

ORGANIZATIONAL CULTURE AND CUSTOMS TOWARDS SCHOOL EFFECTIVENESS AS PRACTICED IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

This study aimed to determine the relationship between organizational culture, and customs towards school Effectiveness as practiced in public Elementary Schools. Specifically, it sought to answers the following areas: perception of organizational culture in terms of leadership, teamwork and adaptability, perception on school custom practices that support school improvement and perception of teachers on school effectiveness. Furthermore, the study investigated how do the respondents assess if there is a significant relationship between Organizational Culture and School Effectiveness. This study used a descriptive research design following a correlation procedure to examine the relationship of organizational culture and customs towards school success as practiced in public elementary schools. In addition, randomly sampling was used to determine the respondents. Findings revealed that a significant correlation was assessed between organizational culture and school effectiveness. More so, the organizational culture and customs was correlated to the school effectiveness. Accordingly, sustained and further promotion of organizational culture and application of its practices is highly recommended to promote better school performance.

Keywords: organizational culture, customs, school effectiveness, adaptability, leadership

INTRODUCTION

A school is an organization because it is a place where formal education takes place. This implies that a social framework is composed of bunches of individuals association with one another in arrange to realize both school and person objectives. In this respect, a school must be a secure and organized put where a clear set of common rules and school teach are in arrange. The school must be steady where learners and instructors can center on learning and educating separately. For case, instructors must have a staff room where they can get ready their work some time recently a lesson, and students must have

great chairs and work areas for sitting and composing.

One of the foremost critical teach that individuals have created is the school. Participation, association, interest, and errand appointment are in fact angles of school. On the other hand, a bigger institution tends to gotten to be more formal or various leveled. A course of action with a pioneer who coordinates other person individuals of the organization is exemplified by a chain of command. This format is as often as possible connected to ruddy tape. In an organization with an appropriately indicated



command structure, bureaucracy is the chain of organization that keeps up arrange and makes a chain of command conceivable. Each specialist tends to climb to his level of uncouthness in a progression.

Notwithstanding, staff are persuaded by a school that cultivates open, solid, and collaborative proficient intuitive as well as strong scholarly keenness (Cayla, 2008). Meaning that when the school climate underpins them, instructors arrange more, take obligation for understudy execution, and are not disheartened by brief difficulties to boost learning results. Instructors can organize and carry out their instructing in ways that are suitable in making a difference understudies create.

School culture is considered a framework of implications that impact each viewpoint of the school counting school viability. Instructive education must provide quality instruction to prepare the understudies for the long run era. As such, schools offer an environment where students can learn the desired skills and information. Each organization has diverse characteristics based on its reason and mission. Moreover, each school incorporates a one-of-a-kind culture. The school culture can give the most excellent environment for the instructing and learning programs and interface the staff with the school (Dogan, 2015). The school culture is one of the factors which can impact school effectiveness.

OBJECTIVES OF THE STUDY

This study aimed to determine the relationship between organizational culture, and customs towards school Effectiveness as practiced in public Elementary Schools. In accordance, it sought to answers the following specific areas: perception of organizational culture in terms of leadership, teamwork and adaptability, perception on school custom practices that support school improvement and perception of teachers on school effectiveness. Furthermore, the study investigated how do the respondents assess if there is a significant relationship between Organizational Culture and school Effectiveness.

METHODOLOGY

This study used a descriptive research design following a correlation procedure. The researcher used a randomly sampling. Out of 245 teachers from Candelaria West District 150 teachers are randomly selected as respondents. The researcher secured the approval letters before conducting the study. After securing the letters needed, permission from the research adviser, subject specialist and statistician were sought to administer the questionnaire to the teachers of Candelaria West District. When approval was granted, the questionnaire was turned into google form and administered to the respondents through the given platform. Pearson Product-Moment Correlation Coefficient was used to determine the significant relationship of the variables at .05 level of significance. Pearson product moment correlation was used to show the relationship among variables.

RESULTS AND DISCUSSION

1. Organizational culture observed by teachers’ respondents

1.1. In terms of Leadership

Table 1
Organizational culture observed by teachers’ respondents as to Leadership

Leadership	Mean	Std. Deviation	Verbal interpretation
1. motivated to practice and express my skills in school.	4.40	0.63	Observed
2. inspired by an enabling leadership environment to participate in school governance	4.41	0.65	Observed
3. allowed to share leadership and responsibilities to various school activities, programs, and projects.	4.44	0.63	Observed
4. amenable to the leadership of their school heads in attaining the school goals and objectives.	4.42	0.66	Observed
5. able to share leadership decisions that will affect everyone in the school community.	4.41	0.67	Observed
Overall-mean	4.41	0.65	Observed



The table shows the Organizational Culture observed by teacher respondents in terms of leaderships. A mean perception of 4.40 with 0.63 SD with verbal interpretation of observed was obtained by indicator number 1, which is about motivated to practice and express skills in school.

It depicts that the respondents perceived that even in this time of new normal, teacher were still motivated to improved and share their skills. Indicator number 2 got 4.41 mean with 0.65 SD and a verbal interpretation of observed, emphasizing their leaders or school heads motivated the respondents because of transparency and collaboration. In indicator 3.it garnered 4.44 mean perception with 0.63 SD. It implies that leadership play an important role in the projected school culture.

It shows that better leadership is needed if an organization such as a school or a learning community is to have more control over its own destiny and a greater impact on performance.

1.2. In terms of Teamwork

Table 2
Organizational culture observed by teachers' in terms of Teamwork

Teamwork	Mean	Std. Deviation	Verbal interpretation
1. seek an active role in the leadership of a group	4.42	.68	Observed
2. go my own way at work regardless of the opinions of others	4.14	.88	Observed
3. tend to influence people around me to see things my way	4.28	.75	Observed
4. consider myself as a team player at work	4.36	.72	Observed
5. strive in command when I'm working in a group	4.30	.73	Observed
Overall-mean	4.30	0.75	Observed

Data in Table 2 exhibits the perceived organizational culture as to teamwork of the teacher-respondents. The data reveals that among the five indicators, number 1 or seek an active role in the leadership of a group got the highest mean of 4.4267 or 0.6880 SD with the verbal interpretation of observed.

Among the five indicators, number 2 got the lowest mean of 4.14 or .88257 SD respectively.

The comes about demonstrates that collaboration is an exceptionally fundamental and

critical component of a successful and effective authority.

1.3. In terms of Adaptability

Table 3
Organizational culture observed by teachers' respondents as to Adaptability

Adaptability	Mean	SD	Verbal interpretation
1. can learn personal strategies to deal with change even of the changes in curriculum.	4.41	.68	Observed
2. can organize my surroundings and prioritize tasks, even in stressful times.	4.40	.66	Observed
3. can find and mobilize necessary resources in a crisis or new situation.	4.40	.70	Observed
4. can usually think of several alternatives to solve a problem	4.44	.68	Observed
5. can manage stress pertaining to my teaching	4.40	.67	Observed
Overall-mean	4.41	.68	Observed

Table 3 reveals the respondent's perception about adaptability.

Almost all of the indicators got the same mean perception of 4.4 with 0.68 SD with the verbal interpretation of observed.

It implies that the capacity to adjust in arrange to viably oversee these changes is vital for teachers' work. Instructors are profoundly committed to their calling wherein they prioritize assignments indeed it is modern for them in arrange to encourage learning.

1.4. Summary table on Perception of Teacher-Respondent on Organizational Culture Practices

Table 4
Summary table on Perception of Teacher-Respondent on Organizational Culture Practices

Sub-Indicators	Mean	SD	Verbal Interpretation
1. Leadership	4.41	0.65	Observed
2. Teamwork	4.30	0.75	Observed
3. Adaptability	4.41	0.68	Observed
Overall mean	4.37	0.35	Observed

Table 4 provides the summary of the perceived organizational culture practices of teachers in terms of leadership, teamwork and adaptability. All the three sub-indicators attained means with the verbal interpretation of Observed,



with the sub-indicator of leadership and teamwork attaining the same highest mean (4.41, SD at 0.65 and 0.68 SD), followed by adaptability (mean = 4.30, SD at 0.75). An overall mean of 4.37 and 0.35 SD with verbal interpretation of Observed was obtained. Thus, as far as the mentioned sub-variables are concerned, the teacher respondents believe of the status of their high level of organizational culture practices.

2. Perception of Teacher-Respondent on School Customs Practices

2.1. School Customs Practices as to School Goals

Table 5
School Customs Practices as to School Goals

School Goals	Mean	SD	Verbal interpretation
1. discuss in practical conversations how to improve student achievement.	4.46	.60	Practiced
2. collaborate on the improvement of the curriculum.	4.52	.59	Highly Practiced
3. reinforce and promote school's mission, both internally and externally	4.49	.58	Practiced
4. work on the same goal with other	4.46	.60	Practiced
5. take risks and innovations.	4.44	.62	Practiced
Overall-mean	4.47	0.60	Practiced

Table 5 displays the perceptions of the respondents as to school goals. This implies that goals to be achieved for the betterment of the group in an institution should be collaborated by all staff. School goals is a technique that help teachers to develop a solid foundation for future planning and organization.

2.2. School Customs Practices as to Supportive and Caring Environment

It presents that sharing of ideas and communication among teachers was evident in their school. Indicator number 3 got the mean of 4.46 and 0.62 SD and a verbal interpretation of

practiced; it proves that through LAC sessions, and seminars teachers have their enhancement to their teaching.

Table 6
School Customs Practices as to Supportive and Caring Environment

Supportive and Caring Environment	Mean	SD	Verbal Interpretation
1. share ideas and suggestions that can lead to change in other teachers' practices.	4.49	0.59	Practiced
2. make sure that every student feels valued, included, and empowered	4.49	0.62	Practiced
3. engage in peer coaching and mentoring.	4.46	0.62	Practiced
4. seek feedback from all relevant constituencies about behavioral impact.	4.47	0.62	Practiced
5. work to understand others' perspectives.	4.47	0.64	Practiced
Overall-mean	4.47	0.62	Practiced

This reveals that teachers show respect to their colleagues. Supportive environment assumes that organizations determine policies and make decisions through a process of discussion leading to consensus.

2.3. School Customs Practices as to Coherent Curriculum and Evaluation

The result implies that majority of the respondents tasked to work collaboratively in developing curriculum and subject action plans and work plans.

The implication is clear that the planning and management of curriculum and evaluation has a direct effect on school culture.



Table 7
School Customs Practices as to Coherent Curriculum and Evaluation

Coherent Curriculum and Evaluation	Mean	SD	Verbal Interpretation
1. included in curriculum planning and its process.	4.46	0.63	Practiced
2. placed together with the learners and other stakeholders, at the heart of the instruction process.	4.46	0.64	Practiced
3. allowed to identify the current state of the school's instructional process and management.	4.48	0.62	Practiced
4. given the task to participate in creating and drafting plans for curricular improvement.	4.49	0.59	Practiced
5. tasked to work collaboratively in developing curriculum and subject action plans and work plans.	4.50	0.58	Highly Practiced
Overall-mean	4.48	0.61	Practiced

2.4. School Customs Practices as to Learning Focused Partnership

Data in Table 8 shows that School partnerships play an important role in decision making and accountability, and may support school planning, fundraising, and innovations to improve student success, school climate, and volunteerism.

This may suggest that guardians have a vital part to play in participative administration of instructors in instructive educate. It is additionally profoundly critical to utilize the accessible innovation in a dynamic and redress way as a commitment to the improvement of the children.

It is important to consider wants and desires of all partners in arrange to extend quality

in school administration and set up a participative administration understanding.

Table 8
School Customs Practices as to Learning Focused Partnership

Learning focused partnership	Mean	SD	Verbal Interpretation
1. provide the learners with information about community activities that relate to learning skills, talents, mentoring and tutoring	4.46	0.63	Practiced
2. gives social support services as community health, nutrition, safety, culture, recreation, guidance and counseling available to the pupils and parents	4.46	0.63	Practiced
3. organize sessions to encourage the parents and community members to expose pupils to future learning opportunities	4.44	0.63	Practiced
4. conduct joint co-curricular and cultural activities with the local community	4.40	0.65	Practiced
5. help the community's contributions to the school's goals	4.46	0.63	Practiced
Overall-mean	4.44	0.63	Practiced

3. Summary table on Perception of Teacher-Respondent on School Customs Practices

Table 9 provides the summary of the perceived school customs practices of teachers in terms of school goals, supportive and caring environment, coherent curriculum and evaluation and learning focused partnership.

All the four sub-indicators attained means with the verbal interpretation of practiced, with the sub-indicator of coherent curriculum and evaluation attaining the same highest mean (4.47, at 0.61 SD), followed by school goals and



supportive environment (mean = 4.47, SD at 0.60 and 0.62).

On the other hand, learning focused leadership got the overall mean of 4.44 with 0.63 SD with verbal interpretation of Practiced was obtained.

Table 9
Summary table on Perception of Teacher-Respondent on School Customs Practices

Sub-Indicators	Mean	SD	Verbal Interpretation
1. School goals	4.47	0.60	Practiced
2. Supportive and caring environment	4.47	0.62	Practiced
3. Coherent curriculum and evaluation	4.48	0.61	Practiced
4. Learning focused partnership	4.44	0.63	Practiced
Overall mean	4.47	0.62	Practiced

On the other hand, learning focused leadership got the overall mean of 4.44 with 0.63 SD with verbal interpretation of Practiced was obtained.

Thus, as far as the mentioned sub-variables are concerned, the teacher respondents believe of the status of their high level of school customs practices. This expresses that almost all the respondents have practiced perception on school customs practices.

4. Perception of Teacher-Respondent on Five Factor Theory of Effective Schools

4.1. In terms of Quality Leadership

Table 10 shows that indicator number 1 got the mean of 4.43 and 0.65 SD. Indicator number 2 got the mean of 4.41 and 0.65 SD.

Among the five indicators, number 3 indicator got the highest mean of 4.54 and 0.60 standard deviation. Indicator number got the mean of 4.50 and 0.62 SD. On the other hand, indicator number 5 got the mean of 4.49 and 0.68 SD. An overall

mean of 4.47 and 0.68 SD with verbal interpretation Practiced was obtained.

Table 10
School effectiveness be described as experienced by the respondent as to Quality Leadership

Quality Leadership	Mean	SD	Verbal Interpretation
1. deal with emergencies and other unplanned circumstances	4.43	0.65	Practiced
2. work with pupils and their parents on discipline/attendance issues	4.41	0.65	Practiced
3. complete routine paperwork such as reports and record keeping	4.54	0.60	Highly Practiced
4. seek resources outside the school (e.g. from local businesses, school improvement programs)	4.50	0.62	Highly Practiced
5. demonstrate punctuality in accomplishing expected tasks and functions	4.49	0.68	Practiced
Overall-mean	4.47	0.64	Practiced

School changes seldom succeed without compelling authority both at the level of the school framework and the person in school.

4.2. In terms of high expectations of pupils and teachers

Data in Table 11 illustrates that indicator number 1 got the mean of 4.46 and 0.63 SD with a verbal interpretation of Practiced which is about building commitment to help the learners and other teachers, showing that collegiality was Practiced. Indicator number 2 got the mean of 4.48 and SD of 0.61.

The data in Table 11 reveals that among the five indicators on high expectations of pupils and teachers, supports other teachers and staff to feel motivated, productive and successful got the highest total mean of 4.52 or 0.61 SD. An overall



mean of 4.49 and 0.62 SD with verbal interpretation of Practiced.

Table 11
School effectiveness be described as experienced by the respondent as high expectations of pupils and teachers

High expectations of pupils and teachers	Mean	SD	Verbal Interpretation
1. builds commitment and help pupils and other teachers identify with the school.	4.46	0.63	Practiced
2. engages pupils in learning and collaboration process during class	4.48	0.61	Practiced
3. Supports other teachers and staff to feel motivated, productive and successful.	4.52	0.61	Highly Practiced
4. feels responsible for every pupil's learning to high levels	4.49	0.62	Practiced
5. encourages pupils to understand school's mission and vision in relation to their academic performance.	4.50	0.63	Highly Practiced
Overall-mean	4.49	0.62	Practiced

When students experience success, they are also motivated. Each lesson ought to have openings for each understudy to be fruitful.

4.3. In terms of Ongoing screening of pupil's performance and development

In Table 12 shows that the indicator number 1 and 2 got the same mean the mean of 4.47 and .67 and .64 SD and a verbal interpretation of Practiced.

It implies that the school to their best to equipped learners with the necessary learnings in school. Indicator number 3 got the mean of 4.45 and 0.65 SD.

A mean perception of 4.46 and 0.65 SD was obtained by indicator number 4. On the other hand, indicator number 5 got the mean of 4.44 and 0.66 SD. An overall mean of 4.46 and 0.66 SD

with verbal interpretation of Practiced was obtained.

Table 12
School effectiveness be described as experienced by the respondent as Ongoing screening of pupil's performance and development

Ongoing Screening of Pupils Performance and Development	Mean	SD	Verbal Interpretation
1. ensures that pupils acquire the most essential knowledge and skills to succeed in school	4.47	0.67	Practiced
2. engages them in meaningful activities	4.47	0.64	Practiced
3. monitors and assesses pupils' academic performance	4.45	0.67	Practiced
4. motivates pupils to get involved in meetings and planning sessions that concern their performance and well-being	4.46	0.65	Practiced
5. provides pupils mechanism to express their opinions about school and community issues.	4.44	0.66	Practiced
Overall-mean	4.46	0.66	Practiced

4.4. In terms of Goals and direction

Table 13 highlights that indicator number 1 got the mean of 4.48 and 0.64 SD with a verbal interpretation of Practiced, on which it shows that the respondents practice giving support to pupils in terms of learning.

On the other hand, indicator number 2 and 3 got the same mean of 4.47 and 0.65 SD with a verbal interpretation of Practiced wherein it indicates that proper monitoring of pupils with the participation of parents was evident.

Table 13 also reveals that indicator number 4 & 5 got the highest mean of 4.5125 and 0.65349 and 63432 SD.

This suggests that advance checking permits this structure by inundating understudies



with the usage of a self-developed needs-based activity arrangement that's assessed methodically.

Table 13

School effectiveness be described as experienced by the respondent as Goals and direction

Goals and direction	Mean	SD	Verbal Interpretation
1. provides high level of support to pupils	4.48	0.64	Practiced
2. works with pupils and their parents on discipline/attendance issues	4.47	0.65	Practiced
3. tracks pupils' achievement (such as reports and record keeping)	4.47	0.65	Practiced
4. seeks resources outside the school (in the implementation of different projects, programs and activities)	4.51	0.62	Highly Practiced
5. Gives opportunities to pupils to get involved in community work	4.51	0.63	Highly Practiced
Overall-mean	4.49	0.64	Practiced

4.5. In terms of Safety and Security for Pupils

In Table 14 shows that indicator number 1 got the mean of 4.39 and 0.69 SD with a verbal interpretation of Practiced which is about discipline on pupils' behavior wherein in this time of pandemic that parents are the partners of the school that they are the one responsible for it.

Indicator number 2 got the mean of 4.48 and 0.66 SD with a verbal interpretation of Practiced which is about classroom physical activity,

This expresses that almost of the respondents maintain the orderliness and safeness of the school even there is no face-to-face learning.

Table 14

School effectiveness be described as experienced by the respondent as safety and security for pupils

Safety and security for pupils	Mean	SD	Verbal Interpretation
1. helps pupils correct their own behaviors	4.39	0.69	Practiced
2. makes sure that my classroom has proper ventilation, lighting and enough space	4.48	0.66	Practiced
3. ensures that my classroom is regularly maintained, kept clean and free from hazard threats	4.49	0.64	Practiced
4. uses non-threatening styles of discipline	4.47	0.69	Practiced
5. Shows respect and concern for individual differences.	4.51	0.67	Highly Practiced
Overall-mean	4.47	0.67	Practiced

5. Summary table on perception of teacher-respondent on five factor theory of effective schools

Table 15

Summary table on perception of teacher-respondent on five factor theory of effective schools

Sub-Indicators	Mean	SD	VI
1. Quality leadership	4.47	0.64	Practiced
2. High expectations of pupils and teachers	4.49	0.62	Practiced
3. Ongoing screening of pupils' performance and development	4.46	0.66	Practiced
4. Goals and direction	4.49	0.64	Practiced
5. Safety and security for pupils	4.47	0.67	Practiced
Overall	4.48	0.65	Practiced

Table 15 exhibits the summary of the perceived five factor theory of effective schools of teachers in terms of quality leadership, high expectations of pupils and teachers, ongoing



screening of pupils’ and teachers, goals and directions and safety and security for pupils.

All the four sub-indicators attained means with the verbal interpretation of practiced, with the sub-indicator number 2 and 4 attaining the same highest mean (4.49, at 0.64 SD), followed by quality leadership and safety and security of pupils (mean = 4.47, SD at 0.64 and 0.67).

On the other hand, ongoing screening of pupils ‘and teachers got the overall mean of 4.46 with 0.66 SD respectively. An overall mean of 4.48 and 0.65 SD with verbal interpretation of Practiced was obtained.

It discloses that among the five sub-indicators, High expectation of pupils and teachers and Goals and direction were the most practiced to attained school effectiveness.

6. Test of Relationship between Variables Correlation between School Custom and School effectiveness

Table 16
Correlation between School custom and School effectiveness

School custom	Quality Leadership	High expectation of students and teachers	Ongoing Screening of student performance and Development	Goals and direction	Safety and security for students
	r-value	r-value	r-value	r-value	r-value
School goals	.839**	.839**	.873**	.862**	.839**
Supportive and caring environment	.882**	.881**	.846**	.849**	.822**
Coherent curriculum and evaluation	.892**	.899**	.881**	.890**	.854**
Learning-focused partnerships	.866**	.863**	.864**	.842**	.819**

** . Correlation is significant at the 0.01 level (2-tailed).

It indicates that teachers need to improve with greater commitment in school-based decisions to provide leadership and effectiveness, as people respond best when given the freedom of action.

While teachers participate in making the school an organization that is effective; the actual influence may be low or high though there is qualitative difference in participation which affects their sense of efficacy, empowerment and participation.

This infers that school custom is significantly related to school effectiveness. It shows that, coherent curriculum and evaluation is significantly related with the school customs and

school effectiveness obtaining the highest r - value on the five sub-indicators. It shows that coherent curriculum and evaluation play a great role in school effectiveness.

7. Correlation between Organizational Culture and School Effectiveness

Table 17
Correlation between Organizational Culture and School Effectiveness

Organizational Culture	Quality Leadership	High expectation of students and teachers	Ongoing Screening of student performance and Development	Goals and direction	Safety and security for students
	r-value	r-value	r-value	r-value	r-value
Leadership	.854**	.843**	.830**	.825**	.802**
Teamwork	.854**	.783**	.774**	.777**	.766**
Adaptability	.904**	.883**	.860**	.849**	.842**

** . Correlation is significant at the 0.01 level (2-tailed).

Data in Table 17 show that organizational culture and school effectiveness are significantly related to school performance. Among the three sub-indicators of organizational culture, adaptability got the highest R-value to five sub-indicators of school effectiveness.

Teachers have an interesting opportunity to construct students’ certainty in gentler abilities like versatility and strength, which without a doubt complement harder, proficient skillsets. To superior get ready them for the long haul of work, we’ve collected a number of our favorite methodologies for cultivating flexibility.

CONCLUSIONS

Based on the summary of findings of the study, the research arrived at the following conclusions:

The respondents perceived that most of the school culture of teachers in their particular schools are by and large observed.

The same perception was evident for school customs of teachers in relation to the school culture of the school. The variables pertaining to school goals, supportive and caring environment, coherent curriculum and evaluation and learning-focused partnerships are perceived to be practiced as far as teachers’ perception is concerned.



As to correlation between school customs and school, it reveals that coherent curriculum and evaluation takes a big part in a system, most likely to planning as it helps to simplify decision making practices and provides a smooth flow to achieve the school goal.

As to the relationship among and between the variables for organizational culture and school effectiveness, results showed that adaptability is one of the most important factors in determining the quality of a school, while leadership play as the unifying theme of the success of the schools, with teamwork as a great direct support also in positive performance level. In addition, all five sub-indicators (quality leadership, high expectations of students and teachers, ongoing screening of students and teachers, goals and direction and safety and security) of under the school effectiveness of the schools are highly and positively correlated with the school culture.

The hypothesis of the study that there is no significant relationship between organizational Culture and school effectiveness is not supported

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following are hereby being presented:

1. Since the results of the study revealed that the perceived organizational culture and customs are related to the school effectiveness, it is recommended that a sustainable organizational culture and application of its practices, implementing the three aspects of organizational culture. It is highly recommended to promote better school performance.
2. For teachers, since the practices of organizational culture of teachers predict the performance of schools when it comes to leadership, teamwork and adaptability, it is recommended secure and sustain better school leadership, management, and governance, participation of teachers is anticipated. As one of the primary pillars of the school-based management, teachers' teamwork and administrator's leadership will not only help but promote the professional

and job development of teachers themselves.

3. For future researchers, since the study investigated the level of perception of teachers when it comes to organizational culture, including the correlation of the aspects to the indicators of customs, it is hereby recommended to use this study as basis and initial reference for a deeper study that can provide a greater causal-comparative and inferential link, unlocking other variables and elements that can be identified either through experiment or a mixed method research. A further study is hereby recommended.

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