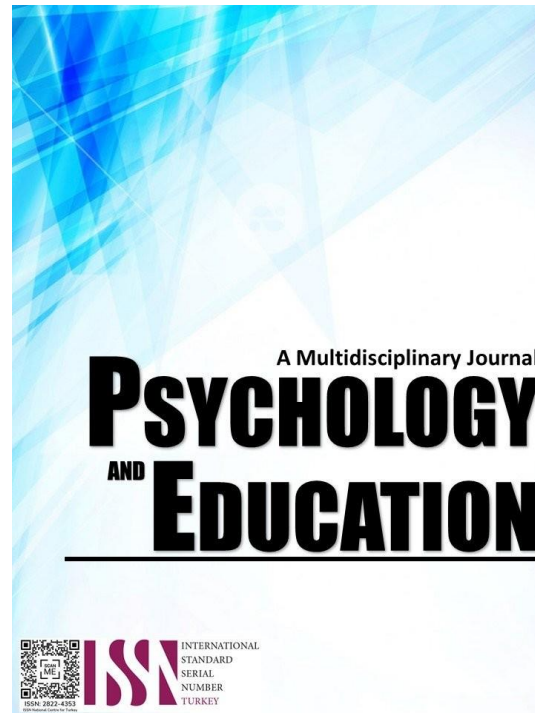


CONTEXTUAL ANALYSIS OF TEACHERS' ORGANIZATIONAL CULTURE OF CRECENCIA DRUCILA LOPEZ SENIOR HIGH SCHOOL



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Contextual Analysis of Teachers' Organizational Culture of Crecencia Drucila Lopez Senior High School

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Abstract

This study examined the influence of organizational culture on teachers' professional experiences at Crecencia Drucila Lopez Senior High School (CDLSHS). The primary aim was to suggest enhancements based on the organizational culture of CDLSHS teaching staff. A causal-comparative research design was employed to explore cause-and-effect relationships between various organizational culture variables. Guided by five research questions and one null hypothesis, the study involved 52 bona fide teachers at CDLSHS, both male and female, aged 25 years and above, with at least one year tenure at the institution. Data were collected using a fourth-point Likert Scale survey questionnaire adopted from Kalaw's (2014) study on Organizational Culture among Teaching Employees of Lyceum of the Philippines University-Batangas: Basis of Enhancement. The analysis included Frequency Count and Percentage for the profiling respondents, Mean and Standard Deviation to determine the level of organizational culture influence, and Kruskal Wallis H-Test to identify significant relationships between organizational culture influence and respondents' profile. The findings revealed that most respondents were female, in their mid-twenties, and held units in Master's degree, with one to five years of service tenure. The study concluded that there is no significant influence of organizational culture on teachers of CDLSHS. These insights provide a basis for further suggestions to enhance organizational commitment among teachers at CDLSHS.

Keywords: *employee participation, goal clarity, management style, organizational commitment, working relationship*

Introduction

Teachers are at the forefront of shaping the minds of future generations, making their role pivotal in achieving quality education. The effectiveness of their work is not only a reflection of individual competence but also deeply influenced by the organizational culture of their institutions. Each school possesses a unique organizational culture that affects its members' values, attitudes, and behaviors, which, in turn, influence overall educational outcomes.

The Philippine Department of Education (DepEd) underscores the critical role of teachers in improving student achievement, as highlighted in DepEd Order No. 42, s. 2017. This directive advocates for the Philippine Professional Standards for Teachers to ensure the delivery of high-quality instruction essential for student success. Complementing this commitment, Vice President and Secretary of Education Sara Z. Duterte emphasized teacher welfare and professional growth in her Basic Education Report 2023. Through her MATATAG: Bansang Makabata, Batang Makabansa program, she recognized the passion of Filipino educators and the need to foster supportive environments to enhance their professional experiences (PNA.gov.ph).

The global agenda of the United Nations Sustainable Development Goals (SDGs) for 2030, particularly SDG 4 (Quality Education), further links organizational culture to educational outcomes. Creating a supportive and equitable learning environment depends on understanding and improving the organizational culture within schools. Such efforts are essential for identifying barriers to access and promoting inclusive educational opportunities.

Despite these initiatives, challenges persist in the Philippine education sector. Organizational culture, though critical, remains an underexplored factor influencing the quality of education. Addressing this gap is essential for fostering a conducive environment that supports teachers' professional growth and enhances institutional performance.

In this context, the present study investigates the organizational culture of Crecencia Drucila Lopez Senior High School (CDLSHS) and its impact on teachers' professional experiences. CDLSHS, one of the largest senior high schools in San Pablo City, offers various academic and technical-vocational tracks. Despite its size and scope, challenges such as limited collaboration among teachers across its three campuses and diverse teacher personalities hinder the establishment of a unified organizational culture. These challenges highlight the need for strategic interventions to strengthen teacher engagement and commitment.

Research Questions

This study aims to comprehensively examine the influence of organizational culture on teachers within educational institutions. It seeks to identify how various aspects of organizational culture affect teacher behavior, performance, and overall commitment to their roles, as well as to propose actionable recommendations for enhancing organizational culture. Specifically, this study endeavors to address the following questions:

1. What is the level of influence of organizational culture on employees in terms of the following dimensions:
 - 1.1. employee participation;

- 1.2. goal clarity;
- 1.3. management style;
- 1.4. working relationships; and
- 1.5. organizational commitment?
2. Is there a significant difference in the level of influence of organizational culture when the respondents are grouped according to their demographic profiles?
3. Based on the findings of the study, what actionable plan may be proposed to enhance organizational culture in educational institutions?

Methodology

This study employed a causal-comparative research design to explore the influence of organizational culture on teaching personnel at Crecencia Drucila Lopez Senior High School (CDLSHS). The design was selected to systematically examine cause-and-effect relationships by observing and analyzing existing conditions without manipulating variables. Complementing this approach, the descriptive method was utilized to provide a detailed account of respondents' experiences and examine the interrelationship between organizational culture and teaching performance. This combination allowed the study to assess various dimensions such as employee participation, goal clarity, management style, working relationships, and organizational commitment, offering a comprehensive perspective on the topic.

The study focused on 52 teaching personnel at CDLSHS in San Pablo City, Laguna. Respondents were selected based on specific eligibility criteria, which included at least one year of service at CDLSHS and satisfactory teaching performance. These criteria ensured that participants were sufficiently familiar with the school's organizational culture and work environment. Non-teaching staff were excluded from the study, as the focus was limited to the instructional staff's perspectives on organizational culture.

Purposive sampling was employed to select respondents with relevant experiences and knowledge about the organizational culture at CDLSHS. This non-probability sampling method ensured that the sample was composed of individuals who could provide meaningful insights into the study's objectives. Rooted in the methodological work of Robert K. Merton, purposive sampling is a widely acknowledged approach in social research, particularly for selecting participants with unique or specialized experiences pertinent to the research questions.

The study utilized a survey questionnaire as the primary research instrument. This questionnaire was adapted from Kalaw's (2014) study on organizational culture among teaching employees and featured a four-point Likert scale for assessing various dimensions of organizational culture. The questionnaire was divided into two parts: the first part collected demographic data, including respondents' sex, age, educational attainment, and length of service, while the second part evaluated the influence of organizational culture on employee participation, goal clarity, management style, working relationships, and organizational commitment.

Data collection followed a systematic procedure to ensure accuracy and ethical compliance. Permission to conduct the study was obtained from the School Division Superintendent and the Principal of CDLSHS. The survey was distributed to respondents via Google Forms, providing a convenient and accessible means of participation. Respondents were given a two-week period to complete the questionnaire, with follow-up reminders to maximize response rates. Of the 69 eligible teaching staff, 52 participated in the study, with some unable to respond due to personal or professional constraints.

Ethical considerations were prioritized throughout the study. Respondents were assured of confidentiality and anonymity, with all participation being voluntary. Letters of consent were secured from relevant authorities, and respondents were fully informed about the purpose of the study and their rights. The data collected was treated with the utmost care, ensuring that it was used exclusively for research purposes and that the respondents' privacy and dignity were protected at all times.

The data collected was analyzed using appropriate statistical methods. Frequency count and percentage were employed to describe the demographic profiles of respondents, while mean and standard deviation were used to measure the level of influence of organizational culture. To determine significant differences in the influence of organizational culture across demographic groups, the Kruskal-Wallis H-test was conducted. These methods provided robust and reliable insights into the interplay between organizational culture and teaching performance at CDLSHS.

Results and Discussion

The data from Table 1 revealed that respondents generally agree, with an overall mean of 3.28, that organizational culture significantly influences employee participation at Crecencia Drucila Lopez Senior High School (CDLSHS). Respondents agreed that employees are encouraged to participate in community extension programs (mean = 3.37) and that immediate superiors at all levels actively participate in setting goals and objectives (mean = 3.35 and 3.33, respectively). These findings indicate that CDLSHS provides robust support for various school programs, particularly in fostering community involvement through initiatives like work immersion partnerships with stakeholders.

This observation aligns with Yacoub's (2021) assertion that organizational culture, along with leadership and teamwork, plays a pivotal

role in shaping teachers' well-being. Furthermore, the findings echo the insights of Niswaty et al. (2019), who underscored the role of effective management in fostering job satisfaction, and Tahniah et al. (2021), who demonstrated the significant influence of organizational culture on teacher performance. The emphasis on community engagement and collaborative goal-setting reflects an institutional commitment to creating a participatory culture that promotes teacher involvement and shared objectives.

Table 1. *Level of Influence of Organizational Culture on employee with regards to Employee Participation*

<i>Indicator</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Interpretation</i>
1. Immediate superiors at all levels have the opportunity to participate in this process of setting goals and objectives.	3.35	0.76	Agree
2. The communication between management and yourself is adequate.	3.25	0.68	Agree
3. Key management devotes adequate time to advanced dynamic planning and involves subordinates in the process.	3.22	0.76	Agree
4. Employees have opportunities to clarify changing roles and relationships.	3.20	0.87	Agree
5. Employees are encouraged to participate in community extension program.	3.37	0.49	Agree
6. Employees are given chances to be involved in recreational activities.	3.33	0.68	Agree
Overall	3.28	0.56	Agree

The findings suggest that fostering a participatory organizational culture is instrumental in achieving institutional goals. Recognizing employees' contributions and encouraging collaboration not only enhance job satisfaction but also strengthen the institution's connection with the broader community, fostering sustainable partnerships and collective success.

Table 2. *Level of Influence of Organizational Culture to employee with regards to Goal Clarity*

<i>Indicator</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Interpretation</i>
1. There are organizational objectives and targets.	3.44	0.61	Agree
2. The organizational leadership has a clear vision of the future.	3.33	0.58	Agree
3. There is an understanding of the institutional direction and goals.	3.35	0.68	Agree
4. Teaching employees to understand how the institutional strategy differentiates from the competition.	3.25	0.81	Agree
5. Organizational leadership has made changes that are positive for the institution.	3.29	0.76	Agree
6. The institution has made changes that are positive for the employees.	3.19	0.86	Agree
Overall	3.31	0.58	Agree

The data from Table 2 revealed that respondents agreed with the overall mean of 3.31 that there is an influence of organizational culture on employees' goal clarity. They also agreed that there are organizational objectives and targets with an understanding of the institution's direction and goals, and a clear vision of the future. It was reflected from the data that the respondents agreed regarding their participation and involvement in goal clarity with the mean values of 3.44, 3.35, and 3.33, respectively.

Investing time in developing, communicating, and clarifying goals is considered valuable for managers. According to goal theory, setting challenging goals prompts employees to concentrate on problem-solving, recognize the significance of the goals, and motivate them to persevere and exert greater effort to accomplish them. Research on employee motivation has advocated for integrating goal theory with cognitive motivation theories to gain a deeper understanding of the impact of challenging goals (Locke & Latham, 2004; Wright, 2003).

Empowering leadership plays a pivotal role in bolstering goal clarity by instilling a sense of ownership and autonomy among team members (Ahmed et al., 2022). This leadership style not only clarifies objectives but also nurtures intrinsic motivation, aligning personal aspirations with organizational targets. Consequently, team members become more invested in the pursuit of shared goals, driving heightened attention to detail and a sharper focus on performance (Fürstenberg & Kearney, 2021).

The findings highlight the critical role of organizational culture in fostering goal clarity, emphasizing the need for institutions like CDLSHS to sustain and further enhance practices that promote understanding of organizational objectives and targets. The agreement among employees on their awareness of the institution's direction and goals suggests a strong foundation for strategic alignment and operational coherence. This alignment is crucial for achieving the institution's mission of producing lifelong learners and globally competitive graduates.

From a managerial perspective, the results underscore the importance of investing in goal-setting practices that resonate with employees' roles and aspirations. The integration of goal theory with cognitive motivation theories can provide actionable insights for designing strategies that improve employee focus, effort, and perseverance. Institutions should adopt leadership approaches, such as empowering leadership, that foster ownership and intrinsic motivation. This can lead to enhanced employee engagement, higher productivity, and better organizational outcomes.

Furthermore, the results imply the necessity of continuous communication and feedback mechanisms to ensure that employees not only



understand but actively participate in shaping organizational goals. Such participatory approaches can enhance commitment and create a sense of shared purpose among employees, which is vital for the long-term success of the institution. By fostering a culture of collaboration and inclusivity, organizations can build a workforce that is both motivated and aligned with their strategic vision.

Table 3. *Level of Academic Stress in terms of Self-inflicted Issues*

Indicator	Mean	Std. Deviation	Interpretation
1. There is continuous planned organizational review and renewal of management commitment to objectives.	3.25	0.74	Agree
2. There is coordination and cooperation in and among the organizational work units.	3.25	0.65	Agree
3. There are high productivity or quality standards required in the organization.	3.23	0.76	Agree
4. There is equal employment opportunity and affirmative action for every employee.	3.15	0.87	Agree
5. Management promotes creative thinkers and innovative performers.	3.22	0.73	Agree
6. Management seeks suggestions or ideas from employees and the public.	3.33	0.73	Agree
Overall	3.24	0.54	Agree

The data from Table 3 revealed that respondents generally agree, with an overall mean of 3.24, that organizational culture significantly influences employees regarding management practices. Respondents concurred that management actively seeks suggestions or ideas from employees and the public (mean = 3.33) and consistently plans for organizational review and renewal of management commitment to objectives, coordination, and cooperation among organizational work units (mean = 3.25). This underscores a proactive and inclusive approach to leadership at Crecencia Drucila Lopez Senior High School (CDLSHS).

Santos (2023) emphasizes that empowering teacher leadership fosters organizational confidence and improves outcomes, particularly when moral and technical support from school principals strengthens teacher leadership and teaching strategies. Similarly, Riveras-Leon and Tomas-Folch (2020) highlight the interconnectedness of leadership style and organizational culture, emphasizing collaboration between school leaders and teachers to shape culture and enhance commitment. Additionally, Yacoub (2021) asserts that leadership and management, among other factors, significantly influence teacher well-being and organizational effectiveness.

Table 4 further reveals that respondents agree, with an overall mean of 3.42, that organizational culture positively affects working relationships. Respondents highlighted encouragement among members to achieve their best efforts (mean = 3.49), effective internal communication (mean = 3.44), and a friendly, cooperative atmosphere within departments (mean = 3.44). These findings reflect an organizational culture at CDLSHS that values collaboration, communication, and maintaining high performance standards.

The results suggest that the organizational culture at CDLSHS fosters a participatory and supportive management style, emphasizing collaboration and commitment. Leaders' willingness to seek input and review organizational practices contributes to building trust and reinforcing a shared vision. Furthermore, the emphasis on positive working relationships demonstrates the school's commitment to creating an inclusive and harmonious work environment, which can enhance job satisfaction and employee retention. Strengthening these aspects of organizational culture may lead to improved institutional effectiveness and greater alignment with strategic objectives.

Table 4. *Level of Influence of Organizational Culture to employee with regards to Working Relationship*

Indicator	Mean	Std. Deviation	Interpretation
1. The atmosphere and interpersonal relations in respective departments are friendly and cooperative.	3.38	0.69	Agree
2. The members encourage one another's best efforts reinforcing successful behavior.	3.49	0.61	Agree
3. The members maintain adequate standards of performance.	3.44	0.50	Agree
4. The group is open and ready for organizational changes.	3.42	0.54	Agree
5. The members generally demonstrate pride in themselves and in their work.	3.33	0.68	Agree
6. The group communicates well within the organization.	3.44	0.61	Agree
Overall	3.42	0.44	Agree

Table 4 demonstrates that employees generally agree, with an overall mean of 3.42 and a standard deviation of 0.44, that organizational culture significantly influences working relationships. Respondents agreed that the atmosphere within their respective departments is friendly and cooperative (mean = 3.38), and members encourage each other's best efforts, reinforcing successful behavior (mean = 3.49). Additionally, maintaining adequate performance standards (mean = 3.44) and demonstrating openness to organizational changes (mean = 3.42) were also emphasized. Respondents noted pride in their work (mean = 3.33) and effective internal communication (mean = 3.44), reinforcing the presence of a supportive and collaborative work environment.

Research by Zuhlmei et al. (2018) highlights that employees with strong commitment effectively fulfill their duties and align with organizational values, while Tahnia et al. (2021) underscored the significant impact of organizational culture on performance. Furthermore, Masur et al. (2021) found that teachers excel in building relationships within academic communities, reflecting positive

communication and collaboration.

The findings suggest that the organizational culture at CDLSHS fosters a collegial and cooperative environment, which is pivotal for enhanced teamwork, effective communication, and consistent performance. This collaborative culture not only strengthens employee engagement but also promotes adaptability to organizational changes. To sustain these positive outcomes, CDLSHS should continue prioritizing initiatives that support friendly interpersonal relations, encourage mutual respect, and recognize team contributions. Regular opportunities for professional development, team-building activities, and open forums for feedback can further reinforce these cultural traits, ensuring a thriving and cohesive workforce.

Table 5. Level of Influence of Organizational Culture to employee with regards to Organizational Commitment

	<i>Indicator</i>	<i>M</i>	<i>SD</i>	<i>Interpretation</i>
1.	Employee is willing to put in a great deal of effort beyond what is normally expected to help this organization to be successful.	3.54	0.61	Agree
2.	This organization inspires the very best in the way of job performance. Employee cares about the fate of the organization.	3.31	0.78	Agree
3.	The organization demonstrates a commitment to providing satisfactory service to the students.	3.48	0.70	Agree
4.	Employee finds that his/her values and the organization's values are very similar.	3.23	0.70	Agree
5.	Employee is extremely glad that he/she chose the organization to work for over others he/she was considering before.	3.29	0.67	Agree
6.	Employee is proud to tell others that he/she is part of this organization.	3.44	0.61	Agree
	Overall	3.38	0.50	Agree

The data from Table 5 reveal that respondents agree, with an overall mean of 3.38, that organizational culture influences employees' organizational commitment. Respondents agree that employees are willing to put in significant effort beyond what is normally expected to support the organization (mean = 3.54). They also acknowledge the organization's commitment to providing satisfactory service to students (mean = 3.48) and express a strong sense of belonging as part of the organization (mean = 3.44). These findings underscore the positive role of organizational culture in fostering dedication and alignment with institutional goals.

Tran et al. (2023) affirmed that satisfaction and organizational culture significantly impact organizational commitment. Khairiah and Zaharia (2019) emphasized the role of enhancing teacher competence and performance evaluation in improving overall effectiveness, linking it to heightened organizational commitment. Committed employees not only align with the organization's values and goals but also exhibit organizational citizenship behaviors, such as going beyond their job requirements. Utami et al. (2021) further underscored the importance of teacher responsibility in enhancing educational quality. However, Habba et al. (2019) presented a contrasting view, finding that organizational commitment does not always positively influence performance, highlighting the complexity of this relationship.

These findings imply that fostering organizational commitment among employees leads to harmonious workplace relationships, stronger alignment with institutional goals, and increased employee contributions. The willingness of employees to exert extra effort and their sense of belonging to the organization reinforce its overall effectiveness. To build on these strengths, institutions like CDLSHS should implement initiatives that recognize and reward employee dedication, promote open communication, and provide professional development opportunities. By fostering a supportive and inclusive organizational culture, the institution can sustain its commitment to educational excellence and maintain a competitive edge in its operations.

Table 6. Test of Difference between Perceived Organizational Cultures when grouped according to Sex

<i>Indicator</i>	<i>H-Value</i>	<i>P-Value</i>	<i>Interpretation</i>
Employee Participation	0.00	0.98	Not Significant
Goal Clarity	0.00	0.95	Not Significant
Management Style	0.03	0.85	Not Significant
Working Relationship	0.00	1.00	Not Significant
Organizational commitment	0.13	0.72	Not Significant

Legend: $p < 0.05$ Significant; $p \geq 0.05$ Not Significant

The data from Table 3 reveals that the statistical treatment showed no significant difference in perceived organizational culture when grouped according to sex. The p-values for working relationship (1.00), employee participation (0.98), goal clarity (0.95), management style (0.85), and organizational commitment (0.72) all exceed the significance threshold of 0.05. As a result, the null hypothesis for each variable is retained, indicating no significant relationship between organizational culture and these variables when grouped according to sex.

Adekanmbi and Ukpere (2021) similarly found no significant difference in employee participation based on gender in their study on decision-making and perceived organizational support as predictors of organizational citizenship behavior. Dyrin and Lacap (2020) also reported no significant gender differences in employee engagement in their work-life balance study among workers in Pampanga, Philippines. Further, Ali et al. (2021) concluded that there was no significant relationship between organizational culture and goal

clarity based on gender. Additionally, Jimenez (2021) noted in a study on emotional quotient, work attitude, and teaching performance of secondary school teachers that females constituted the majority of respondents, though no significant differences in outcomes based on sex were observed.

These findings imply that organizational culture's influence on variables such as working relationships, employee participation, goal clarity, management style, and organizational commitment is not differentiated by sex. This suggests that institutions like CDLSHS should focus on fostering inclusive organizational practices and policies that transcend gender differences, emphasizing a culture that equally supports all employees in achieving organizational objectives. The lack of significant differences reinforces the value of cultivating universal strategies that address shared organizational goals while promoting equitable workplace dynamics.

Table 7. *Test of Difference between Perceived Organizational Cultures when grouped according to Age*

<i>Indicator</i>	<i>H-Value</i>	<i>P-Value</i>	<i>Interpretation</i>
Employee Participation	3.79	0.58	Not Significant
Goal Clarity	5.92	0.31	Not Significant
Management Style	4.62	0.46	Not Significant
Working Relationship	7.38	0.19	Not Significant
Organizational commitment	4.90	0.43	Not Significant

The data from Table 7 reveals that the statistical treatment showed no significant difference in perceived organizational culture when grouped according to age. The p-values for employee participation (0.58), management style (0.46), organizational commitment (0.43), goal clarity (0.31), and working relationships (0.19) all exceed the significance threshold of 0.05. Consequently, the null hypothesis for each variable is retained, indicating no significant relationship between organizational culture and these variables when grouped by age.

Adekanmbi and Ukpere (2021) similarly found no significant difference in employee participation based on age in their study on decision-making and perceived organizational support as predictors of organizational citizenship behavior. Dyrirt and Lacap (2020) likewise discovered no significant differences in employee engagement when grouped by age in their study on work-life balance. In contrast, Ali et al. (2021) reported no significant relationship between organizational culture and goal clarity based on age in their research on humble leadership and organizational dynamics.

These findings imply that age does not significantly influence how employees perceive organizational culture in terms of employee participation, management style, organizational commitment, goal clarity, and working relationships. This underscores the importance of fostering an inclusive organizational culture that accommodates employees across various age groups without bias or preferential treatment. Institutions should focus on age-neutral strategies to enhance employee engagement and commitment, ensuring a cohesive and unified organizational environment that supports the goals and values of the institution.

Table 8. *Test of Difference between Perceived Organizational Cultures when grouped according to Educational Qualifications*

<i>Indicator</i>	<i>H-Value</i>	<i>P-Value</i>	<i>Interpretation</i>
Employee Participation	4.86	0.30	Not Significant
Goal Clarity	6.07	0.19	Not Significant
Management Style	6.86	0.14	Not Significant
Working Relationship	2.10	0.72	Not Significant
Organizational commitment	8.48	0.08	Not Significant

The data from Table 8 indicates that the statistical treatment showed no significant difference in perceived organizational culture when grouped according to educational qualifications. The p-values for working relationships (0.72), employee participation (0.30), goal clarity (0.19), management style (0.14), and organizational commitment (0.08) are all greater than the 0.05 significance level. As a result, the null hypothesis for each variable is retained, signifying no significant relationship between organizational culture and these variables when grouped by educational qualifications.

Adekanmbi and Ukpere (2021) found similar results in their study on employee participation in decision-making and perceived organizational support, reporting no significant differences based on educational qualifications. Likewise, Dyrirt and Lacap (2020) observed no significant differences in employee engagement when analyzed by educational qualifications in their research on work-life balance. Ali et al. (2021) further noted no significant difference in goal clarity in relation to educational qualifications in their investigation of humble leadership, organizational culture, and project success.

These findings imply that educational qualifications do not significantly influence employees' perceptions of organizational culture regarding working relationships, employee participation, goal clarity, management style, and organizational commitment. This highlights the need for organizations to ensure equitable treatment and opportunities for employees irrespective of their educational background. Organizations can foster a culture that values contributions from all employees, leveraging diverse educational perspectives to enhance teamwork, decision-making, and organizational success.

Table 9. *Test of Difference between Perceived Organizational Cultures when grouped according to Length of service*

<i>Indicator</i>	<i>H-Value</i>	<i>P-Value</i>	<i>Interpretation</i>
Employee Participation	0.95	0.92	Not Significant
Goal Clarity	0.96	0.92	Not Significant
Management Style	1.10	0.89	Not Significant
Working Relationship	0.32	0.99	Not Significant
Organizational commitment	2.17	0.70	Not Significant

The data from Table 9 reveals that the statistical treatment showed no significant difference in perceived organizational culture when grouped according to the length of service. The p-values for organizational commitment (0.99), employee participation (0.92), goal clarity (0.92), management style (0.89), and working relationships (0.70) all exceeded the 0.05 threshold. Consequently, the null hypothesis for each variable is retained, indicating no significant relationship between organizational culture and these variables based on the length of service.

Adekanmbi and Ukpere (2021) similarly reported no significant differences in employee participation based on the length of service in their study on decision-making and perceived organizational support. Likewise, Ali et al. (2021) found no significant differences in goal clarity related to length of service in their research on humble leadership, organizational culture, and project success. However, Stalyk (2021) observed that employees are significantly more satisfied when organizations implement diversity management policies, as these are perceived to clarify goals and foster a stronger relationship between employees and organizational culture.

These findings imply that the length of service does not significantly affect employees' perceptions of organizational culture concerning organizational commitment, employee participation, goal clarity, management style, and working relationships. This suggests that factors other than tenure, such as personal attitudes, organizational practices, or team dynamics, may play a more significant role in shaping these perceptions. Organizations should focus on fostering inclusive and supportive cultural practices that resonate with employees across all tenure levels to maximize engagement and productivity.

Conclusions

The study found that the majority of respondents were female, in their mid-twenties, with a Master's degree, and had served in the institution for one to five years, suggesting a young and academically advanced workforce. The research shows that organizational culture positively influences working relationships, organizational commitment, and goal clarity, but does not significantly impact employee participation or management style. Additionally, no significant differences were observed in how organizational culture is perceived across sex, age, educational level, or length of service, indicating a uniform perception across demographic groups. Implementing an action plan can enhance the educational environment, improving job satisfaction and teacher performance.

To build on the study's findings, it is recommended to implement regular professional development programs focusing on employee participation, goal clarity, management styles, and working relationships. Establishing recognition programs to reward teachers' contributions can boost morale and commitment. Further in-depth studies should explore specific aspects of organizational culture that influence teacher performance and student outcomes. Lastly, the study's findings should be presented for approval and endorsement to the School Division Supervisor for consideration in future district-level initiatives. These recommendations aim to improve the school's learning environment and educational outcomes.

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