



## **THE IMPACT OF ORGANIZATIONAL CULTURE TO TEACHER MORALE AND EMPOWERMENT AMONG LOCAL COLLEGES AND UNIVERSITIES IN THE NATIONAL CAPITAL REGION**

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### **ABSTRACT**

The study sought to determine the relationship of organizational culture to teacher morale and empowerment among local colleges and universities in the National Capital Region (NCR). Specifically, the existing Organization Culture in terms of innovation and risk taking, attention to details, outcome orientation, people orientation, team orientation, aggressiveness and stability, the extent of teacher morale in terms of belongingness, rationality and identification, the perceived teachers' level of empowerment in terms of decision making, professional growth, status, self – efficacy, autonomy and impact were assessed; and the significant relationship of the organizational culture to teacher morale and empowerment was tested. In this descriptive correlational research, the researcher adapted and allowed expert validation of the questionnaire, with statements anchored on the Robbins' Constructs of Organizational Culture, Kevin Smith's Model on Staff Morale and School Participant Empowerment Scale of Short and Rinehart to the simple randomly selected 415 teachers from locally-funded Colleges and Universities in NCR. Percentage, Weighted Mean, and Pearson Correlational Coefficient  $r$  were the statistical tools used in the data. Research found out that majority of the teachers' respondent agreed on the 7 domains of organizational culture with high teacher morale despite some obstacles in the organizational culture and with acceptable teacher morale. Meanwhile, the relationship of organizational culture to teacher morale and teacher morale was deemed significant to each other.

**Keywords:** *Organizational culture, teacher morale, teacher empowerment, local colleges and universities, Values Orientation Program*

### **1. INTRODUCTION**

Organizational culture in every educational institution is a vital element of effective and efficient management practices. It was known to have influenced organizational success and development as a parameter. The method of developing culture begins with a leader or founder emphasizing protocols in solving the problems and obstacles to have a basis for the development and improvement of the institution. As emphasized in many researches, an ideal organizational culture existing in an academic institution greatly affects the Teacher Morale that results to increase in productivity and efficiency of the faculty members as well as the development of increase level of Teacher Empowerment that is related with job satisfaction that could improve the performance of the teachers in the school system. The researcher focused on higher educational institutions (HEIs) under the Association of Local Colleges and Universities (ALCU) as respondents. The outcome of this research will enlighten educational managers about issues on the status of teachers' morale and their perceptions on the level of empowerment that contribute to the overall state of their organizational culture. The thrust of this study will serve as a framework for the improvement or betterment of all stakeholders and members of the academe. This study is unique because there are few literatures assessing the organizational culture, teacher morale and empowerment in the locally-funded colleges and universities specifically in the National Capital Region (NCR).

### **2. MATERIALS AND METHODS**

This research study used descriptive correlational design. The main thrust of this study is to determine the organizational culture prevailing in the different colleges and universities in the National Capital Region and its



relationship with teacher morale and teacher empowerment as perceived by teacher respondents, survey approach was employed. After all data were collected, determining the relationship of the variables was measured. In order to understand more the meaning of the answers to the questionnaire provided and to validate the results, corroborating data were gathered thru an interview. The respondents of the study were the locally-funded colleges and universities in the National Capital Region (NCR) where the researcher is a faculty member in one of the educational institutions (University in Makati). The study was conducted on selected colleges and universities that are members of the Association of Local Colleges and Universities particularly the 7 educational institutions namely: City of Malabon University, City University of Pasay, Pamantasan ng Lungsod ng Muntinlupa, Taguig City University, University of Caloocan City, Universidad de Manila, and University of Makati. There were 7 local colleges and universities in the National Capital Region. From the total population of 1,069 teachers, 415 were considered as respondents of the study based on the delimitation criteria set forth by the researcher. Checklist questionnaire was utilized as the main instrument of the study. It was adapted from the Relationship of Organizational Culture to Teacher Morale and Empowerment Tool and some modifications were done to make it more understandable to the respondents of the study. Permission to adapt was sought from Dr. Albert B. Mutia. It was validated by three experts in the field of education, social sciences and reviewed by a psychometrician.

### 3. RESULTS AND DISCUSSION

#### a. Organizational Culture of Locally-Funded Colleges and Universities in the National Capital Region

**Table 1 - Respondents' Perception of Organizational Culture in Locally-funded Colleges and Universities in NCR**

Existing Organizational Culture	Weighted Mean	Verbal Interpretation
1. Innovation and Risk – Taking	3.72	High
2. Attention to Details	3.82	High
3. Outcome Orientation	3.58	High
4. People Orientation	3.58	High
5. Team Orientation	3.68	High
6. Aggressiveness	3.35	Neither high nor low (Undecided)
7. Stability	3.47	High
<b>Overall Weighted Mean:</b>	<b>3.60</b>	<b>High</b>

The table above shows the respondents' Perception of Organizational Culture in Locally-funded Colleges and Universities in NCR in terms of Innovation and Risk – taking, Attention to details, Outcome Orientation, People Orientation, Aggressiveness and Stability. Majority of the respondents agree as depicted by General Weighted Mean of 3.60 which is interpreted as High when it comes to Organizational Culture. Specifically, they observed “Attention to Details” as top of the list with a weighted mean of 3.82. Attention to Details is also known as “Precision



Orientation”, a characteristic of organizational culture that dictates the degree to which employees are expected to be accurate in their work. A culture that places a high value on attention to detail expects their employees to perform their work with precision. According to Geertz (1973), culture “is not a part of experimental science in search of laws but an interpretive one in search of meaning”. Culture is not an obstacle that needs a solution, but rather a guideline that an organization can utilize to find a solution. It is important for a group of people to survive and can be use by the next generation for a sense of purpose and direction. In the context of organizational culture in tertiary level, it is vital for the faculty members to use the positive impact of the current practices and improve the weaknesses for the attainment of success in the academic institution. Last in the list is “Aggressiveness” with a weighted mean of 3.35. Aggressive institution works toward competition which is not popular in the academic institution because of the nature of the work that shows professionalism in every teacher in performing their task in the school system. Interactions and relationships exist in academic institution to achieve the mission, vision, goals and objectives of the school.

### b. The Extent of Teachers’ Morale

**Table 2 - Level of Teacher’s Morale**

Teachers’ Morale	Weighted Mean	Verbal Interpretation
1. Teachers’ rapport with the Head/Dean	3.78	High
2. Rapport among co – teachers	3.73	High
3. Satisfaction with teaching	3.79	High
4. Teaching load	3.09	Neither high nor low (Undecided)
5. Curriculum, instructional materials and facilities	3.32	Neither high nor low (Undecided)
6. Community relations	3.65	High
<b>Overall Weighted Mean:</b>	<b>3.56</b>	<b>High</b>

Table 2 presents the respondents’ Level of Teacher’s Morale in Locally-funded Colleges and Universities in NCR in terms of Teachers’ rapport with the Head/Dean, Rapport among co – teachers, Satisfaction with teaching, Teaching load, Curriculum, instructional materials and facilities and Community relations. Majority of the respondents agree as depicted by General Weighted Mean of 3.56 which is interpreted as High when it comes to the Level of Empowerment. Specifically, they regarded “Satisfaction with teaching” as top of the list with a weighted mean of 3.79. Although teaching can be difficult and exhausting seeing students learn and progress motivates every teacher in their endeavor in the academic institution. Teaching is a profession and a vocation. It is very important to established a sense of moral purpose for a faculty member to maximize potentials and capabilities. Developing an acceptable level of self – confidence will result to a stable emotion, interactions and expected value system of a true-blue educator. According to Fullan (2011), being passionate, confident and having a sense of purpose is present if the faculty members are able to move in an environment that is corollary with the set of principles and will result to a high level of morale and motivated individuals. When faculty members are restricted with the protocols of the



institution that is not congruent with the belief system, it can diminish the level of morale and will affect the motivational factors negatively. It is vital to keep the fire burning in the heart and mind of every faculty member to continue their vocation in teaching that can inspire and touch the lives of the students. Last in the list is “Teaching Load” with a weighted mean of 3.09 which is interpreted as “Undecided”. Based on the respondents’ verbalization, some teachers encounter problems in their record keeping and clerical work due to teaching load that comprises the bulk of the work of the teacher respondents.

### 3.3 The perceived teachers’ level of empowerment

**Table 3 - Respondents’ Perceived Level of Empowerment**

Teachers’ Morale	Weighted Mean	Verbal Interpretation
1. Decision making	3.57	High
2. Professional growth	3.96	High
3. Status	4.11	High
4. Self – efficacy	4.12	High
5. Autonomy	3.81	High
6. Impact	4.02	High
<b>Overall Weighted Mean:</b>	<b>3.93</b>	<b>High</b>

The table above shows the respondents’ perceived Level of Empowerment in Locally-funded Colleges and Universities in NCR in terms of Decision making, Professional growth, Status, Self – efficacy, Autonomy, and Impact. Majority of the respondents agree as depicted by General Weighted Mean of 3.93 which is interpreted as High when it comes to the Level of Empowerment. Specifically, they regarded “Self - efficacy” as top of the list with a weighted mean of 3.93. Teachers’ sense of efficacy relies on their self-perception of their own individual pedagogical skills, content knowledge, interactions with students, perceived levels of autonomy, and other environmental dynamics, and it remains an important element of their morale, motivation and professional identity. Importantly, teacher empowerment as related to self-efficacy is the most significant determinant of intrinsic satisfaction (Bogler & Nir, 2012).

### 3.4 Is there a significant relationship between the existing organizational culture as perceived by the respondents in terms of: Extent of Teacher Morale and Level of Teacher Empowerment?

Table 4 presents that Organizational Culture has a strong positive correlation of 0.6751 with Teacher Morale. However, since the p-value of the test is almost zero, which is less than the significance level of 0.05, thus rejecting the null hypothesis of the test. There is a sufficient evidence to say that Organizational Culture is correlated with Teacher Morale. This is similar with Organizational Culture which has a positive correlation of 0.5523 with Teacher Empowerment.

**Table 4 - Pearson’s Test of Correlation: Organizational Culture and Teacher Morale against Participant Empowerment**



Organizational Culture	Pearson's R	Verbal Interpretation	p-value	Decision	Remarks
Teacher Morale	0.6751	Strong positive relationship	<0.0000	Reject Ho	Significant
Teacher Empowerment	0.5523	Strong positive relationship	<0.0000	Reject Ho	Significant

According to Hoy and Miskel (1987), teacher morale was high when there is a healthy school environment. Positive interactions and the feeling of positivity in the academic institution exist when there is ideal organizational culture which results to high level of teacher morale. Faculty members can be productive and motivated to push themselves to the limit because of they are motivated and passionate to follow the directions set by the management team for the improvement and development of the school system. According to Hine and Lavery (2014), teacher empowerment contributes to the sustainability of teachers' professional development through the autonomy it provides to teachers and the positive impact it has on the satisfaction of their job. The concept of academic freedom should be emphasized to all members of the academe to increase the level of empowerment. It is possible if there is an ideal organizational culture that is sensitive with needs of the faculty member to be productive and work according to their will as a professional individual with drive to contribute positively to the stakeholders of the academic community. Providing faculty with the opportunity to make decisions is also a factor for professional development that would empower teachers in the school system. Based on the study of Rondeau and Wagar (2012), allowing organizational members to partake in decision-making is a vital component of a culture of empowerment. Educational institutions should have a mechanism to empower the faculty members to be involve in the decision – making process of the school system to boost the self – confidence of the teachers to make them feel that they are valued and important in the organization. An ideal organizational culture should also allow the progress and growth of the faculty members. This will empower the teachers to be effective and efficient member of the teaching force.

#### 4. CONCLUSION

Based on the findings and conclusions, the following were hereby recommended: The school should provide a faculty manual that is transparent to each member of the academe to be aware about the protocol of the institution which is flexible and realistic for the development and improvement of the school system. Allowing faculty members to have an opportunity to express themselves in the proper forum for their comments and suggestions for the improvement of the policies in the institution. A valid evaluation matrix should be established for the faculty members. This will serve as a guide for the teachers. Academic institution should base the promotion on the productivity level of the employees for fairness and equality. A regular schedule of promotion should be available to all employees to uplift the morale of the teachers which is essential for their growth and development and to suffice the basic needs needed for survival and attainment of success as well as happiness of every member of the teaching force. Professionalism should exist at all times in relation to the proper channeling of communication to all the departments existing in the academic institution. Recognizing the valuable participations and contributions of all faculty members will improve and develop a drive to function properly, effectively and efficiently. It is not recommended that teachers do clerical and paperwork that is irrelevant to teaching. Values Orientation Program about Organizational Culture of every academic institution to uplift the morale of the teachers and empower them to be motivated and passionate in the delivery of the services especially in the teaching and learning process that is beneficial to the stakeholder of the school which are the students for success and development of every aspects of life.

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