Influence of Organizational Culture on Teachers' Morale

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Abstract: Educational specialists claim that teacher morale has suffered from responsibility stresses and constrained competence, but exactly what is most reduced by these pressures remains vague. The central purpose of the study was to verify the influence of organizational culture on teachers' morale. To realize this, the research used a descriptive-correlational approach of research which required elementary teachers as the respondents of this protocol. The data were gathered and treated using the Statistical Packages for Social Science or the SPSS. The results disclosed that: (1) the organizational culture was generally high. Higher level of valuations was noted on the participation among teachers, respect for each other, openness, and action orientation. An indication that the schools appreciate the existence of teachers as workers of innovations, and as builders of unity between people in an educational organic system; (2) the teachers' morale was at moderate level of assessment. Higher level of morale was noted on appreciation of principals as the head of the organization which really makes teachers to work better and uplift their morale as they continue to soar for the benefits of the students with utmost confidence and unconditional commitment; (3) seven variables of organizational culture influences teachers' morale in varying extent but the variable on action orientation appeared to be the best predictors of teachers' morale. The results suggest that to increase teachers' morale is to increase the ability of the organization to take actions for every crisis that they encounter. Hence, to be morally good is to feel safe and protected. Towards the end of the study, the conclusions were drawn, and recommendations were offered.

Keywords—Organizational Culture, Teachers' Morale, Descriptive-Correlational Study

1. INTRODUCTION

From the past inquiry, an author found that a strong collective educational teacher culture does not buffer teachers from the ill effects of adverse office conditions in the form of accountability pressures. Responsibility pressures in the form of district removals are associated with a higher possibility of teachers leaving their school, and this relationship is not diminished by strong skilled culture. It partly undermines goals of increasing functioning and fairness in public schools by sowing seeds of teacher discontent and contributing to teacher income, thus thwarting student success in struggling schools.

Meanwhile, a study analyzed the effect of enthusiasm on teachers' execution, the effect of ability on teachers' performance, the effect of organizational culture on teachers' performance and the effect of work nature on teachers' performance. Based on the results of data assessment, it was concluded that enthusiasm did not have a significant effect on teachers' performance. Ability has a significant effect on teachers' performance. Organizational culture has a significant effect on teachers' performance. Increasing organizational education variables increases variable teachers Performance. Work setting has no significant effect on teachers' performance. The impact of this research is to offer an understanding of the support for aspects of performance improvement in support and helping the careers of learning staff [1].

Another study also examined the effect of organizational culture on the managerial commitment and job satisfaction of teachers in the context of Catholic higher education institutions in the Philippines [2]. Results showed that clan was the most prevalent culture type of Catholic HEIs in the Philippines. In addition, teachers are highly committed to their organization and satisfied to their job. Furthermore, among the four culture types, clan has a high positive influence on the organizational commitment of teachers and has a slightly positive influence on their job satisfaction. Implications and directions for future research were also discussed

It is in this light the researcher assessed the influence of organizational culture of public elementary schools on teachers' morale.

2. RELATED WORKS

Some researchers also filled a significant research gap in academic literature pertaining to open innovation (OI) [3]. To do so, they empirically tested the impact of organizational culture, employees' knowledge, attitudes and rewards as antecedents and mediators of OI adoption in organizations, facilitating a more thorough understanding by using an empirical multi-level approach. The results suggested a positive impact of organizational characteristics on the adoption of OI (i.e. including the adoption of outside-in and inside-out OI activities in participating organizations), showing that the openness of an organization's culture increases its likelihood of adopting an OI paradigm.

More importantly, the results highlight the positive mediating effect of employees' knowledge and rewards on this relationship. The data set that was the basis of this paper was generated in European countries, the results of the analysis are limited and appropriate for this region and may vary when applied to other regions of the world. The proposed multi-level approach offers new insight into organizational knowledge. It enables the improvement of OI and knowledge management practices in organizations by assisting specialists and academics in recognizing the relationship between organizational culture; employees' understanding, opinions, and incentives; and the adoption of the OI paradigm.

The mediator role that knowledge sharing plays between organizational philosophy, organizational composition, and technology infrastructure and process improvement in a knowledge management context in manufacturing enterprises operating in the food, beverage, and textile industry [4]. The main findings showed the significant relations between knowledge sharing and process improvement, between managerial culture and knowledge sharing, and between managerial structure and knowledge sharing. The relationship between technology structure and knowledge sharing is found not to be significant. Several authors have noted that there are few research studies regarding the interaction between each phase of knowledge organization and total quality management methods. This study is interested in knowledge sharing and its impact on process development in a knowledge management perspective.

3. STATEMENT OF THE PROBLEM

The key problem of this study was, "How may the influence of organizational culture of public elementary schools on teachers' morale be established? Specifically, this study sought to answer the subsequent questions:

1. How may the organizational culture of public elementary schools be explained in terms of the following indicators?

   1.1 participation;
   1.2 respect for individual;
   1.3 attitude to risk;
   1.4 action-orientation;
   1.5 trust;
   1.6 openness; and
   1.7 power distance?

2. What is the level of teachers' morale in public elementary schools in the Schools Division of Bulacan?

3. Which of the subsequent schools' organizational culture singly influence teachers' morale?

4. METHODOLOGY

This study utilized the descriptive correlation type of research as this method is concerned with the account of the independent variable, which may be in the form of current practices, individualities of groups of persons as well as their behavioral patterns, attitudes, and opinions and correlating them with quantitative dependent variables. This study attempted to determine the influence of organizational culture of public elementary schools on teachers' morale.

The respondents of the study consisted of 58 elementary educators in the public schools in the Schools Division of Bulacan for school year 2020-2021.

This study utilized two standardized instruments on schools' organizational culture and teachers' morale. The instruments on schools' organizational culture and teachers' morale were found to be reliable as evidenced by the reliability index of .73 and .81, respectively.

The dimensions of schools' organizational culture tool included the following: participation, respect for individual, attitude to risk, action-orientation, trust, openness, and power distance.

The instrument on organizational culture and teachers' morale was pilot tested to determine its culture sensitivity in the Philippine setting. The respondents who were not part of the study was asked to identify words or items in the questionnaire that are ambiguous or hard to understand.

5. RESULTS AND DISCUSSIONS

Organizational Culture

Organizational culture refers to as a system of shared assumptions, values, and beliefs, which governs how people behave in organizations. These shared values have a strong influence on the people in the organization and dictate how they dress, act, and perform their jobs [5][6]. Organizational culture dimensions include participation, respect for individual, attitude to risk, action orientation, trust, openness, and power distance, respectively.

Table 1. Composite Summary of Organizational Culture

Indicators	Mean	Interpretation
Participation	4.60	Very High
Respect for Individual	4.55	Very High
Attitude to Risk	3.66	High
Action Orientation	3.36	Moderate
Trust	4.23	High
Openness	4.33	High
Power Distance	3.54	High
Total	**4.04**	**High**

It may be gleaned in Table 1 that the overall assessment of the organizational culture got a high rating as evidenced by 4.04 mean percentage score. This was specified through the following indicators: participation (4.60), respect for individual (4.55), attitude to risk (3.66), action orientation (3.36), trust (4.23), openness (4.33), and power distance (3.54).

Teachers' Morale

The teachers' morale garnered 3.45 mean percentage which indicated a moderate level of assessments.

Educators are a vital part of the scholastic system. They provide the enthusiasm and support that student need to succeed. Yet, teachers also need to be motivated and supported to be creative. Teacher morale could suffer due to the constant stress of trying to meet knowledge goals, or due to a change in leadership or policies. Improving teacher morale has many

benefits in that it can help teachers to maintain a positive mindset and be better off at work. Moral is set within the framework of organizational theory with an individual progression toward the achievement of organizational tasks and his or her perceived job fulfillment within the total group [7][8].

Effects of Organizational Culture on Teachers' Morale

Results of the regression assessment suggest that the seven (7) variables of the managerial culture change teachers' performance in varying extent as shown by the non-zero coefficients. A closer look at the obtained B coefficients, one could deduce that four (4) variables yielded B coefficients of 0.037 (participation), 0.041 (respect for individual), 0.029 (action orientation), and 0.042 (openness) with associated probability less than the magnitude level set at 0.05. This means that involvement, respect for specific, action orientation, and openness significantly influence teachers' morale that for every unit improvement in variables mentioned, teachers' morale can be expected to increase by 0.037, 0.041, 0.029, and 0.042, respectively. The rest of the variables also influence teachers' morale but not to a significant level.

Analysis of the sustained Beta coefficients would reveal that of the seven (7) variables of organizational culture, the variable on action orientation seemed to be the best analysts of teachers' morale.

Results of the analysis of variance of the regression of organizational culture on teachers' morale revealed an F-value of 27.911 with a p-value of 0.035. Since the combined probability of the obtained F-value is lower than alpha (0.05), the null hypothesis is rejected. This means that the organizational culture exerts substantial combined influence on teachers' morale.

6. CONCLUSIONS

Schools are good at involving educators in decision-making processes, as well as practicing respect, trust, and openness for every individual. Meanwhile, they are challenged to become oriented towards having best attitude towards risks and on taking actions for the existing problems at school.

The teachers' morale plays a pivotal role in the organization as it bonds all members to exert extra efforts in achieving the schools' mission and vision statement. They are challenged to practice justice and equity at work as they continue to journey together with their principals who could be the source of their inspiration and encouragements.

Schools pay attention to teachers' participation, respect for everyone, action on crises, and openness or in maintaining inclusivity in the organization. Nevertheless, they further need to determine their own roles and responsibilities so as to increase power distance and professionalism. By doing so, they will be able to trust each other even during crisis management where a good attitude comes in.

7. RECOMMENDATIONS

Lower level of assessments was noted on the attitude to risk, trust, and power distance. Thus, a webinar on crisis managing is highly recommended as well as the clarification of roles and duties through a renewal of service.

School principals are challenged to tap their teachers in empowering them through participation in decision-making process and strategic planning. Doing so would their potentials and the sense of being appreciated and valued.

The school organization must be able to stir up the hidden talents among teachers while the school heads are tasked to guide them as they still need direction and mentoring. Teachers are so lively as they do not get tired until things get done. This could happen through distributing them to make written proposals for the continuous progress of the school in converting ideas into truths.

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