Exploration		
a. Innovativeness of organization's Products	4	High
b. Price compared to the value of the Product	3	Moderate
c. Price level compared to the quality level	3	Moderate
d. Frequency in developing new products	3	Moderate
e. Difficulty in developing related products	3	Moderate
Overall	3.6	High

a. *Exploration*

Innovativeness of Organization's Products

The school in its desire to achieve its targets has continuously initiated programs, offered services and activities that would bridge the gaps of learning, promote shared governance, empower human resources and uphold continuous improvement. The table below shows the data on the level of exploration in terms of the dimensions.

The *Open High School Program* has been the program that serves as the catch basin for students who are at risk of dropping out. To increase the Phil-Iri result which is a measure of the reading abilities of the students, the school implemented the *Reading Camp*, a reading enhancement program. On the other hand, the school fortified the implementation of the Learning Resource Management and Development System through uploading offline instructional materials and open access learning resources.

To strengthen the research culture of the school, annual school-based research congress for students and teachers is conducted. The researches were also presented in the division, regional, national and international congress and conferences. To sustain and cascade the results of the researches, the school is currently working on its first issue of the BNHS research publication. Moreover, to ensure safety, prevention and preparedness during disasters and natural calamities, the school has well-established *Disaster Risk Reduction Management* (DRRM) System. The school conducts fire, earthquake and shooting drills within the premises. Planning and evaluation are also conducted to improve and examine the drills and all related DRRM activities in the school.

Education for All (EFA) is also manifested in the implementation of *Special Education Program in the school*. Children with special needs are accommodated well to help develop their full potentials and educational awareness. Talents, sports and skills of the students are also developed in the implementation of the Special Program in the Arts and Sports. With these activities, programs and projects, the school has reached the peak of its innovativeness in terms of learning and holistic development of every learner. In support to these programs, activities and projects, the school is allocated with a budget to fully implement the aforesaid through the *Maintenance and Other Operating Expenses (MOOE)*. 86.46% of the fund was utilized for the school year.

The school has also implemented the *School Based Management (SBM)* which helps raise funds or donations from various external stakeholders. The donations received from the different sectors and organizations were used to support the activities of the school. The MOOE Funds are provided to support the needs of the learners and the demands on the professional development of the teaching force. The percentage of teachers who were sent to professional development encounters are also manifested. Furthermore, the document also shows the personnel movement, promotion of teachers and engagement of teachers to professional development activities.

In relation to innovativeness of the school, the basis in developing new products is the School Improvement Plan (SIP) for three years. This plan entails the activities and specific time of the conduct of the activity. Aside from this SIP, the school has a learning resource management that establishes a system in developing innovations/new ways in teaching and learning. The innovations of the school have unique features since there is a committee that conducts validation process, quality assurance and sustainability. Benchmarking is also evident in the division.

b. *Exploitation*

Process Innovation (4- High)

The bases of the process innovation in the organization are on the plans made by the school such as the School Improvement Plan and the Annual Implementation Plan. Table 3 shows the exploitation as an organizational component emphasizing the 4 dimensions. The school is also exposed to the new way of conducting monitoring processes on the main key performance indicators

which is the School Monitoring, Evaluation and Adjustment (SMEA) technology. To link with the stakeholders and all other organizations, the school conducts the School-based Management which focuses on good governance, improved curriculum and learning, foster accountability and continuous improvement and the efficient management of resources. With these programs initiated by the school, there is a high degree of process innovation in Bukidnon National High School.

Organizational Dimension	Score	Qualifying Description
Exploitation		
a. Degree of Process Innovation	4	High
b. Prices compared to the competition	4	High
c. Quality in terms of standardization and reliability	3	Moderate
d. Number of products the organization has compared to its competitors	4	High
Overall	3.75	High

Table 3. Exploitation

Prices compared to the competition (4- High)

The increase of enrolment in Bukidnon National High School is also an increase of the Maintenance and Other Operating Expenses (MOOE). Since the enrolment of the school has reached more than 7000, the school has bigger allocation compared to other schools that have only few students. BNHS is the sole institution within the Division that has an enormous number of students compared to other secondary institutions.

Quality in terms of standardization and reliability (3- Moderate)

In terms of quality standardization and reliability, the school conducts the school monitoring, evaluation and adjustment. The school is also involved in the conduct of the School Based Management which accredits schools participation and community involvement in developing good governance and leadership, enhanced curriculum and learning, accountability, continuous improvement and efficient management of resources.

Number of products the organization has compared to its competitors (4-High)

In terms of efficiency of products, the school has an increasing completion rate; nonetheless, the school has an increasing repetition rate. The fluctuating results would imply that the school continues to improve learners' academic achievement; however, there are barriers on achieving the optimum goal of the organization such as work condition including overloading works of teachers. The increase of enrolment resulting to insufficiency of facilities is one of the barriers in the organization. Aside from these barriers, teachers are involved in professional development activities, nevertheless, there are teachers who resist from these professional opportunities because of the quality of life they have as of this time. There are also teachers who experienced pedagogical challenges because most of them are completers of Certificate of Teaching (CT). The strategy used in this organization is Analyzer without Innovation. This proves that BNHS has high focus on exploitation and moderate focus on exploration.

The quadrant revealed that Bukidnon National High School is an Analyzer without innovation. This means that BNHS has a strong focus on exploitation and weak focus on exploration. The analyzer without innovation does have a passive *copy strategy*. Thus, analyzer without innovation analyzes and imitates other practices and uses those ideas in the organization (Burton, Obel & DeSanctis, 2011).

To concretize the results of the document analysis and survey, one of the participants said that

"Just contented of what is conventional and easy way of doing things" (P4)

It is also revealed in one of the interviewees that the school has high exploitation and moderate exploration because:

"Output of employees are imitated other practices but able to improve and contextualized based on the needs and nature of work"

The results would not yield negative connotations since; this analyzer without innovation would simply emphasize the strong foundation of the culture of benchmarking in the school.
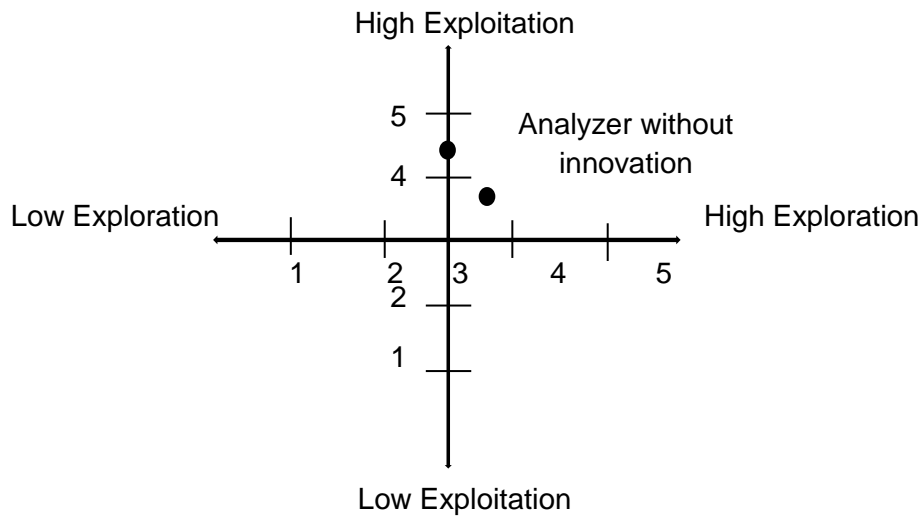
Figure 2. Strategy

Environment

There are six identified critical factors in BNHS's environment. They are as follows: Competitors, Consumer Demand, Population, Local Regulation, Administration (Internal & External), Political System and Environment. The factors identified have a high interdependency. Competitors, consumer demand and population are interrelated as there are various schools within the city that offer programs and tracks as BNHS does. This can affect the number of students who may be enrolling in the school. Facilities in the Senior High School Department of BNHS, for example, may still be inadequate which may result to consumer discontent and could lead key stakeholders to check on the preparedness of the competitors. As Malaybalay City continues to progress, many families and individuals have found a job and a home in the city, thus, adding to its growing population. More people mean more potential clients.

Local regulations and administration are highly correlated as these units have to be coordinated in order for BNHS to run smoothly. The orders, rules, regulations and other important information coming from the internal administration as well as from the office of the Department of Education have to be harmonized and must be aligned with the local regulations. The table below shows the complexity of score in BNHS.

Table 4. Complexity of Scores

Interdependency of Factors	Number of factors in the environment				
	1-3	4-6	7-9	10-12	More than 12
Low	1	1	2	2	3
Medium	1	2	3	4	5
High	1	**4**	4	5	5

The table below shows the unpredictability of the factors in BNHS's environment. The figure below shows the environment category. This shows that BNHS has a varied environment as it has high complexity and low unpredictability.

Table 5. Critical Factors in the Environment

Critical Factors in the environment	Unpredictability Score
1. Competitors	3

2. Customer Demand	1
3. Population	1
4. Local Regulations	3
5. Administration	3
6. Political System	3
Overall	2.2 (Low)

The quadrant revealed that the environment of BNHS is varied. This would mean the environment is composed of many factors that are dependent that make complexities in the organization. These factors have high relative predictability that tend to change within known limits (Burton, Obel & DeSanctis, 2011).

The results are supported by the responses of the participants. One of the participants emphasized that:

"Works in the school organization always involved on planning and coordination to different departments and subunits" (P5)
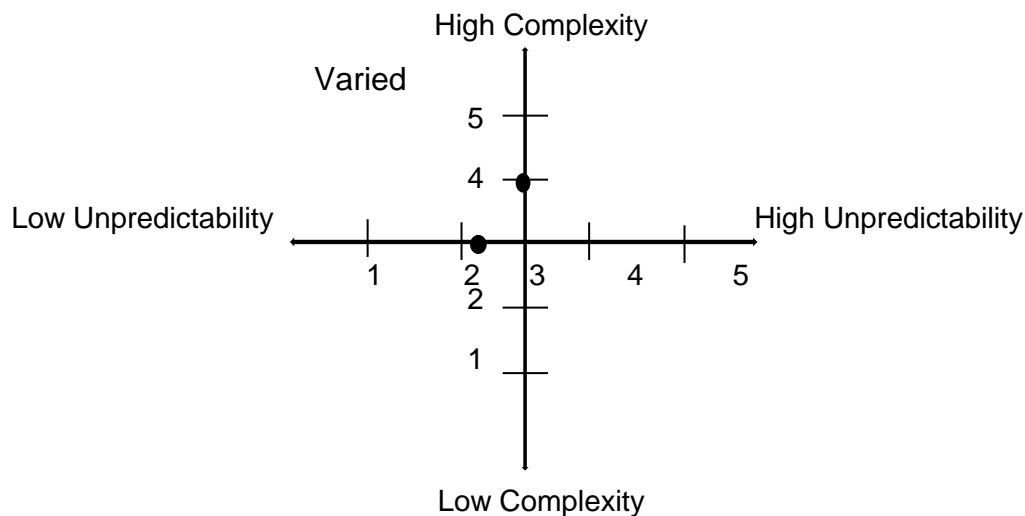
Figure 4. Environment

Structure

  a.   *Configuration and Complexity*
       The table below shows the results of the analysis on the product/service/customer orientation of the organization.

Table 6. Product/ Service/Customer Orientation

Organizational Dimension	Score	Qualifying Description
• Focus of the activities is on products services and customers	4	High
• Extent in forming subunits to organize work around your customers	4	High
• Extent in forming subunits around your firm's products or services	4	High
Overall	4	High

The diagram below shows the organizational structure of Bukidnon National High School including all personnel and staff of the internal and external operations of the school. This graph shows that the school has high emphasis on products services and internal operations. High emphasis on products services and internal operations is manifested in the organizational structure since the school is subdivided into different units.

These units are designed for a specific purpose in the organization. The learners are the customers of the organization, thus, this scheme would show that the units are rendering services to the learners to improve academic achievement, protect their rights, offer educational opportunities, monitor physical and ethical development and develop their full potentials.
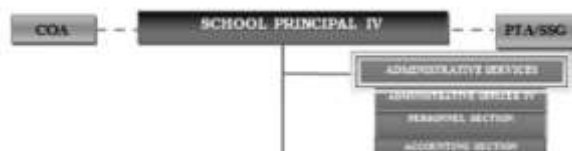
Figure 5: BNHS Organizational Structure

b.   Functional Specialization

Looking at the figure above, it manifests that the school has units like the curriculum and instruction unit (CIU), the schools governance and operations unit (SGOU), administrative unit and teaching staff. These four units are the major components of the organization based on specialties and skills. Under these units are subunits that are defined in terms of their roles and responsibilities. Currently, the school has 1 Secondary School Principal and 3 assistant principals II. These school heads are designated to handle the major units in Bukidnon National High School and an administrative officer leads the personnel in the administrative unit.

Table 7. Functional Specialization

Organizational Dimension	Score	Qualifying Description
• Focus of the activities is on products services and customers	4	High
• Extent in forming subunits to organize work around your customers	4	High
• Extent in forming subunits around your firm's products or services	4	High
Overall	4	High

These units manifest *high functional specialization* since there are units that were clearly defined. However, there are certain positions that overlap like the designation of the assistant school principals for Junior High School who were designated to manage 2 major units in the school and the presence of 1 academic head and 1 schools governance operations head. These units are the curriculum and instructions unit and the schools governance operation units. The implication of the overlapping and conflicting of jobs is that there are certain tasks that are repeated and decisions are ambiguous. To sum up the findings of the analysis, the figure below shows the quadrant for the type of configuration Bukidnon National High School exhibits.

The quadrant unveils that the configuration that is present in BNHS is Matrix Configuration. The matrix configuration is high on both dimensions: product/service/ customer and functional specialization. With these characteristics, there is a high demand of information processing capacity to achieve both effectiveness and efficiency. The results of the analysis could be concretized with the responses of the department heads.

"The task is related from the highest rank the principal to the lower ranks. It is descending in order" (P1)

The school has its own organizational chart that indicating the breaking down of responsibilities (P4)

"Task are identified by department and carried down to teachers or implemented down to teachers. It is easier to perform the job once it is specified" (P5)

. *"In our organizational chart, it is very clear that the chain of command is being practiced. Tasks are evenly distributed to the different departments according to their field of expertise in order to fast track the work given and the greatest structural efficiency will be attained" (P6)*
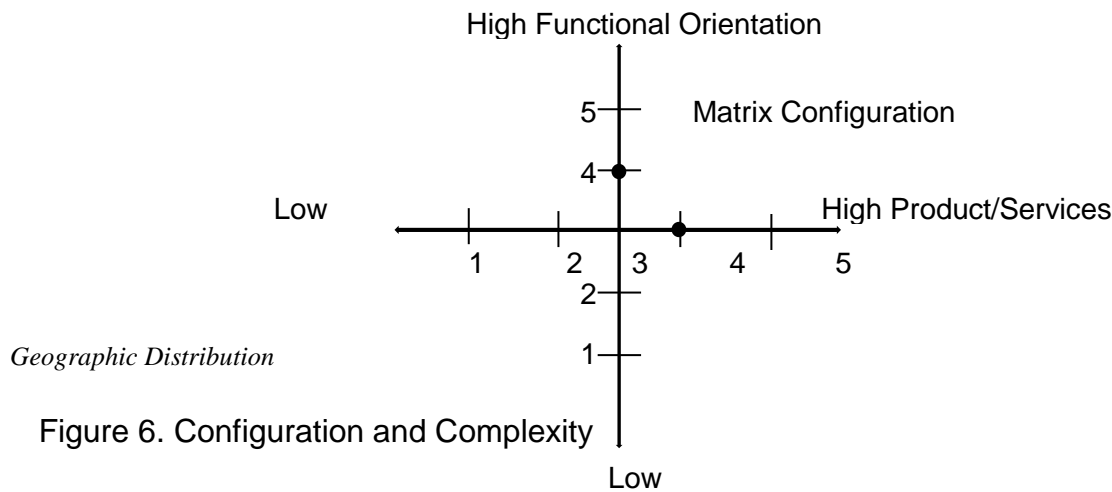

Figure 6. Configuration and Complexity

a. Local Responsiveness

The school can be located near the division office nevertheless, the regional office and national office is far from the school, thus, there's a moderate extent on the units of firm's location to corporate headquarters. In BNHS, there are 9 departments and 4 grade levels excluding the Senior High School and on this aspect, the extent on the firm's distribution of work to many locales is high. Moreover, the school has a moderate extent of making important business decisions observing both corporate and local perspectives. However, the school is low on organization in terms of assuring centralization of decision making and consistency of work practices as decision-making process is done in a collective and centralized approach through meetings shared among department heads. Overall, the degree of the school's local responsiveness is moderate.

Table 8. Local Responsiveness

Local Responsive	Score	Qualifying Description
• Extent on the units of firm's location to corporate headquarters	3	High
• Extent on the firm's distribution of work to many locales	4	High
• Extent of making important business decisions observing both corporate and local perspectives	3	Moderate
• Assuring centralization of decision making and consistency of work practices	2	Low
Overall	3	Moderate

b. Optimal Sourcing

The school is accessible to students because it is located in the heart of Malaybalay City, hence, the extent of BNHS' decision-making in terms of locating its operations is high (4). The school has access to skilled human resources since there are universities and colleges that hone students to become skillful workers. This identifies the organization' proximity to human resources whether skilled or unskilled as high (4). Additionally, business establishments can be accessed within the school scope and resources are also available within the school reach. This situates the school's proximity to business partners and resources to its ongoing business in the high (4) scale. Overall, the degree of optimal sourcing established by BNHS is high (4).

Table 9. Optimal Sourcing

Local Responsive	Score	Qualifying Description
• Extent of BNHS' decision-making in terms of locating its operations	4	High

• Organization' proximity to human resources whether skilled or unskilled	4	High
• school's proximity to business partners and resources to its ongoing business	4	high
Overall	4	High

It is revealed in the quadrant that BNHS is Transnational in its geographic distribution. As elaborated by Burton, Obel & DeSanctis (2011).the transnational organization blends the international and multi-domestic structures to yield both the location advantages of regional or country-based design and the economic efficiencies of optimal sourcing. In the transnational design some operations are located close to needed resources; but location decisions also are made such that the firm has presence in all areas of the world that are of strategic importance.
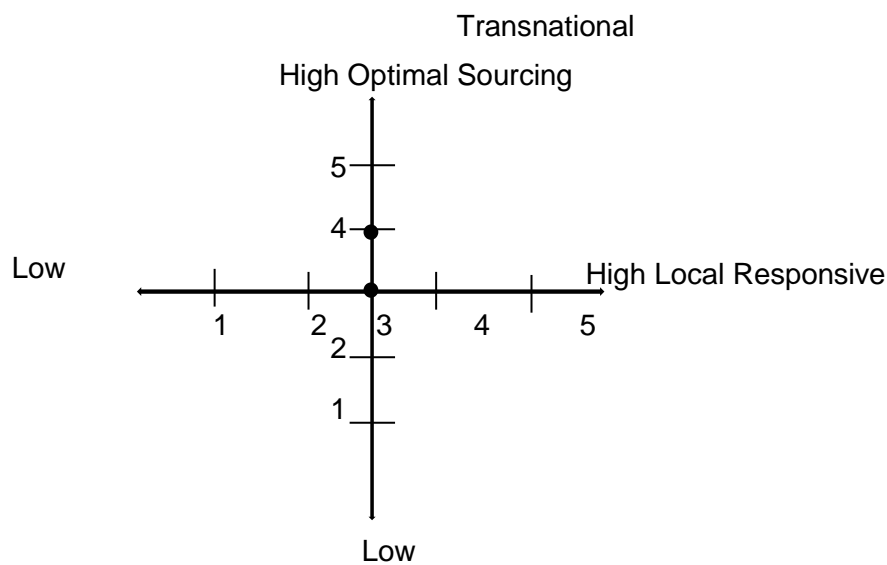

Figure 7. Geographic Distribution

Knowledge Exchange
    a. Virtualization

The school reliance on sources of knowledge to do its work is moderate (3) since the school mostly relies on internal affairs. Currently, there are established groups within the organizations but they are not yet totally empowered, therefore, the extent of the organization's development of specialized and highly independent groups, or centers of expertise is moderate (3). The organization has developed a high (4) unique partnership with other units or organizations to foster innovation, product development and innovative forms of service support.

The school has a strong link with the stakeholders through the School-Based Management. The organization's level of dependent on information supplied by other organizations or units in the performance of its work is moderate (3) since it mostly depends on the information supplied by the central, regional and division office and decisions on how units operate highly depend on the issuances of the other higher departments. Also, the school has high (4) influence on other organization's work since decisions made within the organization are highly interrelated with that of the other organizations. Therefore, BNHS has moderate (3.4) virtualization.

Table 10. Virtualization in Bukidnon National High School

Local Responsive	Score	Qualifying Description
• Reliance on sources of knowledge to do its work	3	Moderate
• Extent of the organization's development of specialized and highly independent groups, or centers of expertise	3	Moderate

	Score	Qualifying Description
• Unique partnership with other units or organizations to foster innovation, product development and innovative forms of service support	4	High
• Level of dependent on information supplied by other organizations or units in the performance of its work	3	Moderate
• Influence on other organization's work since decisions made within the organization	4	High
Overall	3.4	Moderate

b. IT-infusion

Everything now is computer-generated including school forms, school reports, instructional materials and most educational requirements and tools and this makes school's reliance on computer-based systems very high (5). The organization invests highly (4) on continual improvement of business processes as this is one of the priorities of the school to continue improving its ICT facilities. The communication system is managed in such a way that there is balance of face-to-face communication as well as involving electronic systems, thus, the extent of interpersonal communication employing both communication systems is moderate (3). Additionally, the communication system has a high (4) level of formalization and prescription as memoranda, issuances and other formal correspondence are used to disseminate important information within the school. Overall, the degree of IT-infusion in BNHS is high (4).

Table 11. Virtualization in Bukidnon National High School

IT-Infusion	Score	Qualifying Description
• Reliance on computer-based systems	5	Very High
• Continual improvement of business processes	4	High
• Extent of interpersonal communication employing both communication	3	Moderate
• Level of formalization and prescription as memoranda, issuances and other formal correspondence	4	High
Overall	4	High

In terms of knowledge exchange, Bukidnon National High School is categorized as Network. This would mean that network organization establishes linkages within the organizations unit both external and internal to suffice the demands of organizations knowledge needs. It is elaborate by Burton, Obel & DeSanctis (2011).that when an organization falls under network the scores high both on virtualization and IT-infusion. Networks often take the form of strategic alliances, research partnerships, and consortia (Burton, Obel & DeSanctis, 2011).

"The school has linkages internal and external where it is supported, given assistance for the benefit of the learners" (P1)

"The school has established various linkages not only locally but even internationally" (P4)

"Linkages strengthens not only the relationship of the school and the community and its stakeholders but in terms of knowledge as well. Establishing a network would mean constant exchange of updates and information both from internal and external organization"
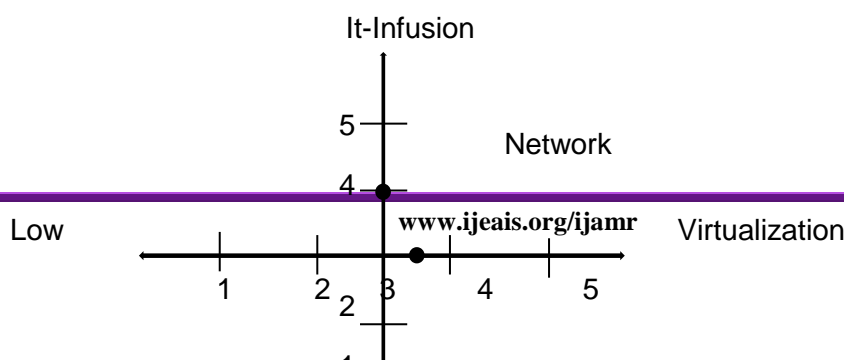
Figure 8. Knowledge Exchange

Task Design

a.   *Divisibility* (2.67- low)

In Bukidnon National High School, tasks are unique, defined and interdependent. There are certain tasks that are designed for a certain department/firm. The general units in the school are Curriculum and Instruction Unit (CIU), Schools Governance and Operations Unit (SGOU), and Finance and Administrative Unit. The Curriculum and Instruction Functions ensures that the organization focuses on the delivery of a relevant, responsive and effective basic education curriculum. The scopes of CI functions are curriculum development, learning delivery, Education Assessment, Learning resources. (3-moderate)

Schools Governance and Operations Unit ensures the capacity of the organization to continuously improve and be strategic in managing the environment for which teaching and learning take place. SGOU encompasses learner support services, Human Resource and Organizational Development, Program Management Service. Finance and Administrative Unit ensures the efficiency to support the organization as a whole and to focus on its core business and thus attain its targets through the provision of finance and administrative services. The scope of FAU are Finance Service, Administrative Service and Procurement Management Service.

b.   *Repetitiveness (2.33- low)*

In doing the task, it is classified as moderate (3) as the tasks of the different units are already specified. Thus, it is in between high and low variation. There are times that the tasks vary but most of the time, the workers are doing the task they have practiced. For example in the Curriculum and Instruction Unit, teachers are expected to accomplish SF2 as one of the reports they need to accomplish monthly. It is expected in the last week of the month that teachers will pass the school form 2. The tasks are specified but it vary sometimes because of the transitions and new demands of the department. It is in moderate also because units and subunits follow standards based on the job description, DepEd, Regional, Division Orders and memoranda.

Big tasks in the school are divided but it also requires coordination. The three units of the school the CIU, AU and SGOU are units which are designed with a clearly defined task but behind these tasks' exclusivity, there are tasks that need coordination. Looking at the current organizational structure of BNHS, we could see that tasks are divided but interconnected. In BNHS, tasks are both specialized independent functions and process flow. There is checks and balances in the design of tasks in BNHS. Going back to the organizational structure, functions are specified but these units and subunits need to function in accordance with the functions of other units.

For example, the CIU will also collect data from SGOU to be reported to the division. Before the CIU can avail projects consultation has to be done with the administrative unit. There are PAPs (Projects Activities and Programs) of the SGOU and CIU that need to be consulted and approved by the Administrative Unit. Moreover, tasks are always instructed rather than demanded. As emphasized, BNHS is subdivided into different units and each unit has defined their tasks based on the guidelines and instruction provided by the Department of Education (2- Low)

The figure below shows the quadrant of the kind of task design in Bukidnon National High School.

The task design in Bukidnon National High School is orderly. There is high divisibility and high repetititveness. The organizations' work are broken down into pieces that helps them direct on each of their work unit to be independent. After the unit completes the tasks, the results will go back to the executive level and then assign a new piece of work to that unit (Burton, Obel & DeSanctis, 2011).

"The task or duties and responsibilities in the school are distributed to different department and unit" (P4)

"Task is orderly follows a sequence specified by the administration" (P5)

"Task design are well planned by each department thru calendar of activities, everyone's task is unique specific and has the opportunity to implement it. After its done, a monthly accomplishment report will be submitted to the office"
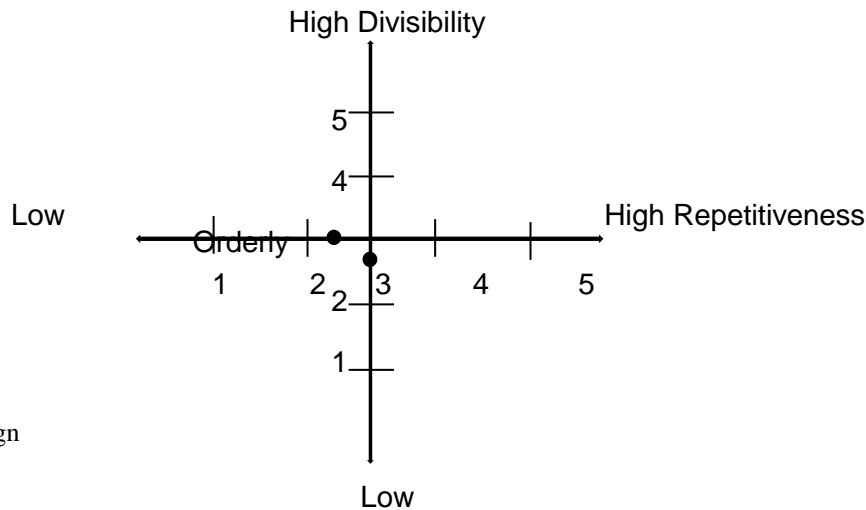
(P6)

Figure 9. Task Design

People

    a.   *Number of People (4- low)*

Bukidnon National High School employs 283 teaching and non-teaching personnel. With reference to mapping scale, BNHS is high in terms of number of people.

    b.   *Professionalization (4- high)*

        The school data show that 51-70% of employees hold advanced degrees and have underwent various specialized training and experience. In other words, the school is high on professionalization. Based on the school's data with reference to the scaling criteria given, BNHS falls under laboratory approach to managing people. It has few employees but most of these individuals have high professionalization.

        These findings can be supported with one of the responses of the participants. He stated:

"Teachers are expected to be high in professinalism and with teaching as their expertise. Teaching offers different experiences through different lessons and encounters everyday" (P4)

    The quadrant shows that BNHS is an office.The office approach involves managing and employing a number of people with high professionalization. This professionalizationcould be manifested in their engagement ot education,training, and experience. The implication behind the large number of employees would be the demand to higher coordination and control. (Burton, Obel & DeSanctis, 2011).
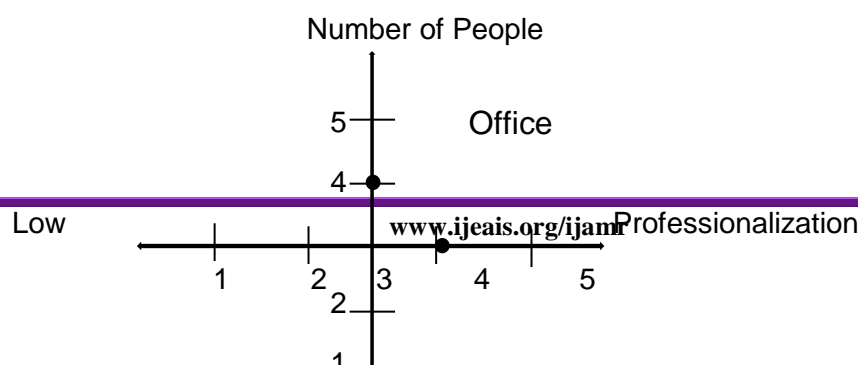
Figure 10. People

Leadership and Organizational Climate

   a. *Preference Delegation (3.66 Moderate)*
   In Bukidnon National High School, the top management designated curriculum coordinators and advisers. These are the various coordinators present in BNHS: Grade 7 to Grade 12 Curriculum Coordinators, Open High School Coordinator, ICT Coordinator, LRMDS (Learning Resource) Coordinator, Research Coordinator, SPA (Special Program in the Arts Coordinator, SPS (Special Program in Sports) Coordinator, & SPED Coordinator (Special Education).
   As of this time, the school is conducting the School Monitoring, Evaluation and Adjustment (SMEA) where coordinators and heads will be digging up existing substantial data on schools key performance indicators (KPI): Access (Efficiency), Quality (effectiveness) and Governance. The data generated will be used for future decisions and adjustments on the school improvement plan and annual implementation plan. Thus, the schools system is data driven. Nevertheless, there are problems that cannot be addressed because of the many factors that affect the decision making processes. There is a high top management's preference for delegation.
   b. *Uncertainty Avoidance (3.25- Moderate)*
   The top management of the school is concerned on the details in making decisions. The top management conducts and calls for conferences among the department heads and coordinators for a certain concern and decision. The top management set schedules for each department to have conferences and decide on a certain matter. In making school improvements plan and program implementation, the top management involves all concerned personnel and teachers to deliberate on school years' PAPs (Program Projects and Activities). The school is very cautious with the decision making especially that policies in the department of education are highly demanding. The school established information and transparency board where all regional and division memoranda, division orders and laws are posted to inform the teachers and other personnel on the updates and demands of the department. Analyzing the leadership culture of the top management, most of them are transactional and transformational in nature.
   As observed, the top management tend to avoid risks because of legal orders and policies. The school has its process on generating and coming up with reports among the units. The processing of reports follows the bottom up flow where reports are generated from the subunits and cascaded in the top management. Thus, there is control orientation on processing direct reports.
   These findings are supported with one of the responses of the participants:
   "The leaders always encourage innovations and new strategies in instructions for efficient and effective instructions.
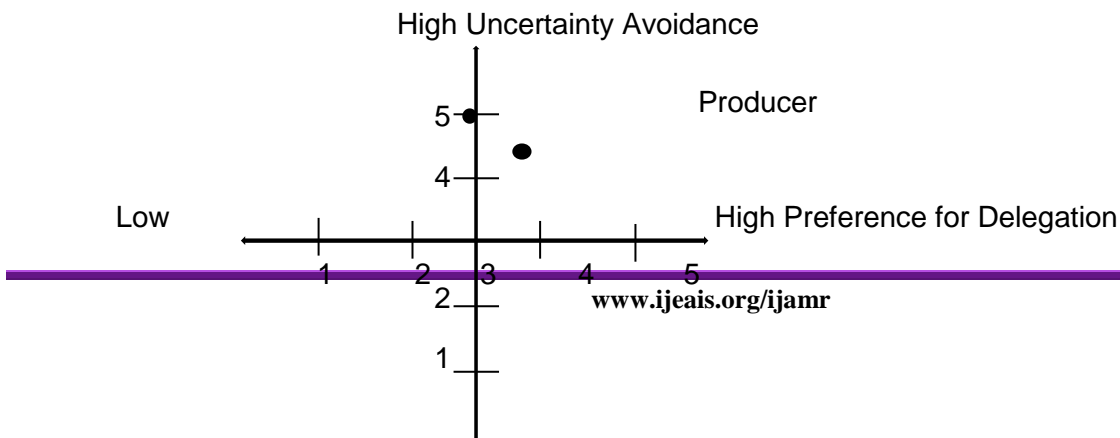   *Shared responsibility is evident" (P4)*

Figure 11. Leadership

Bukidnon National High School has school leaders who are considered producers. The producer has a high preference for delegation and scores high on uncertainty avoidance. The producer focuses on both efficiency and effectiveness. The producer assures that new products and services are developed and introduced. The focus of attention is a dual one: short term and long term; operations and strategy; products and innovation; internal activities and the environment reading; hands-on management and letting others act independently; and efficiency and effectiveness (Burton, Obel & DeSanctis, 2011).

Organizational Climate

As cited by Burton, et al (2011), Organizational climate is the "relatively enduring quality of the internal environment of an organization that a) is experienced by its members, b) influences their behavior, and c) can be described in terms of the values of a particular set of characteristics (or attitudes) of the organization" (Tagiuri and Litwin, 1968, p. 27).

As emphasized by Burton, et al (2011), the developmental climate has low tension and a high readiness to change. Since these are the typical affective events that employees are experiencing, these are likely to create a feeling of having the adequate resources to deal with change (high activation) as well as having the feeling that new events are generally pleasant. Subsequent emotions therefore are: enthusiasm, excitement, and happiness. Such climates will be characterized by optimistic perceptions and judgments along with a bottom-up, flexible, and generative style(George and Zhou, 2002; Forgas and George, 2001). As revealed the organizational climate of Bukidnon National High School falls under rational climate.

a. Readiness to Change

It is revealed in the table below that the organization in terms of readiness to change, is resilient enough to meet the demands of the ever changing and inconstant needs in education. Most of the organizational members are engaged to the new ways of teaching. Trainings are given to many teachers for them to incorporate new ways in their pedagogy. The conduct of the In service training would transcend beyond the conventional thinking of teachers and their traditional teaching practices. These can be manifested in the reports given to teachers such as the online school forms, online enrolment, development of computer assisted instructional materials and etc. With these new demands in education, teachers shift their habits in work by adapting the trend in education.

Table 12 Organizational Climate

Organizational Dimensions	Score	Qualifying Statement
Prefer old ways of thinking and doingthings (1) versus embrace new ways of thinking and doing things	4	High
Shift direction or adjust their work habits to meet new, unanticipated challenges	4	Moderate
Overall	4	high

b. Tension

Moreover, another dimension in the organizational climate is tension. It is revealed in the table below that the organization has low to moderate tension. This would mean that the organization at its best try to build a harmonious relationship among the members.

"May have high tension but the readiness to change is not low. In fact the employees have done their part in adapting the changing needs of society to education. And disappointment, tranquilitiy shame and fatique do not prevail in the climate" (P3)

Table 12 Organizational Climate

Organizational Dimensions	Score	Qualifying Statement

Level of distrust in the firm	3	Low
Level of conflict in the firm	4	Moderate
Extent do people perceive rewards not to be equal across employees	3	Moderate
Degree do people question the credibility of the organization's leaders	3	Moderate
Level of scapegoating, or blaming, of people for problems	4	Moderate
Overall	3.4	Moderate

The organization establishes a rational goal climate. Employees' ability to adapt to changes may be reinforced by strengthening schoo... mpower employees by providing sufficient resources.
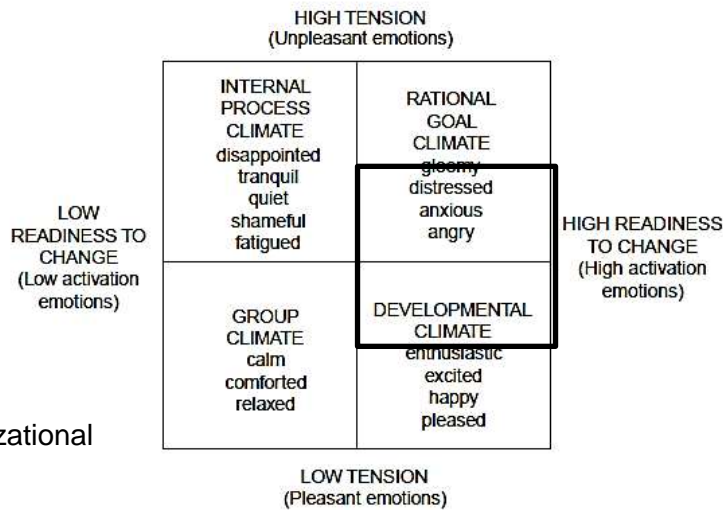

Figure 12. Organizational

Source: Håkonsson et al. (2008b), based on Burton and Obel (2004), and Huy (2002)

Coordination, control, and information systems

a. *Reliance on formalization (4- High)*

Bukidnon National High School has established a set of rules to facilitate employees on how work should be done. Consistent communication to members is implemented through memoranda, circulars, orders, advisories and other modes of correspondence. The use of technology is also applied as information are shared through text messages, social media (such as Facebook) or via email.

b. *Reliance on decentralization (4- High)*

The responsibility of the employees as subunits and the school heads are highly coordinated. Each employee has detailed and clear job descriptions and are aware of what is expected of them.

c. *Decentralization*

Employees have already have been oriented with their specific tasks; however, there are instances when workers have to adapt to new sets of rules or abide by the decisions made by the top management. As employees are already familiar with their specific tasks, they are entitled to make independent decisions as long as these decisions are aligned with the school or DepEd's policies or goals.

The Division Superintendent oversees school operations in the different districts under his care and leaves school principals to make decisions on specific matters such as the allocation of the Maintenance and Other Operation Expenses (MOOE), designing the SIP and AIP based on the school's needs. These decisions are subject for approval by the top management, however, most of these school-based decisions rely on the principal and its subordinates' discretion after thorough deliberation.

Curriculum and Instruction Unit, School Governance and Operations Unit and Administrative Unit are the subunits responsible in creating a budget plan. These units are required to submit budget proposals subject to the approval of the school head. In other words, request may be granted or are advised to be adjusted depending on the school head's directives.

The evaluation criteria are determined by the Department of Education Central Office and are strictly implemented to all DepEd schools; however, academic heads, master teachers and department heads may make some adjustments during the evaluation process which may be discussed or negotiated with his/her subordinates.

How work exceptions are to be handled is mostly determined by the principal which may be supported, affirmed or negated by the subunit managers. In the context of BNHS, the subunit managers refer to the academic heads, department heads and assistant principals.

d. Formalization (4- High)

Employees perform their tasks with complete adherence to the rules, codes and policies set by DepEd as well as the implemented policies within BNHS. The Human Resource Department of each division is tasked to relay the job descriptions to the employees especially the ones who have just been hired. As the employee accepts the job, he/she is given detailed information on Codes of Conduct as stipulated in R.A. 4670 also known as the Magna Carta for Public School Teachers.

Teachers or employees who have failed to abide by the rules and are underperforming undergo disciplinary actions which may be detailed through a memorandum or as stipulated in the school's Teachers' Manual. Because BNHS is a large school, individual employee monitoring is done by the school head twice every school year. Teaching observations are done only twice in a school year. Visiting supervisors from the Division Office also perform employee monitoring but not all employees may be observed in a school year as they have a very busy schedule and they are often called to attend trainings or conferences.
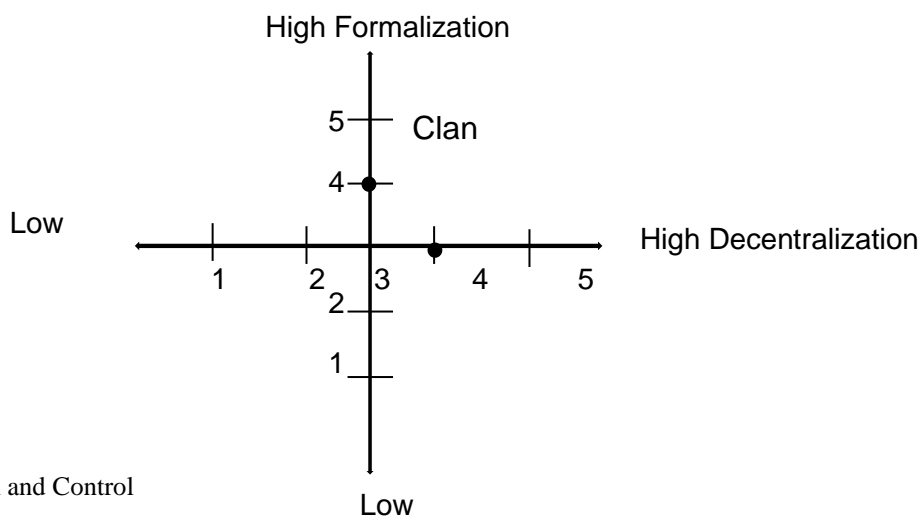

Figure 12. Coordination and Control

In terms of coordination and control, it is revealed that Bukidnon National High School is a Clan. The clan model has greater formalization and less decentralization. As emphasized by Burton (2004), the clan model uses strong norms to guide how work is done, and these norms are deeply embedded in the hearts and minds of employees no matter where they reside in the organization. Employees are selected based on their likelihood of conforming to norms, which then are communicated through training manuals and other formal means. In addition, rules for coordination and control area are communicated via extensive modeling by both workers and managers and in discussions of "the way we do things" during the everyday life of the organization (Ouchi, 1980), cited by(Burton, Obel & DeSanctis, 2011).

Information Systems

a. Tacit Nature of Information (3.5 – Moderate)

There is certain knowledge in the school that adhere to the policies established by the department of education. The school established the 3PsSEES (Promotion, Student Welfare, Efficiency, Effectiveness and Sustainability) as the back bone of the organizations promoting teachers' welfare, learners, development, stakeholders' involvement and schools' development and success. The Division of Malaybalay City has its own online website where schools like BNHS can access and retrieve memoranda, orders and circulars. These information from the website will be printed and posted in the BNHS Information and Transparency Board and departments' bulletin boards.

The employees do not need thorough interpretation of information because the top management themselves simplifies the information. Department Heads are also involved in the interpretation of the information and these department heads will call meetings with the employees. Aside from that, the information given are contextualized and localized to ensure full grasp. There are notes attached to each information/document to highlight the main points of the information given.

The information is being processed by the top management to ensure full grasp of the information, thus this aspect is high (4). Before cascading the information, the top management also conducts conferences and meetings with the middle management to really scrutinize the new information. Copies are also given to middle management to be posted in their department bulletin boards

b. Amount of information (2.67 – Low)

Some tasks are repetitive in nature; however, the execution of these tasks can be done in a unique manner. For instance, a teacher may teach the same topic to five different sections of the same grade level in a day but the teaching approach or method used may vary depending on the students' learning styles. Each employee is required to perform their task and are expected to have a good knowledge of how. BNHS has a functional Learning Resource Management Development System (LRDMS) where teachers can access the prescribed curriculum guides, teaching manuals, learners' materials, school forms and other data necessary for everyday instruction. There are still subjects which don't have available Learner Materials and Teaching Manuals in the LRDMS, thus, teachers handling these subjects are responsible to look for their own references or learning resources to be used in their instruction.
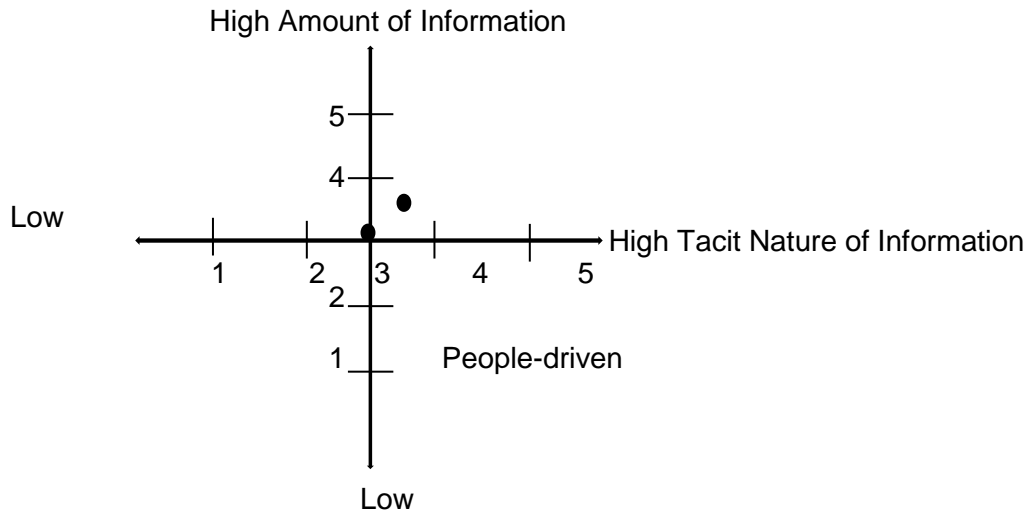

Figure 13. Information Systems

The findings are fortified with the responses of the aprticipants. It is stated that:
"The information system of the school are relayed to all members of the faculty. It starts from the meeting of the heads with the principal and the department heads relay it to the teachers" (P1)

A people-driven approach emphasizes capture, processing, and transfer of data that is embedded in the minds and actions of people. It presumes that the vital information of the organization is difficult to codify in a routine way, and therefore the priority of systems should be either to bring people together face-to-face so that they can share tacit knowledge, or to use computer- or telecommunications-based systems that readily support subtle, rich knowledge transfer (Burton, Obel & DeSanctis, 2011, Tortola, 2021).

Incentives

a. *Basis of Evaluation Results (3.33- Moderate)*
Teachers have fixed salary or daily wage depending on the position (T1,T2,T3…) and the length of service (Step Increments) or the plantilla items they are holding. As salaries of teachers are fixed based on the positions they are holding, as previously mentioned, however, the quantity and quality of their work are not sacrificed in the sense that their salaries are deducted because of their poor attendance- incurring tardiness and absences. While, other rewards are solely based on-the-job efforts, say a teacher be given a reward for his excellent work , exemplary service rendered, and exceptional talent shared that gave the school an honor.
During the evaluation for promotion, how the work is done and the results of the work of the certain individual are given emphasis by the management. The evaluation tool is aided by DODs (Document Analysis, Observation and Discussions) where the individual is given the means to justify and verify for the work or accomplishment worthy to be credited for promotion.

b. *Target of Incentives (3.67- High)*
The school to be adjudged as the school that produces quality education must require each individual to work towards a common goal. A specific example can be, to be the winner of the Best Implementer of the Brigada Eskwela, which is a big honor for the school. Everyone must join hand-in-hand in the spirit of volunteerism to make the school the best school for the learners. The

PBB (Performance-Based Bunos) implicitly demands for hard work for each individual teacher to teach the learners whole heartedly to get high result in the National Achievement Test. Therefore, most activities require collaboration by individuals.

It is only on exceptional cases that an individual's performance will give the whole group compensation. In the school, those who take an extra mile are the ones who will bring honor and incentive for the school. Say, those excellent in Research, Performing Arts, Sports and others. In promoting or rewarding people, the individual's contribution to the total organization's work matters the most. The management emphasizes the individual's achievement, efforts and innovations for his is not the same as the others even though they belong to one organization.
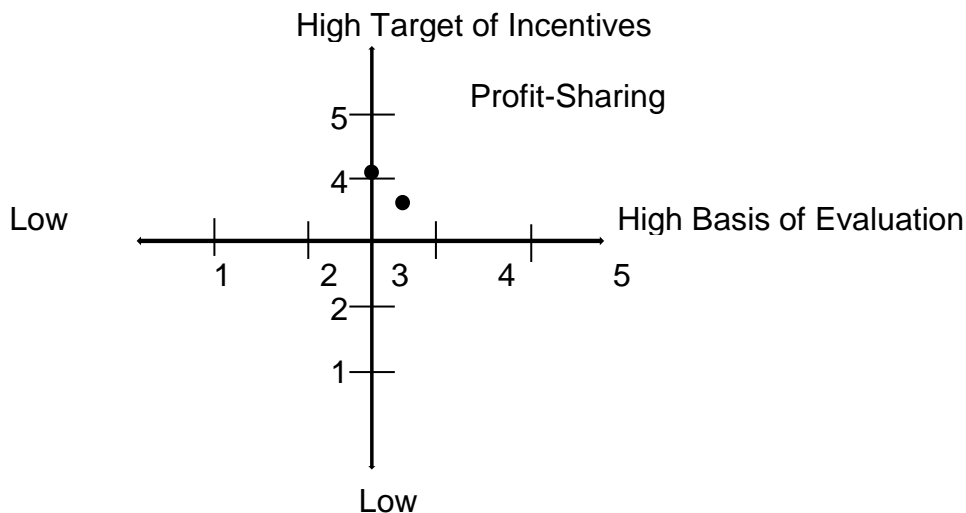

Figure 14. Incentives

The findings can be supported with the responses of the participants:

"The performance of the head affects the group. So if the performance of the principal is good, it also reflects the performance of the school. So, the members or teachers would alos perform well because it contributes to the success of all" (P1)

It is revealed that profit-sharing, which is group-based, either among a group of individuals or a collection of subunits. The basic idea is similar to bonus-based incentives that tie compensation to results rather than behavior. People are rewarded on the basis of effective collaboration with others to yield high performance on the part of the group. Profit-sharing is not only giving a fixed bonus to the unit of analysis, but also a share in the profits (revenue less costs) to all members of the unit (Burton, Obel & DeSanctis, 2011& Tortola, 2021)

Proposed Organizational Changes

The table below summarizes the organizational Design which is apparent in Bukidnon National High School. It shows that there are competing/ misfit components in the organization.

Table 12. Summary of Fits and Misfit Components of Organization

Components	A	B	C	D
Incentives	Personal Pay	Skill Pay	Bonus Based	Profit Sharing
Information systems	Event Driven	Data Driven	People Driven	Relationship Driven
Coordination and control systems	Family	Machine	Market	Clan/Mosaic

	Group	Internal Process	Developmental	Rational Goal
Organizational climate	Group	Internal Process	Developmental	Rational Goal
Leadership style	Maestro	Manager	Leader	Producer
People	Shop	Factory	Laboratory	Office
Task design	Orderly	Complicated	Fragmented	Knotty
Knowledge exchange	Ad hoc Communications	Informated	Cellular	Network
Geographic distribution	Global	International	Multi Domestic	Transnational
Organizational complexity	Blob	Tall	Flat	Symmetric
Configuration	Simple	Functional	Divisional	Matrix
Environment	Calm	Varied	Locally Stormy	Turbulent
Strategy	Reactor	Defender	Prospector	Analyzer with Innovation / Analyzer without Innovation
Goals	Neither	Efficiency	Effectiveness	Efficiency and Effectiveness

Organizational fits were also identified especially on these dimensions: strategy, configuration, organizational complexity, geographic distribution, knowledge exchange, people, leadership style, coordination and control systems and incentives.

Below are the competing organizational components.
- *Goal is directed towards both effectiveness and efficiency*

The present level of the organization's effectiveness is moderate while efficiency is high. To align the rest of the components of the organization which mostly fall on the most ideal Quadrant which is Quadrant D, it is but fitting to direct the organization's goal toward both effectiveness and efficiency. BNHS can continue to strengthen the management of its resources or input and strive to improve its output or products.

- *Varied is retained against turbulent fit*

BNHS has a varied environment based on the organizational analysis made. Looking at the organizational dimensions table of organizational fits, the identified environment is not aligned to the school's goals and other areas. This misfit is one of the most challenging areas in the process of proposing organizational change. Burton and Obel (2004) and Tortola (2021) emphasized that few misfits do not have a significant effect on the organization's overall performance. The varied environment is one of the misfits which the organization have to deal with for the time being. Time and circumstances are great contributing factors that will determine the changes on this aspect. However when environment becomes more complex and highly unpredictable in the future, the strategy employed in aligning the misfits would completely equip BNHS with the vital elements to work seamlessly well even in a turbulent environment.

- *Orderly is changed to Knotty Task design*

BNHS' task design is both highly divisible and repetitive, thus, an orderly work scheme is identified. There is less coordination between and among the units performing the subtasks and adjustments are not entirely required to complement different units' tasks progress. Problems encountered in a certain department will create a minor impact on other departments as work are performed independently. Handling of subjects for instance is mostly arranged based on teachers' specialization. Teachers are tasked to make preparations for instruction incorporating strategies intended for a certain grade level, for a certain subject area. Teachers may have similar work preparations and go through the same process, however, each perform their specific tasks independently. In an orderly approach, people at the management level are responsible for distributing tasks to subunits to ensure productivity (Burton & Obel, 2004).

To align BNHS to its intended goals, a knotty task design must be carried out. This design is low on both divisibility and repetitiveness. Coordination of work among the subtasks should be strengthened and employees' motivation to innovate must be encouraged. Since schools have just implemented the K-12 curriculum, the knotty task design is a good fit because it requires all subunits in the organization to coordinate to be able to adjust well to the newly-adapted education program. For K-12 to work effectively, the holistic approach in developing a harmonized curriculum design can be achieved when the top management focuses on bolstering the subunits' work relationship. Teachers, for example, will be challenged to keep updating their teaching strategies and techniques to sustain students' interest to be more engaged in class interactions; and curriculum developers will continue to design academic programs adjusted to the changing society's needs.

Developmental is changed to Rational Goal Climate

Based on the findings of the analysis, the organization in Bukidnon National High School has a developmental climate which is characterized by low tension and high readiness to change. The researchers believed that this is happening since there are employees in the organization that feel disappointed when transformation and changes occur. The researchers would like to propose that the organization may establish a rational goal climate. In this climate people are willing to adapt to changes and accept new demands nevertheless, there is a high tension in the organization. Employee's ability to adapt to changes may be reinforced by strengthening schools provision of resources (Efficiency). For example, teachers cannot fulfill electronic tasks because of low internet connectivity. This situation makes them disappointed and anxious but this would not mean that they do not accept changes; the resources affect their interest to change. Thus, the organization could empower employees by providing sufficient resources.

People driven is changed to Relationship-Driven information system

(high tacit nature – low amount of info to be processed)- Relationship-driven proposed (high amount of info to be processed – high tacit nature of info

The unit under study has a people-driven information system focusing on the transfer of data to be embedded in the minds and actions of people. Information are communicated through face-to-face meetings held as the need arises. These data are processed in such a manner where employees will try to directly apply or codify the information shared through discussions to ensure that the message is clearly understood. Although these types of information vary from time to time which means that these kinds of data are not exactly fixed or already established set of rules or standards but are mostly reliant on the demands or expectations of the top management. Although data are highly tacit in nature but the amount of information to be processed is not as high.

For BNHS to be able to reach its maximum potential to attain efficiency and effectiveness, a relationship-driven information system design is most appropriate. With the adjustments the school have to deal with in the implementation of the new curriculum, more tacit information is emerging as most of the employees are dealing with unstructured observations and experiences relating to how they must meet current needs. Although the people-driven design works well with the organizational components of BNHS, the need to include data-driven elements is essential to be able to develop better interpretation of data as they are made more quantifiable through the relationship-driven information system approach.

Conclusion and Recommendations
Based on the results of the analysis, the following conclusions were drawn:

Misfits are apparent in the organizational components of Bukidnon National High School specifically in the goal, environment, task design, people, and organizational climate, and information systems.
The following proposals were made to change BNHS's organizational design:
1. The organizational fits of Bukidnon National High School can be manifested in the following dimensions
    1.1 Strategy
    1.2 Configuration
    1.3 Complexity
    1.4 Geographic Distribution
    1.5 Knowledge Exchange
    1.6 People
    1.7 Leadership Style
    1.8 Climate
    1.9 Incentives

On the other hand, the organizational misfits of the BNHS's Organization can be gleaned in the following dimensions:
    1.1 Organizational Goals
    1.2 Environment
    1.3 Task Design
    1.4 Coordination and Control
    1.5 Information Systems

2   Organizational Goals, environment task design, people, coordination and control and information systems are to be adjusted.
    2.1 Goals are adjusted to attain both effectiveness and efficiency as the school still needs to improve its products and the quality of this products.
    2.2 Misfit in the environment is greatly influenced by external factors such as political system, competitors, suppliers and others, thus, the varied environment the organization covers may be retained for the time being, otherwise forcing the fit can be costly and might increase the organization's losses.

2.3 The knotty task design may be employed to incorporate innovative strategies that will strengthen the special curriculum and programs offered in BNHS, thus, replacing the orderly work scheme altogether.

2.4 A relationship-driven information system design may be employed to maximize the organization's potential to attain efficiency and effectiveness. With the adjustments the school have to deal with in the implementation of the new curriculum, more tacit information is emerging as most of the employees are dealing with unstructured observations and experiences relating to how they must meet current needs.

Recommendations

These are the following recommendations drawn out of the findings:

1. The school may strengthen the establishment of the organizational goal by revisiting the important documents such as the school improvement plan, annual improvement plan and other administrative documents.
2. The School Management Team and organizational members may be empowered by sending them to capability building activities and series of trainings.
3. A contingency plan may be employed and strengthened for the future decision making.
4. Multi-dimensional contingency approach and Step by Step Approach can be used by the division of Malaybalay City to assess the organizational design, of the schools its fits and misfits.

Dissemination and Advocacy Plans

The findings of this research will be used for dissemination among the school heads and department heads of Bukidnon National High School. The step-by-step multidimensional analysis of organizational components could be emphasized in the organization. The misfits of the organization will be discussed among the members of the organization. Further, the fits and misfits of the organization would be transformed as data to be used in the formulation of the next school improvement plan and annual implementation plan.

The results of this research also will be cascaded in the division research congress and presented to the division heads. Through this mobilization, the idea of the step-by-step approach will be highlighted to assess each school on what type of organization they are in and what are the misfits and fits of the organization.

A school administrators' forum will be proposed in the Division of Malaybalay City and in the regional office on the processes of assessing the organizations within the division and in the region. The assessment of school organization using this step-by-step approach would enhance school setting of organizational goals, improve the organizational environment, empower people, promote coordination and control and establish effective structures.

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