ORGANIZATIONAL CULTURE AND ITS IMPACT ON SCHOOL PERFORMANCE

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Abstract: **This undertaking aims to assess the impact of organizational culture on the school performance via multiple regression analysis. It utilizes the descriptive correlational survey method using Cameron and Quinn's OCAI and a modified questionnaire adapted from Hong Kong Evaluation School Performance Indicator Tool. The results show that Clan culture is the prevalent current and preferred culture among school organizations. School performance is at Good level as perceived by the respondents. Clan culture affects school performance. It can influence the work behavior and attitudes of school personnel increasing their loyalty and commitment optimizing their performance to achieve their goals as they collaborate with each other.**

Keywords: **organizational culture, school performance, Clan culture.**

1.   INTRODUCTION

A better performance is the goal of every organization. A major determining factor of an organization's success and failure is the human force of the organization which is define as a group of individuals working collaboratively for a common goal. These individuals that work together creates a culture that define their organization. This culture determines the organization's values, principles and beliefs and usually provides bases for certain policies and guidelines which differentiate them from the other. It is necessary for the employees to adjust well in their organization's culture to enjoy work and optimize their productivity and performance (Lynn, 2004). This culture is then passed on to the new members of the organization through socialization and training, rites and rituals, communication networks and symbols (Lunenburg, 2011). The study aims to establish that organizational culture can impact school performance.

Kotter (2012) in his study said that organizational culture could potentially enhance organizational performance, job satisfaction and the sense of certainty about problem solving. In a school, culture plays an important role in driving the school administration towards achieving the goal (Seshore, 2009). It influences the working culture of the school community, the academic achievement of the students and the school performance in general (Yaakob, 2015).   In the same study, it was established that high performing schools uphold and practice strong beliefs and values of the organization, a basic part of the organization's culture. The achievement and performance of any organization is greatly influenced by the culture practice in a particular organization. Carroll (2008) as cited by Yaakob (2015) had concluded in her study that the type of organizational culture has a significant relationship with employee achievements. Gomez et al. (2011) in his study revealed that social culture relates positively with students' performance. It has also proven that there is indirect effect of organizational culture towards school achievements. Moreover, according to Schein (1999) organizational culture matters because cultural elements determine strategy, goals and modes of operating. He further stated that, to make organizations more efficient and effective, the role of culture in organizational life must be understood. Perkins (2013) citing Schein's view stated that, "organizational culture is something that has been developed as a reaction to the external environment and crucially, has become something that is now shared as an appropriate set of norms."

School performance as largely influenced by school culture has been contingent to the external and internal factors of the school. Leaders have to adopt the mixed culture of their subordinates to come up with a common set of standards and principles for the good of the organization. They shape and reinforce culture by what they pay attention to, how they behave how they allocate rewards, and how they hire and fire individuals. Employees on the other hand have to collaboratively work as a team for the common good of the clientele of the organization, the students. School organizational culture can have an impact on its effectiveness (Lunenburg, 2011). Though, investigations on this issue is unlikely to come up with a best description of an ideal organizational culture, it safe to say that employees of an organization with a strong culture possess values that make them work together to achieve a common goal with less

questioning and that a better performance is potentially achievable. School performance can be strongly influenced by its culture.

Since 1970s, a number of studies on organizational culture had grown considerably. Managers in corporations are interested on understanding the concept yet despite all these attention, knowledge on cultural types in school organizations is limited (Maslowski, 2001). Moreover, the interconnection between organizational culture and school performance is scarcely addressed despite the greater possibility of organizational culture defining school performance.

Anchored on Cameron and Quinn's Competing Values Framework and Schein's Organizational Theory, the study investigates the impact of organizational culture to school performance through a correlational survey intended for school administrators and teachers on their perception of their respective organizational culture and performance.

2. OBJECTIVE

This undertaking was aimed to assess the impact of organizational culture on the school performance. It attempted to examine the prevalent culture existing in various schools and assessed its impact on school's management and organization; teaching and learning process; student support and school ethos and student performance. It further examined whether a discrepancy exist between perception of school administrators and teachers on their school culture and performance.

3. DESIGN AND METHODOLOGY

A descriptive correlational survey method was used in assessing and analyzing the organizational culture and school performance of the respondent schools. Questionnaires adapted from Cameron and Quinn Organization Culture Assessment Instrument (OCAI) was used to determine the culture preference of the school administrators and teachers. The school performance was evaluated using an adapted with modification Hong Kong School Performance Indicator Tool. A Likert scale was employed to determine school performance. Simple average weighted means was used to determine the prevalent culture. Mean difference was employed to assess discrepancy. Multi-regression analysis was used to treat data to establish relationship between the variables in the study.

4. RESULTS AND DISCUSSION

This section presents the results and findings of the based on perception of administrators and teachers on their organizational culture and school performance. Multi-regression analysis was used to analyze and treat data statistically.

Table 1. Average Findings on Current Culture of as perceived by Administrators and Teachers

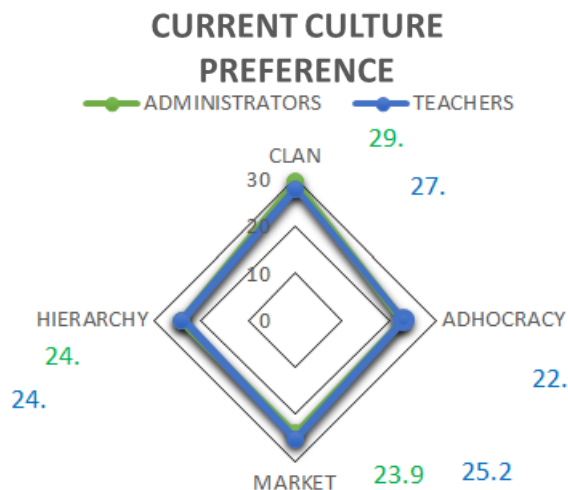| CULTURE	ADMINISTRATORS	TEACHERS	DISCREPANCY
CLAN	29.39	27.85	1.54
ADHOCRACY	22.48	22.83	-0.35
MARKET	23.96	25.28	-1.32
HIERARCHY	24.17	24.03	0.14

Figure 1. CURRENT Organizational Culture

Table 2. Average Findings on Preferred Culture of Administrators and Teachers

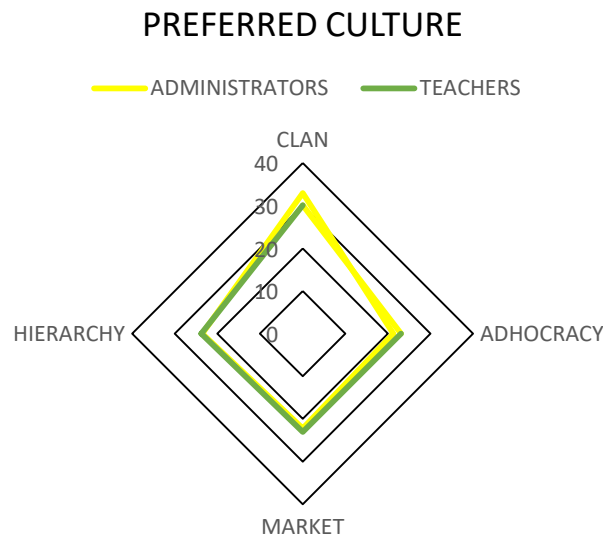| CULTURE	ADMINISTRATORS	TEACHERS	DISCREPANCY
CLAN	32.97	30.11	2.86
ADHOCRACY	21.29	23.09	-1.80
MARKET	22.19	23.03	-0.84
HIERARCHY	23.54	23.77	0.23

Figure 2. PREFERRED Organizational Culture

Data show that administrators and teachers favor **Clan culture** in their organization. Their preference is consistent in their current and expected (Preferred) culture. A discrepancy is observed but insignificant. In a school organization, the concept of we-ness is prevalent. This implies that at present, members of the organization are inclined to work as a team and that they are expecting to maintain their status of being united as a clan to attain their common goal and improve their performance. It further implies that the respondents prefer a collaborative organization managed by a leader willing to mentor, facilitate and nurture every associate as they developed individually and work for a common goal. This conforms with the works of Alvesson (2013) which states that people tend to choose culture that incorporate good things to peaceful coexistence, highly positive-sounding virtues, attitudes and behavior claimed to be useful to the achievement of corporate goals.
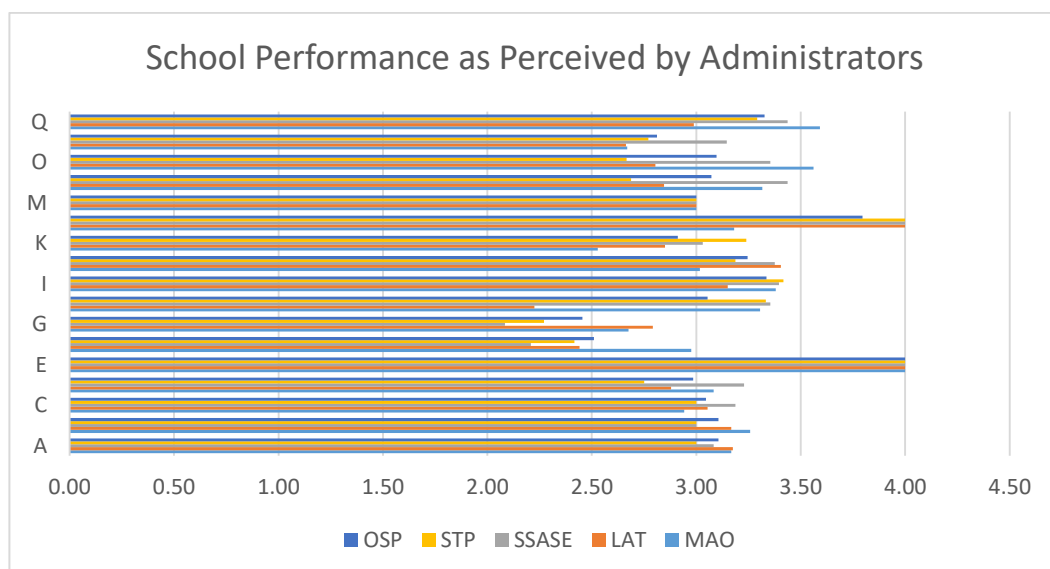
Legend: OSP – Overall School Performance, STP – Student Performance, SSASE – Student Support and School Ethos; LAT – Learning and Teaching, MAO – Management and Organization

Figure 3. Level of Schools Performance as Perceived by the Administrators

School administrators give an overall rating of their school a GOOD Level of performance though some schools are not consistent in their rating. This implies that schools are performing well based on the overall criteria taken into account in determining the school performance. This also indicates that schools are well managed and organized, learning and teaching are evident, students are well supported in their various curricular and co-curricular activities allowing them to maximize their potential development and performance.
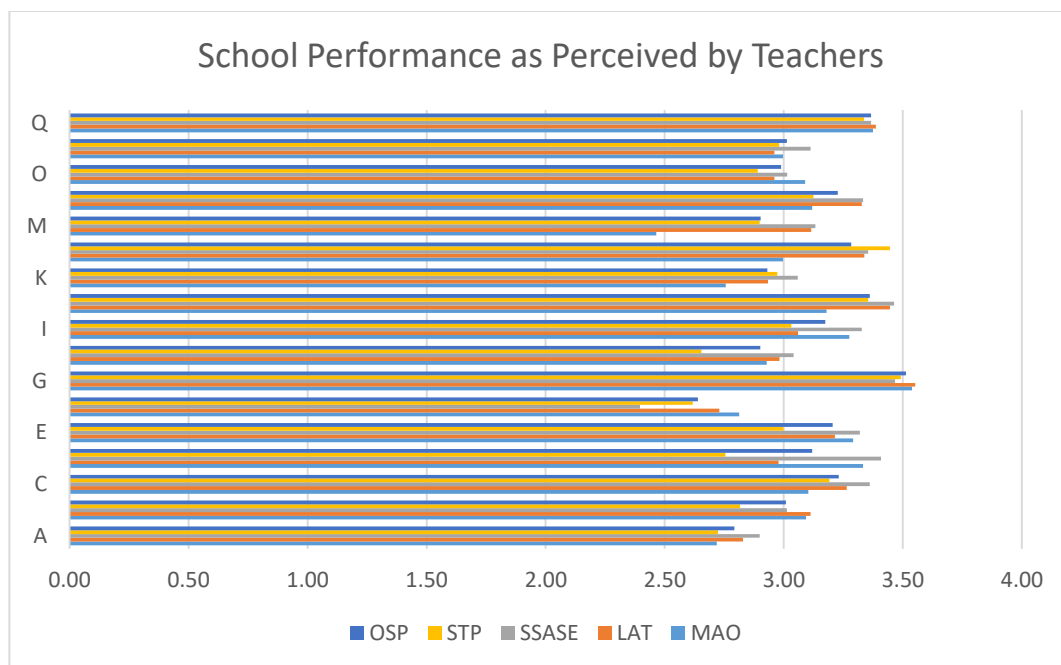
Legend: OSP – Overall School Performance, STP – Student Performance, SSASE – Student Support and School Ethos; LAT – Learning and Teaching, MAO – Management and Organization

Figure 4. Level of School Performance as Perceived by the Teachers

The results show that teachers perceived a GOOD performance of their respective schools. This implies that teachers have done their duties and responsibilities called for by their positions. It also connotes that they supportive of their students and have designed activities that ensure optimum performance of the school they are assigned to. Results conformed with the evaluation results of the Division Monitoring and Evaluation Team which showed that respondent schools are performers and are recipients of Performance-Based Bonus (PBB) according to the announcement of CID Chief.

Table 5. Coefficients for Regression of Current OCAI and Overall School Performance as Perceived by the Administrators

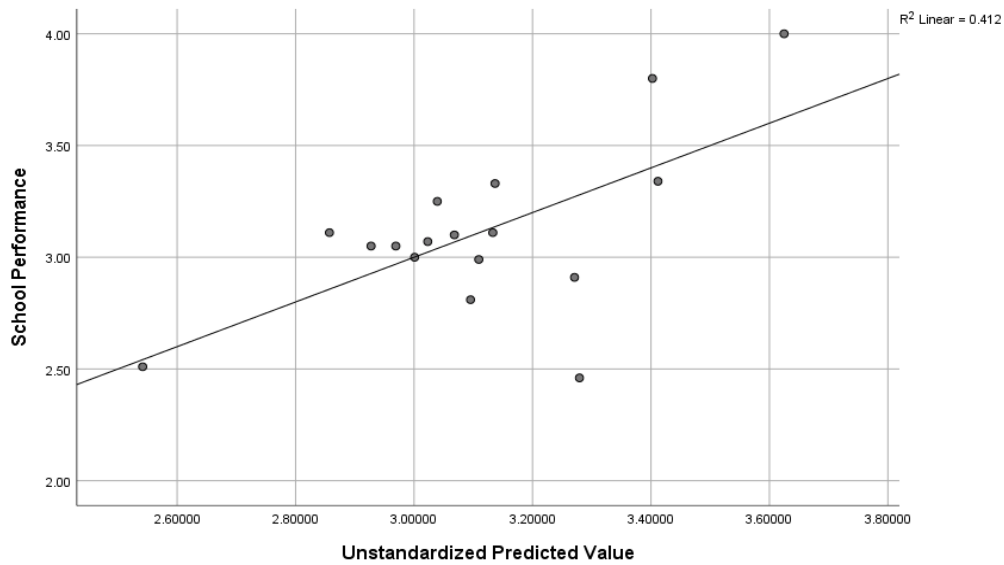| Variable	B	Standard Error	Beta	T	Significance
Constant	0.532	1.885		0.282	0.782
Clan	0.042	0.018	0.777	2.323	0.037
Adhocracy	0.025	0.040	0.242	0.625	0.543
Market	0.033	0.027	0.380	1.193	0.254

Figure 3. Graph of Regression of Current OCAI and Overall School Performance Domain of School Performance as Perceived by the Administrators

The table above shows that Clan culture has a significant impact on school performance as perceived by the administrators. This implies that the more the members of an organization collaborate with one another like a team, the better the school performance. When commitment is high, the better the performance. The key ingredient to success is something intangible – that is organizational culture characterized by loyalty, trust and collaboration (Cameron and Quinn, 2011). Competing Values Framework established that these are features of Clan Culture.

Table 4. Coefficients for Regression of Current OCAI and Overall School Performance as Perceived by the Teachers

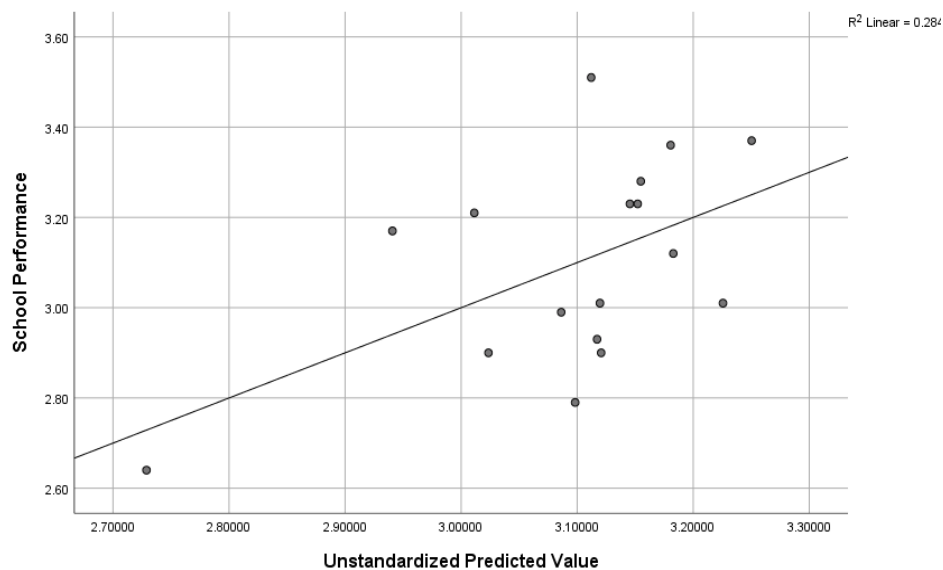| Variable	B	Standard Error	Beta	t	Significance
Constant	1.429	0.919		1.555	0.144
Clan	0.038	0.024	0.416	1.572	0.140
Adhocracy	0.008	0.023	0.085	0.332	0.745
Market	0.026	0.036	0.174	0.711	0.490

Figure 4. Graph of Regression of Current OCAI and Overall School Performance as Perceived by the Teachers

The data in the table above shows that Clan culture has an impact on school performance as perceived by the teachers, however, the impact is insignificant. This implies that teachers perform their duties regardless of what the existing culture in their respective schools is. This conforms with the findings of Sorenson (2002) in his study stating that cultural attributes and performance has not been consistent overtime. Culture could impact performance at some situation and not in other setting.

5. CONCLUSION

Clan culture is the prevalent CURRENT and PREFERRED culture in majority of the school organization. Overall, school administrators and the different groups of teachers has the same culture preference, be in their current and preferred.

Schools understudy had a school performance categorized at GOOD level as perceived by both administrators and teachers. Schools are performing well providing good management, well designed and implemented curriculum, and well planned teaching and learning activities that supports student development for them to maximize their performance.

School administrators perceived that Clan culture affects School Performance. Accordingly, this type of culture is a good predictor of how the school will perform. Among its domains, the teaching and learning domain affects significantly the performance of the school. Cameron and Quinn (2011) in their work emphasized that Clan culture permeated shared values and goals, cohesion, participativeness, and a sense of "we-ness" which places a premium on teamwork, participation and consensus thus, increasing the possibility of optimum performance. Schein (2011) in his Organizational theory states that culture plays an important role in the organization's performance. It further states that organizational culture is the set of shared values, beliefs and norms that influence the way people think, feel and behave in the workplace. Clan culture according to the Competing Values Framework of Cameron and Quinn (2011) is characterized by loyalty, mutual trust and high commitment which guide interpretation and action in an organization by defining appropriate behavior for various situations.

For teachers, though none of the culture types of the school affects school performance, they see Student Support and School Ethos domain as affected by Clan culture. Performance of an organization is optimized with unity. Organizational culture affects school performance yet other external factors could affect it as school leaders and teachers may act contingent to the reality they are challenged with. Organizational culture pivots on the concept of a learned pattern unconscious thought, reflected and reinforced by behavior, that silently and powerfully shapes the experience of people and improve performance (Owens, 2011).

Organizational culture specifically Clan culture can improve school performance. It allows members to collaborate with each other with mutual trust, loyalty and high commitment thereby making the workload of accomplishing a task easier with high efficiency and effectivity as an educational institution. For school leaders, Clan culture make their management more operational, their supervision more competent and their relationship with the subordinates more personal as they mentor and nurture their associates and facilitate in doing every task they need to implement to achieve the school's goals and objectives. Moreover, Clan culture shape the school organization's values and traditions that determine how each member behave which has optimized school performance.

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