

THE IMPACT OF ORGANIZATIONAL COMMUNICATION AND INFORMAL COMMUNICATION ON SCHOOL CLIMATE

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ABSTRACT

Background	Effective communication both formal and informal plays a crucial role in shaping a positive school climate, enhancing teacher job satisfaction, improving student performance, and supporting the successful implementation of educational programs.
Purpose	This study aims to quantitatively examine the influence of organizational communication and informal communication on the school climate at SDN Kowel III Pamekasan.
Research Methodology	A correlational quantitative research design was employed by distributing questionnaires to a sample of 27 participants. Hypothesis testing was conducted using t-tests and F-tests.
Result	That organizational communication did not have a significant effect on the school climate, as indicated by the t-value of -0.351, which is less than the critical t-table value of 2.056 at $\alpha = 0.05$; thus, H_0 is accepted. Conversely, informal communication had a significant positive effect, with a t-value of 2.957 exceeding the t-table value, indicating H_0 is rejected. The F-test further showed a simultaneous effect of both variables on the school climate, with an F-value of 9.784 > F-table value of 3.40.
Conclusion	Although organizational communication alone was not individually significant, in combination with informal communication, both contributed positively to fostering a school climate characterized by flexibility, responsibility, and recognition.
Keywords	Organizational Communication, Informal Communication, School Climate

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INTRODUCTION

A positive school climate plays a crucial role in fostering a supportive and effective learning environment, particularly through the establishment of strong teacher-student relationships (Delgado-Galindo et al., 2025). A conducive school climate has been shown to correlate with improved academic performance, psychological well-being, and students' social behavior (Salle et al., 2015). At the elementary and middle school levels, positive perceptions of school climate can predict better academic achievement, whereas at the high school level, academic success influences students' perceptions of the school climate (Voight et al., 2024). The concept of school climate is multifaceted, encompassing the moral, relational, and institutional dimensions of school life (Grazia & Molinari, 2021). Therefore, the measurement of school climate must employ instruments that are valid, reliable, and sensitive to both cultural and ecological variables (Calderón & González, 2021). Evidence-based interventions within the Multi-Tiered System of Support (MTSS) framework have proven effective in improving school climate, particularly at the secondary level (Martinelli & Raykov, 2021). Continuous monitoring and adjustment of school climate measurement tools are necessary to ensure their effectiveness across diverse educational contexts (VanLone et al., 2019).

Communication plays a pivotal role in shaping organizational climate, which refers to employees' perceptions and feelings about their work environment. Research indicates that effective internal communication can enhance the achievement of organizational goals, particularly in government agencies responsible for managing tourism (Olavarria-Benavides et al., 2023). In the corporate sector, communication integrated with a strong organizational culture significantly influences employee performance (Prasetyo et al., 2021). Leadership communication has also been shown to reduce role conflict when the organizational climate is supportive (Díaz-Fúnez et al., 2016). Top-down communication improves organizational commitment and fosters innovative behavior (Turulja & Kožo, 2023). Other studies suggest that centralized communication hubs increase productivity (Chan & Fabio, 2023). Employees' perceptions of organizational climate are significantly influenced by the quality of communication (Uslu & Arlan, 2017). In healthcare institutions, poor communication leads to a negative working climate (Gracia et al., 2021). Internal communication also shapes interpersonal relationships and leadership styles (Curilla et al., 2023), and it impacts employees' mental well-being (Janiukštis et al., 2024).

Organizational communication significantly influences the school climate. Teachers' perceptions of organizational communication, including its structure and climate, are strong predictors of job satisfaction. When communication environments are positive, job satisfaction increases and contributes to the creation of a better school climate (Schad, 2019). Furthermore, effective peer communication is essential in fostering a collaborative and supportive work environment. Teachers' perceptions of an organizational climate that encourages innovation and supportive work relationships also facilitate the successful implementation of educational programs and participation in extracurricular activities (Malloy et al., 2015; Lantara, 2019). Moreover, principals' communication skills play a critical role in shaping the school climate. Principals who foster open and safe communication are able to create a more positive learning environment (Mousena & Raptis, 2021).

Informal communication also plays an important role in shaping a positive school climate. Informal interactions between educators and students promote collaboration, pedagogical innovation, and decision-making that supports professional development and the achievement of school goals (Huang & Wang, 2021). Additionally, informal communication strengthens interpersonal dynamics, both in collective activities and in school-family relationships, which directly affect the overall school atmosphere (Brito & Laheyne, 2022). Principals likewise play a critical role; effective communication skills enable them to establish an open and safe learning environment (Mousena & Raptis, 2021). In urban school settings, language strategies employed in informal communication contribute to the formation of healthy social relationships and emotional support

systems (Fauziah et al., 2023). Informal communication even contributes to students' political socialization, which is vital for future civic engagement (Sampermans et al., 2018).

The research gap lies in the lack of empirical studies that explicitly differentiate the effects of formal (organizational) communication and informal communication on elementary school climate. Most prior studies have only focused on one type of communication without comparing the contributions of both simultaneously. The novelty of this study lies in its comparative analysis of the influence of organizational communication which has been shown to have either insignificant or negative effects and informal communication, which demonstrates significantly positive effects on school climate. The purpose of this study is to examine both the simultaneous and partial effects of these two types of communication on the school climate at SDN Kowel III Pamekasan.

RESEARCH METHODOLOGY

This study was conducted at SDN Kowel III Pamekasan using a quantitative correlational approach to analyze the impact of organizational communication and informal communication on school climate. The study population consisted of 27 individuals, comprising 15 teachers and 12 educational staff. Given that the population was fewer than 100, the entire population was used as the research sample ($N = 27$). The research instrument was a questionnaire employing a Liberta scale to measure the three variables. The items and indicators used in the questionnaire are presented in the following table:

Table 1. Research Questionnaire

Variable	Indicators	Sample Items
Organizational Communication (X1)(Robbins & Judge, 2021)	Communication Openness	I feel free to express my opinions to the leadership. Leaders are open to feedback from teachers/staff. Information is communicated transparently to all staff.
	Communication Orderliness	I attend meetings regularly and according to schedule. Important information is consistently delivered by the principal.
	Participation Opportunities	I am involved in discussions or decision-making meetings. The school provides space for teachers/staff to express ideas.
	Communication Quality	Information from leaders is easy to understand. Communication among colleagues is clear and respectful. Leaders listen attentively to staff input.
Informal Communication (X2)(Febriansyah, 2013)	Use of Communication Technology	The school uses WhatsApp/email to disseminate information. Communication technology facilitates work coordination
	Trust in Information	I do not trust unofficial information shared by colleagues. I use informal information as one of the bases for understanding school situations.
	Frequency of Informal Information	I often receive informal information from colleagues. Informal communication occurs almost daily in my workplace.
	Non-organizational Content	I often receive personal information about colleagues through informal means. Informal information is not always related to work. Informal discussions are often about non-work-related topics. Informal information spreads quickly in the school environment. I often pass along informal information I receive to others.
School Climate (Y) (Kelner, 2002)	Spread of Information	
	Flexibility & Conformity	I am given the flexibility to complete tasks in my own way as long as it aligns with school goals. New ideas from teachers or staff are often accepted and considered by the school. I find it easy to adapt to school policies or changes in assigned tasks.
	Responsibility	I feel responsible for the success or failure of the tasks I undertake. I take the initiative to complete tasks without always waiting for orders.
	Standards	The school has clear work standards that can be used as guidelines. School management provides clear direction regarding our job objectives. Unintentional mistakes are addressed through coaching rather than immediate punishment.
	Reward	I feel that my efforts and hard work are acknowledged by the school leadership. The school provides fair recognition to all high-performing employees.

Data analysis began with descriptive statistics to determine the mean and standard deviation of each variable. Validity testing showed that all items had correlation coefficients (r -calculated) greater than the critical value (r -table), indicating that all items were valid. Reliability testing using Cronbach's Alpha revealed that all variables had reliability coefficients above 0.70, confirming that the instrument was reliable. Classical assumption testing included three aspects: Normality test results showed that the data were normally distributed, as indicated by significance values > 0.05 . Linearity test results indicated that the relationships between the

independent and dependent variables were linear, as shown by the significance value of the deviation from linearity > 0.05 . Multicollinearity test showed no signs of multicollinearity, with VIF values < 10 and tolerance values > 0.1 .

Hypothesis testing was conducted using t-tests to examine the partial effects. The results showed that both organizational communication and informal communication had significant partial effects on school climate (Sig. < 0.05), or by comparing the t-values with the critical t-table values. Furthermore, the F-test was used to assess the simultaneous effects of both independent variables on school climate. The results indicated a significance value < 0.05 , or that the calculated F-value exceeded the critical F-table value, suggesting that organizational communication and informal communication together have a significant impact on school climate.

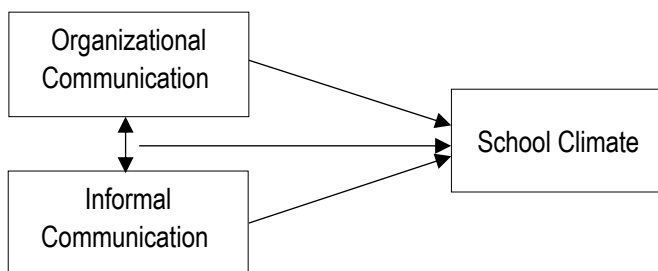


Figure 1. Research Design

Research Hypotheses:

1. Organizational communication has a positive effect on school climate at SDN Kowel III Pamekasan.
2. Informal communication has a positive effect on school climate at SDN Kowel III Pamekasan.
3. Organizational and informal communication simultaneously have a positive effect on school climate at SDN Kowel III Pamekasan.

RESULT AND DISCUSSION

Descriptive Statistics

Descriptive Statistics			
	N	Mean	Std. Deviation
Organizational Communication	27	47.7407	6.27322
Informal Communication	27	35.0741	4.00889
School Climate	27	39.3704	4.22582
Valid N (listwise)	27		

The table above presents the descriptive statistics for the three research variables. The mean score for Organizational Communication was 47.74 with a standard deviation of 6.27, indicating a relatively high degree of variation in respondents' perceptions. Informal Communication had a mean of 35.07 and a standard deviation of 4.01, suggesting a lower spread of responses. Meanwhile, the mean for School Climate was 39.37 with a standard deviation of 4.23. These data reflect the respondents' overall perceptions of organizational communication, informal communication, and school climate, as well as the variability among their responses.

Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Organizational Communication	.109	27	.200 [*]	.967	27	.525
Informal Communication	.124	27	.200 [*]	.936	27	.095
School Climate	.183	27	.021	.952	27	.234

^{*}. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the Shapiro-Wilk normality test, the significance values (Sig.) for each variable were as follows: Organizational Communication = 0.525, Informal Communication = 0.095, School Climate = 0.234. Since all significance values are greater than 0.05, it can be concluded that the data for all three variables are normally distributed.

Linearity Test

ANOVA Table				Sum of Squares	df	Mean Square	F	Sig.
School Climate * Informal Communication	Between Groups	(Combined)		279.046	12	23.254	1.757	.156
		Linearity		207.223	1	207.223	15.661	.001
		Deviation from Linearity		71.823	11	6.529	.493	.878
	Within Groups			185.250	14	13.232		
Total				464.296	26			

The significance value for linearity was 0.001, which is less than 0.05, indicating a statistically significant linear relationship between the variables. Additionally, the deviation from linearity had a significance value of 0.878, which is greater than 0.05, meaning the deviation from linearity is not significant. Thus, it can be concluded that the relationship between the variables is linear, and there is no meaningful deviation from linearity.

Multicollinearity Test

Coefficients ^a									
		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta				Tolerance	VIF
1	(Constant)	14.914	5.679			2.626	.015		
	Organizational Communication	-.059	.168	-.088		-.351	.729	.369	2.712
	Informal Communication	.778	.263	.738		2.957	.007	.369	2.712

a. Dependent Variable: School Climate

The results of the multicollinearity test showed: Tolerance value = 0.369, Variance Inflation Factor (VIF) = 2.712. Since the tolerance is greater than 0.1 and VIF is less than 10, it can be concluded that no serious multicollinearity exists within the model. A tolerance of 0.369 indicates that 36.9% of the variability in the variable is not explained by the other independent variables. The VIF of 2.712 implies that the variance of the coefficient increases approximately 2.7 times due to correlation among predictors.

Validity Test

Instrument validity was assessed by comparing the corrected item-total correlation (r-calculated) to the critical r-value (r-table). With N = 27 respondents, the degrees of freedom were calculated as $df = N - 2 = 25$. Referring to the r-distribution table at a significance level of $\alpha = 0.05$ (two-tailed), the r-table value is 0.3809.

Tabel 2. Data Validity

Variable	r-calculated	r-table
Organizational Communication	0.908	0.3809
Informal Communication	0.927	0.3809
School Climate	0.787	0.3809

Since all r-calculated values exceed the r-table value, it can be concluded that **all items are valid** and can effectively measure their respective constructs.

Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.823	3

Reliability was evaluated using Cronbach's Alpha, a widely accepted measure of internal consistency. The analysis yielded a Cronbach's Alpha value of 0.823, which indicates that the instrument is highly reliable.

Cronbach's Alpha is generally interpreted as follows: ≥ 0.90 = Excellent reliability, $0.80-0.89$ = Good reliability, $0.70-0.79$ = Acceptable reliability, < 0.70 = Questionable or low reliability. Therefore, with a score of 0.823, the instrument used in this study is considered reliable and suitable for consistently measuring the intended constructs.

Partial Hypothesis Testing (t-Test)

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	14.914	5.679		2.626
	Organizational Communication	-.059	.168	-.088	-.351
	Informal Communication	.778	.263	.738	2.957

a. Dependent Variable: School Climate

Organizational Communication Has a Negative Effect on School Climate at SDN Kowel III Pamekasan

The critical t-value (t-table) for $N = 27$ with degrees of freedom (df) = 26 at a significance level of $\alpha = 0.05$ (two-tailed) is 2.056. The t-test result for organizational communication is $t = -0.351$, with an absolute value of 0.351, which is less than 2.056. Therefore, the result is not statistically significant. This indicates that organizational communication does not have a significant positive impact on school climate. In fact, the relationship appears negative, though not statistically significant. This finding suggests that the implementation of organizational communication consisting of five indicators: communication openness, orderliness, participation opportunities, communication quality, and the use of communication technologies does not support the development of a positive school climate. It may even hinder the formation of key climate dimensions such as flexibility, conformity, responsibility, standards, and reward.

While effective organizational communication is theoretically essential in shaping a positive school environment, this finding aligns with studies showing that such communication structures must be strategically managed. Supportive communication environments, such as participatory decision-making and collegial relationships, have been shown to improve teacher performance and the successful implementation of school programs (Luqman et al., 2020). Although the impact on student academic achievement is not always directly significant, school climate improvements through better communication may have small yet meaningful effects on student outcomes (Klugman, 2017). Organizational communication is influenced by various factors, including vertical and horizontal communication, internal communication, social media use, and educational communication in training contexts. Vertical communication, while important in structured organizations, is often impeded by hierarchical barriers especially in high power-distance cultures leading to delayed information flow (Meske et al., 2020). Conversely, horizontal communication between peers fosters performance, trust, and collaboration in problem-solving (Hong, 2022). Moreover, effective internal communication strongly influences employee satisfaction, performance, and engagement (Jieqi, 2023). In the digital age, social media also shapes organizational culture, although it introduces new challenges (Dlelengana et al., 2024). Finally, educational communication is crucial in training and is shaped by organizational, individual, and cognitive factors (Zhou, 2018).

Informal Communication Has a Positive Effect on School Climate at SDN Kowel III Pamekasan

The t-test result for informal communication is $t = 2.957$, which exceeds the critical value of 2.056 ($df = 26$; $\alpha = 0.05$). Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted. This indicates that informal communication has a statistically significant positive effect on school climate at SDN Kowel III Pamekasan. The measured indicators trust in informal information, frequency of informal interactions, non-organizational content, and speed of information dissemination all contribute meaningfully to dimensions of school climate such as flexibility, conformity, responsibility, standards, and reward.

Informal communication in school settings significantly affects collaboration, leadership, trust, and learning outcomes. In culturally diverse environments, informal exchanges between school staff and families help strengthen relationships, although communication is often expected to be initiated by parents rather than teachers (Conus & Fahrni, 2019). Structural and psychosocial barriers may inhibit such interactions particularly in minority communities and teachers' lack of awareness of these barriers may exacerbate negative perceptions about parental involvement. Furthermore, informal relationships among school members correlate positively with transformational leadership styles among principals, indicating that informal communication can enhance leadership effectiveness (Memduhoglu & Saylik, 2020). In professional settings, informal communication can boost perceptions of warmth; however, it may also undermine perceived competence or integrity when it breaches formal expectations (Schwabe et al., 2025). Looking ahead, interactive and flexible informal learning spaces are expected to improve student concentration and cognitive engagement (Qu et al., 2022).

Simultaneous Hypothesis Testing (F-Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	208.537	2	104.268	9.784	.001 ^b
	Residual	255.760	24	10.657		
	Total	464.296	26			

a. Dependent Variable: School Climate

b. Predictors: (Constant), Informal Communication , Organizational Communication

The F-test result shows that the calculated F-value is 9.784, which is greater than the F-table value of 3.40 at the 0.05 significance level with $df_1 = 2$ and $df_2 = 24$. This means that organizational communication and informal communication jointly have a statistically significant positive effect on school climate at SDN Kowel III Pamekasan. Therefore, the alternative hypothesis is accepted, confirming that both independent variables simultaneously influence the dependent variable. Communication plays a critical role in human resource management within schools, serving as a vital link among stakeholders, including teachers, students, and parents. Effective communication enhances leadership skills, teamwork, and the shared vision of the school community (Dempster & Robbins, 2017). Schools also act as communication hubs in addressing broader social issues, such as health promotion and obesity prevention, which require cross-sectoral collaboration (Stanić et al., 2016).

Strategic human resource management encourages employee training, workplace safety, and wellness programs, all of which directly affect employee satisfaction and performance (Gayathri et al., 2025). Strong communication skills among HR personnel can increase productivity and foster a positive work environment (Pouragha et al., 2020). Schools employ a range of communication channels oral, written, and technology-based—to convey information. Oral communication is common in meetings, seminars, and face-to-face instruction, while written communication (e.g., memos, letters, digital announcements) supports formal communication (Bodunde et al., 2017). Social media platforms such as Facebook, Twitter, and blogs have also become effective tools for broad public communication in educational settings. Furthermore, the integration of information and communication technology (ICT) in school HR management practices has improved efficiency in recruitment, training, and staff development (Yousifi, 2024). e-HRM practices, such as e-training and e-communication, have demonstrated positive effects on organizational performance (Herzallah & Ayyash, 2024). The success of e-HRM depends on understanding usage factors and leveraging available technologies effectively (Rawashdeh et al., 2024).

CONCLUSION

Organizational communication was found to have no significant effect on school climate, and even tended to exhibit a negative impact. This conclusion is supported by statistical test results indicating that the effect size falls below the critical threshold required for hypothesis acceptance, thereby demonstrating an absence of meaningful influence. Core components of organizational communication such as openness, regularity, participation, information quality, and the use of communication technologies have not succeeded in fostering a supportive school environment. Key dimensions of school climate, including flexibility, conformity, responsibility, work standards, and recognition, have not developed optimally through formal communication channels. In contrast, informal communication plays a significant role in shaping a positive school climate. Trust in informal messages, the intensity of information dissemination, and the diversity of topics discussed informally contribute to strengthening interpersonal relationships within the school community. The combined analysis of formal and informal communication reveals that both contribute positively to the creation of a conducive school climate, with informal communication emerging as the dominant factor. The lack of effectiveness in organizational communication may hinder participation, openness, and adherence to work standards. However, strong informal communication can enhance individual responsibility, flexibility, and interpersonal connections. Thus, while both forms of communication are necessary, informal communication demonstrates a greater capacity to foster a harmonious and collaborative school climate.

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AUTHORS' CONTRIBUTION

- Author 1 : Conceptualization, Researcher, Methodology, Data Curation, Investigation, Validation
Author 2 : Data Curation, Investigation, Validation, Writing Draft, Project Administration, Translator
Author 3 : Methodology, Data Curation, Investigation, Validation, Writing Draft, Project Administration, Translator

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