

**ORGANIZATIONAL CULTURE AND SCHOOL PRODUCTIVITY OF
ELEMENTARY TEACHERS IN THE CITY SCHOOLS DIVISION OF
DASMARINAS CITY CAVITE, DEPARTMENT OF EDUCATION**

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Abstract

This study was conducted to determine the organizational Culture and School Productivity of Elementary Teachers in the City Schools Division of Dasmariñas City Cavite, Department of Education. The results of the study would help teachers and administrators to find the relationship of organizational culture and productivity of elementary teachers for enhancing the performance of teachers and rationalize the planning for activities intended for improving the performance of teachers. This study used the descriptive analysis method to determine the relationship of Organizational culture to School Productivity. Organizational Culture has a significant relationship to the School Productivity in the City Schools Division of Dasmariñas City Cavite. This study focused on the status of existing practices of City Schools Division of Dasmariñas City Cavite, Department of Education, in terms of Organizational Culture and Productivity of Elementary Teachers, as perceived by teachers. This paper will be an input towards understanding the greater need of the City Schools Division in making policies and plans and for a thorough understanding of the relationship between organizational culture and its productivity in an effort to improve performance of teachers and for upgrading existing policies and practices as a basis for policy formulation, program development and procedural enhancement.

Keywords: Human resource management, Educational management, Organizational culture.

1. Introduction

Filipinos have a deep regard to education. Education occupies a central place in Philippine political, economical, social and cultural life. It has always been strongly viewed as a pillar of national development and a primary avenue for social and economic mobility.

The Department of Education (DepEd), the country's biggest bureaucracy, is given the highest budget allocation among government agencies, each year as required by the 1987 Philippine Constitution.

Presently, the Philippine educational system has faced several issues that needs addressing in order to improve the delivery of services. One of these issues is the quality and accessibility of education to its citizens.

As observed by the researcher, the Basic Education issues confronting the country today, includes the following: high drop- out rates and low performances in English, Mathematics and Science.

To provide quality education to all students is the most important mission of every educational institution. However, with the multifarious problems facing the public schools, its delivery is hindered. Reality tells us that even if the public school teachers are qualified to teach, they lack instructional materials, inadequate facilities and professional trainings.

2. Conceptual Framework

Review of related literature

Organizational Culture

Research findings, by means of organizational climate surveys which were conducted in 2000, suggest that organizational culture seems to be a sophisticated approach to understand the beliefs and attitudes of individual members about their respective organizations (Brown, 2000).

Schein's (2005), the model of organizational culture such as assumptions, values and artifacts leaves gaps regarding the appreciation of organizational culture as symbols and processes. This article examines these gaps and suggests a new model that combines Schein's theory with ideas drawn from symbolic-interpretive perspectives. The new model is called cultural dynamics and it articulates the processes of manifestation, realization, symbolization, and interpretation.

The governance of schools also shapes culture (Hollins, 2006). The hierarchy of leadership at the state, district and school levels creates parameters. In other words, teachers are expected to follow the dictation of the principal and other administrators, regardless of other cultural aspects of the school.

3. Statement of the Problem

This research attempts to determine the Organizational Culture and Productivity of Elementary school teachers in the City Schools Division of Dasmariñas, Cavite.

Specifically, this research answers the following questions:

1. What is the profile of teacher respondents in terms of:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Highest Educational attainment and
 - 1.4. Specialization
2. How do the respondents perceive the traits of organizational culture in terms of?
 - 2.1. Involvement
 - 2.2. Adaptability
 - 2.3. Consistency
 - 2.4. Mission
 - 2.5. Innovative Culture
 - 2.6. Aggressive Culture
 - 2.7. Outcome Oriented
 - 2.8. Stable Culture
 - 2.9. People Oriented
 - 2.10. Team Oriented
 - 2.11. Detail Oriented
 - 2.12. Strength Culture
3. What are the dominant characteristics of school culture?
4. Is there any significant relationship between the organizational culture and job satisfaction of teachers?
5. How does the organizational culture relate to the NAT result?
6. What is the relationship between the teacher's profile and Professional Growth?
7. What is the relationship of the teachers profile to the Dropout rate?

4. Scope and delimitation

This study focused on the status of existing practices of City Schools Division of Dasmariñas City Cavite, Department of Education, in terms of Organizational Culture and Productivity of Elementary Teachers, as perceived by teachers.

The respondents of this study are the 300 public and private elementary school teachers in the City Schools Division of Dasmariñas City, Cavite in 2014 and 2015.

There are only three major variables in this study, namely: profile of teachers includes age, sex, highest educational attainment and specialization". The organizational culture involves organizational culture traits such as Involvement, Adaptability, Mission, Innovative Culture, Aggressive Culture, Stable Culture, Outcome Oriented, People Oriented, Team Oriented, Detail Oriented and Strength Culture. Dominant characteristics consists of Values, Beliefs, Norms and Language, organizational leadership, management of employees, organization glue, strategic emphases and criteria of success, the third variable is teachers' productivity that includes job satisfaction of teachers, NAT Result, dropout rate, and professional growth.

5. Research Methodology

Research Design

The researchers used the descriptive method of research using the survey technique to gather the data needed in the study.

This study used the descriptive analysis method to determine the teachers' profile, organizational culture and its productivity. Teachers productivity is correlated with their profile data such as age, gender, educational attainment and specialization. Likewise, the six dimensions of organizational culture such as dominant characteristics, organizational leadership, management of employee, organization glue, strategic emphases and success criteria is also correlated with teachers' productivity and professional growth.

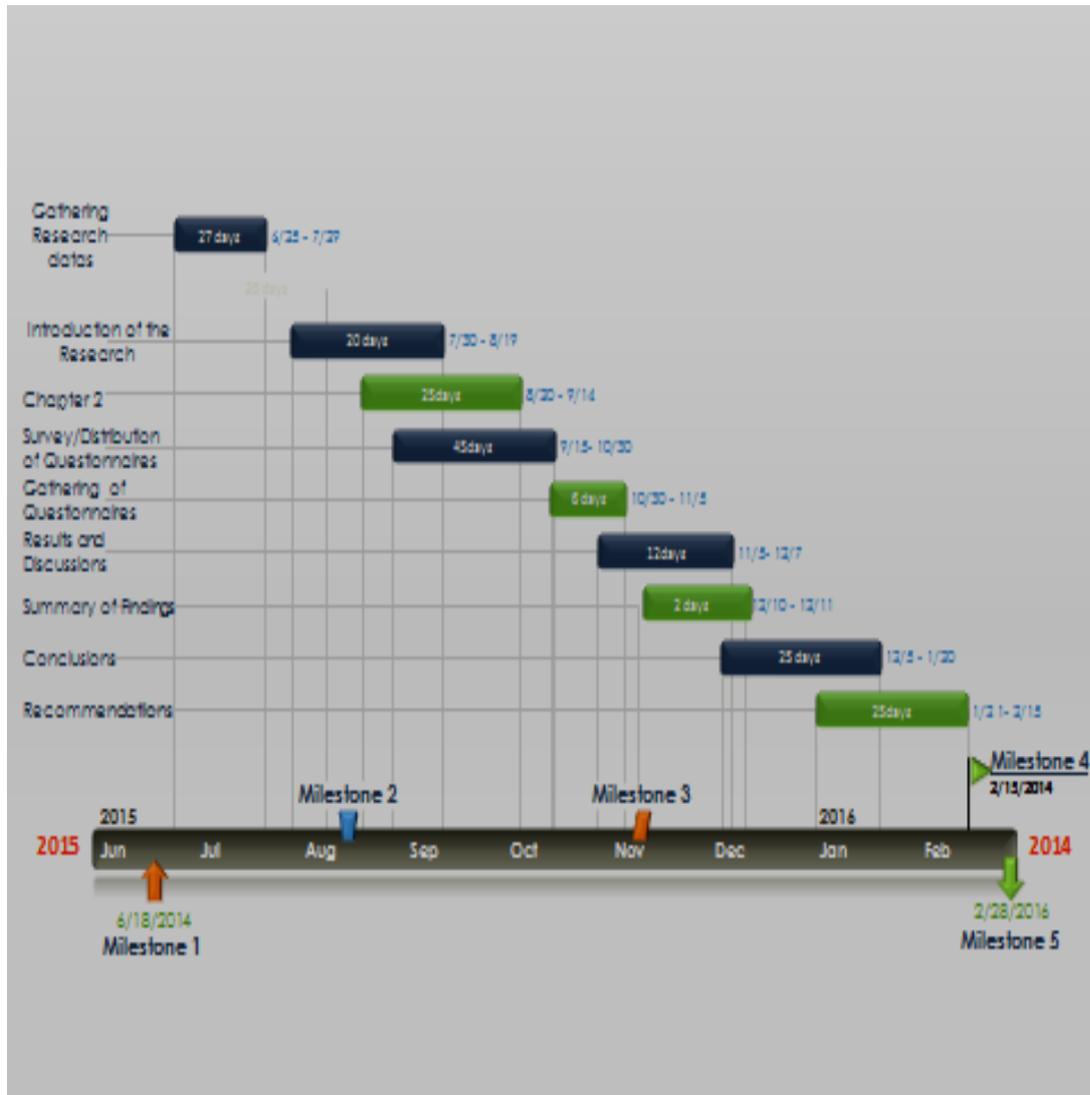
Population and Sample

This study was conducted in selected schools in the Division of Dasmariñas City Cavite. The respondents of the study are public and private elementary teachers from the Division of Dasmariñas, Cavite. In the Division, for the public schools, there are 1500 teachers, while, in the private schools there are 600 teachers, totaling to 2100. The sample used in the study are 300 teachers coming from 6 schools: 3 private and 3 public schools.

Instrumentation

The instrument used is a survey questionnaire. The first part of the questionnaire is a standard introduction to put the respondents at ease and assure them of the confidentiality of the research and the teachers profile variable. The second part consists of questions related to the dimensions of organizational culture. The respondents were given areas to check to indicate their answers. The researcher adopted the OCAI Organizational Culture assessment Instrument adopted by Cameron and Quin (2000) on their book about Diagnosing and Changing Organizational Culture.

Time Table



PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

6. Summary of Findings

The treatment of data reveals the following essential findings.

1. Profile of the Respondent. The respondents of the study are 300 teachers who are equally divided into 50 per school that comprises 16.7%.

2. Age. This describes the age range of the respondents. Majority of the respondents are in their middle ages- ages ranging from 31-35 years old.

3. Sex. Out of the 300 respondents, 70.66% or 212 respondents are female and only 29.33% or 88 respondents are male. It showed that majority of the teacher-respondents are female.

4. Educational Attainment. The findings revealed that majority of the respondents have Bachelor's degree.

5. Specialization. Majority of the teacher-respondents are Technology Base.

6.NAT Result. The overall organizational performance of the Division, in terms of students rating in the National Achievement Test showed as Below Standard(CM=48.88).

7. Relationship of Organizational culture to Job Satisfaction of Teachers -. The correlation revealed that the Organizational culture is related to the Job Satisfaction of Teachers at 1 which is significant at .00 level (2-tailed)

8. Relationship of Organizational culture to Nat Result- The correlation revealed that school productivity is related to Nat Result at .134 which is significant at .02 level (2-tailed).

9. Relationship of Teachers Profile and Professional Growth- The correlation revealed that of teacher's profile is related to Professional Growth at .105 which is significant at .06 level (2-tailed).

10. Relationship of Teachers Profile to the Dropout Rate-The correlation revealed that the Profile of the respondents such as School, Age, Sex, Educational Attainment and Specialization are related to the Dropout Rate. The correlation revealed that teachers profile is related to drop out rate at .98 which is significant at the .00 level (2-tailed).

Conclusions

The findings of this investigation led to the following conclusions:

1. The first hypothesis stating that "Organizational culture does have significant relationship with the Job Satisfaction of Teachers." was partially accepted.
2. The second hypothesis stating that "Organizational culture does have a significant effect with Nat Results" is partially accepted.
3. The third hypothesis stating that "Teacher's profile does have a significant relationship with Professional Growth", is partially accepted.
4. The fourth hypothesis stating that "The Teacher's profile dos have a significant relationship with the Dropout rate" is likewise partially accepted.

Recommendations

Based on the findings and conclusions, the following measures are recommended:

1. The administrators and institutions should extend more efforts to make the organizational culture better.
2. The teachers should focus and give emphasis on the least mastered skills and subject that the students find difficulties in National Achievement Test.
3. It is highly recommended that a good school organization be maintained among teachers and school administrators and other stakeholders.
- 4.The school administrators and Teachers should provide more activities which involve students in meaningful learning.

Policy Note

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NOTE: This study focused on the status of existing practices of City Schools Division of Dasmariñas City Cavite, Department of Education in terms of Organizational Culture and Productivity of Elementary Teachers as perceived by teachers.

The respondents of this study are the 300 public and private elementary school teachers in the City Schools Division of Dasmariñas City Cavite 2014-2015.

Organizational Citizenship Behaviors Scale and the Dimensions of Organizational Culture Questionnaire. Descriptive Statistics and t- test were used in the analysis of the data.



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