



ABSTRACT

Title: *The Interrelationship of the Organizational Culture, the Administrators' Performance, the Teachers' Performance and the Grade Six Pupils' Academic Achievement in the Selected Private Schools in the City of Dasmarinas*

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Statement of the Problem

This study sought to find out the Interrelationships of the Organizational Culture, the Administrators' Performance, the Teachers' Performance and the Grade Six Pupils' Academic Achievement in the Selected Private Schools in the City of Dasmarinas.

The questionnaires on organizational culture, the administrators' performance, the teachers' performance and the general average grade of the Grade Six pupils during the Second Grading Period of the current School Year 2011-2012 were the main tools for data gathering. The research respondents were



32 administrators, 169 teachers and 256 pupils in the selected private schools in the City of Dasmarinas.

The research questions were:

1. As assessed by the administrators and the teachers, what is the organizational culture of the selected private schools in the City of Dasmarinas in terms of the following dimensions:
 - 1.1 overall analysis?
 - 1.2 organizational communications?
 - 1.3 management team evaluation?
 - 1.4 organizational relations?
 - 1.5 organizational change?
2. How significant is the difference between the administrators' and the teachers' assessments of the schools' organizational culture?
3. As assessed by the teachers, what is the administrators' performance in the selected private schools in the City of Dasmarinas based on the following dimensions:
 - 3.1 leadership qualities?
 - 3.2 general administration skills?
 - 3.3 personal attributes and commitment to the school's vision/mission?



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4. As assessed by the administrators, what is the teachers' performance in the selected private schools in the City of Dasmarinas based on the following dimensions:

4.1 teaching preparations?

4.2 teacher's behavior?

5. What is the academic achievement of the Grade Six pupils during the Second Grading Period of the current school year 2011-2012 in the selected private schools in the City of Dasmarinas?

6. How significant is the relationship between:

6.1 the organizational culture and the administrators' performance?

6.2 the organizational culture and the teachers' performance?

6.3 the organizational culture and the Grade Six pupils' academic achievements?

7. How significant is the relationship between:

7.1 the administrators' performance and the teachers' performance?

7.2 the administrators' performance and the Grade Six pupils' academic achievements?

8. How significant is the relationship between the teachers' performance and the Grade Six Pupils' academic achievement?



9. What development program can be planned to improve the schools' organizational culture, the administrators' performance, the teachers' performance and the Grade Six pupils' academic achievement in the selected private schools in the City of Dasmarinas?

Research Methodology

The Organizational Culture Questionnaires (OCQ), which was rated by both the administrators and the teachers (201), the EIA (Evaluation Instrument for Administrators), rated by the teachers (169), the TEI (Teacher Evaluation Instrument), rated by the administrators (32) and the Grade Six pupils' general average (256) for the Second Grading Period of the current school year were utilized to get the necessary data for this study. To test the reliability of the data, they were analyzed through the SPSS (Statistical Package for Social Science).

The mean was applied to find out the level of the organizational culture, the administrators' performance, the teachers' performance and the pupils' academic achievement.

The T-test was used to find out the significant difference between the perceptions of the administrators and the teachers on the organizational culture along its five dimensions: overall analysis, organizational communication,



management team evaluation, organizational relations and organizational change.

The Pearson r or correlation analysis was used to find out the significant correlation between the organizational culture and the administrators' performance, the organizational culture and the teachers' performance, the organizational culture and the pupils' academic achievement, the administrators' performance and the teachers' performance, the administrators' performance and the pupils' academic achievement, and the teachers' performance and the pupils' academic achievements.

Summary of Findings

After the questionnaires were administered, the responses of the administrators and the teachers were tallied and tabulated and the data gathered were treated and subjected to the appropriate statistical computation through the use of the Statistical Package for the Social Sciences (SPSS). The following findings showed the results based on the chronological presentation of the problems.



1. The Organizational Culture

1.1 The organizational culture dimension, overall analysis, with an average mean of 3.76 was perceived by the administrators and teachers of the selected private schools in the City of Dasmarinas as **highly evident** with a qualitative description of **very good**.

1.2 The organizational culture dimension, organizational communication, showed an average weighted mean of 3.76 and had a qualitative description of **highly evident**. This was perceived by the respondents as **very good**.

1.3 The third organizational culture dimension, management team evaluation, had an average weighted mean of 3.73 which is **highly evident**. It was perceived by both the administrators and the teachers to be **very good**.

1.4. The organizational culture dimension, organizational relations, showed an average weighted mean of 3.81 and had a qualitative description of **highly evident**. The findings showed that the bonding that exists between the administrators and the employees of the selected private schools in the City of Dasmarinas is **very good**.



1.5 The fifth dimension of organizational culture, organizational change, was assessed by the two groups of respondents with an average weighted mean of 3.95 and was described as **highly evident**. The findings indicated that the perceptions of the respondents relating to organizational change is **very good**.

The rank of these 5 dimensions were as follows:

- 1st- Organizational Change
- 2nd- Organizational Relations
- 3rd- Organizational Communication
- 3rd- Overall Analysis
- 4th- Management Team Evaluation

The ranking showed that the organizational change dimension of organizational culture of the selected private schools in the City of Dasmarinas ranked first and was **very highly evident** and was described to be **very good** as perceived by the concerned respondents. The lowest rank was the dimension management team evaluation which was only **highly evident** but minimally perceived by the concerned respondents.

2. Significant differences in the administrators' and the teachers' perceptions of the organizational culture along the five dimensions.

This part of the study examined the perceptions of both the 32 administrators and the 169 teachers with regards to the five dimensions of organizational culture



of the selected private schools in the City of Dasmarinas.

2.1 The Differences between the Perceptions of the Organizational Culture along the Overall Analysis Dimension

The computed t value of all the ten indicators of organizational culture along the overall analysis is greater than (upper) the critical value. The indicator 1 (Overall Analysis) has a computed $r = 17.54$ which is greater than (upper) the critical value at .01 and 1.74 at .05 level of confidence. This showed that there is a **high significant** difference between the perceptions of the administrators and the teachers on the organizational culture along the overall analysis dimension of the selected private schools in the City of Dasmarinas. The null hypothesis that there is no significant difference between the perceptions of the administrators' and the teachers' perceptions of the organizational culture along the overall analysis dimension is, therefore, rejected.

2.2 The Differences between the Perceptions of the Organizational Culture along the Organizational Communication Dimension

The computed t value of all the ten indicators of organizational culture along organizational communication is greater than (upper) the critical value. The indicator 1 (Organizational Communication) has a computed $r = 16.39$ which is greater than



(upper) the critical value at .01 and 1.65 at .05 level of significance. This showed that there is a **very high significant** difference between the perceptions of the administrators and the teachers in organizational culture along the organizational communication dimension of the selected private schools in the City of Dasmarinas. The null hypothesis that there is no significant difference between the perceptions of the administrators' and the teachers' on the organizational culture along organizational communication dimension is, therefore, rejected.

2.3 The Differences between the Perceptions of the Organizational Culture along the Management Team Evaluation Dimension

The computed t value of all the ten indicators of organizational culture along the management team evaluation is greater than (upper) the critical value. The indicator 1 (Management Team Evaluation) has a computed $t = 15.94$ which is greater than the critical value at .01 and at .05 level of confidence. This showed that there is a **very high significant** difference between the perceptions of the administrators and the teachers on the organizational culture along the management team evaluation of the selected private schools in the City of Dasmarinas. The null hypothesis that there is no significant difference between the perceptions of the administrators and the teachers on the organizational culture along the management team evaluation dimension is, therefore, rejected.



2.4. The Differences between the Perceptions of the Organizational Culture along the Organizational Relations Dimension

The computed t value of all the ten indicators of organizational culture along the organizational relations is greater than (upper) the critical value. The indicator 1 (Organizational Relations) has a computed $t = 14.60$ which is greater than (upper) the critical value at .01 and at .05 levels of confidence. There is a **very high significant** difference between the perceptions of the administrators and the teachers in organizational culture along the organizational relations of the selected private schools in the City of Dasmarinas. The null hypothesis that there is no significant difference between the perceptions of the administrators and the teachers on the organizational culture along the organizational relations dimension is, therefore, rejected.

2.5. The Differences between the Perceptions of the Organizational Culture along the Organizational Change Dimension

The computed t value of all the ten indicators of organizational culture along the organizational change dimension is greater than (upper) the critical value. The indicator 1 (Organizational Change) has a computed $t = 15.81$ which is greater



than (upper) the critical value at .01 and at .05 level of significance. This projected that there is a **very high significant** difference between the perceptions of the administrators and the teachers on the organizational culture along the organizational change dimension of the selected private schools in the City of Dasmarinas. The null hypothesis that there is no significant difference between the perceptions of the administrators and the teachers in organizational culture along the organizational change dimension is, therefore, rejected.

The computed t value of all the 50 indicators of organizational culture is higher than (upper) the critical value at .01 and at .05 levels of significance. There is a **very high significant** difference between the findings of the administrators' and the teachers' perceptions of the organizational culture along its five dimensions. The findings showed that the administrators rated organizational culture much higher than the teachers' rating. The null hypothesis that there is no significant differences between the administrators' and the teachers' perceptions of organizational culture along its five dimensions is, therefore, rejected.

3. The Administrators' Performance

The administrators' performance in the selected private schools in the City of Dasmarinas was perceived to be **very good** and an average mean of 3.79 was



forwarded for the three dimensions. The administrators' performance was described to be **above average**. Among the three dimensions of the administrators' performance, "personal attributes and commitment to the schools' vision" ranked first with a weighted mean of 3.90. "Leadership qualities", ranked second, with a weighted mean of 3.75. "General administration skills" had the lowest rank and had a weighted mean of 3.70.

4. The Teachers' Performance

The findings revealed that the teachers' performance in the selected private schools in the City of Dasmarinas was **very good** with a mean of 3.83 in teaching preparations and 3.85 in teaching behavior. It had an average mean of 3.84 which is perceived to be **above average** in performance.

5. The Grade Six Pupils' Academic Achievement

The Grade Six pupils' academic achievement is **satisfactory** which indicates an **above average** performance, with a general point average of 86.03, ranging between 85-89.



6. The Results of the Correlation Tests between Organizational Culture and the other Variables

6.1 The Results of the Correlation Test between the Organizational Culture and the Administrators' Performance

There is a **high positive correlation** between the organizational culture along each of the five dimensions: overall analysis, organizational communications, management team evaluation, organizational relations, and organizational change and the administrators' performance. All the respective computed correlation coefficient, 0.927, 0.899, 0.851, 0.873, and 0.834 between organizational culture along its five cited dimensions are all greater than the critical value 0.4487 at 0.01 level of significance, $P=.000$ therefore the null hypothesis is rejected. There is a significant correlation between organizational culture and administrators' performance. The results of the correlation test between the organizational culture along its five dimensions and the administrators' performance are **highly significant** at $\alpha = .01$ (level of significance) with a computed sig.= .000, hence, the null hypothesis that there is no significant correlation between the organizational culture and the administrators' performance is rejected. The computed correlation coefficient between organizational culture along the overall analysis is .927 indicating that the two variables are 92.7% associated with each other and are



This showed that the null hypothesis of no significance is, therefore, rejected.

6.3 The Results of the Correlation Test Between the Organizational Culture and the Pupils' Academic Achievement

There is a **high positive correlation** between the organizational culture along each of the five dimensions: overall analysis, organizational communications, management team evaluation, organizational relations, and organizational change and the pupils' academic achievement. All the respective computed correlation coefficient, 0.888, 0.866, 0.849, 0.922, and 0.839 between organizational culture along its five cited dimensions are all greater than the critical value 0.4487 at 0.01 level of significance, $P=.000$ therefore the null hypothesis is rejected. There is a significant correlation between organizational culture and pupils' academic achievement. Organizational culture along its five dimensions is **highly significant** to the pupils' academic achievement as shown at $\alpha = .01$ (level of significance) with a computed sig. = .000 thus, the null hypothesis that there is no significant correlation between the organizational culture and the pupils' academic achievement is rejected. The computed correlation coefficient or $r = .849^{**}$ between organizational culture dimension of the management team evaluation and the pupils' academic achievement revealed that the two variables at 84.9% are associated with



each other thus, the correlation is **highly significant**. This showed that the null hypothesis of no significance is, therefore, rejected.

7. The Results of the Correlation Test Between the Administrators' Performance and the other Variables

7.1 The Results of the Correlation Tests Between the Administrators' Performance and the Teachers' Performance

There is a **high positive correlation** between the administrators' performance and the teachers' performance. All the respective computed correlation coefficient, 0.921, 0.976 and 0.951 between the administrators' performance and the teachers' performance are all greater than the critical value 0.4487 at 0.01 level of significance, $P=.000$ therefore the null hypothesis is rejected. There is a significant correlation between the administrators' performance and the teachers' performance. The administrators' performance along its three dimensions is **highly significant** to the teachers' performance at $\alpha = .01$ (level of significance) with a computed sig. = .000 thus, the null hypothesis that there is no correlation between the administrators' performance and the teachers' performance is rejected. The computed correlation coefficient or $r = .921^{**}$ between the administrators' performance along leadership qualities emphasized that the two variables at 92.1%



are associated with each other thus, the correlation is **highly significant**. This showed that the null hypothesis of no significance is, therefore, rejected.

7.2. The Results of the Correlation Test Between the Administrators' Performance and the Pupils' Academic Achievement

There is a **high positive correlation** between the administrators' performance and the pupils' academic achievement. All the respective computed correlation coefficient, 0.894, 0.900 and 0.883 between the administrators' performance and the pupils' academic achievement are all greater than the critical value 0.4487 at 0.01 level of significance, $P=.000$ therefore the null hypothesis is rejected. There is a significant correlation between the administrators' performance and the pupils' academic achievement. The administrators' performance along its three dimensions is **highly significant** to the pupils' academic achievement at $\alpha = .01$ (level of significance) with a computed sig. = .000 thus, the null hypothesis that there is no significant correlation between the administrators' performance and the pupils' academic achievement is rejected. The computed correlation coefficient or $r = .900^{**}$ between administrators' performance along general administration skills and pupils' academic achievement emphasized that the two variables at 90.0% are associated with each other thus the correlation is **highly significant**



and the null hypothesis of no significance is, therefore, rejected.

8. The Results of the Correlation Test Between the Teachers' Performance and the Pupils' Academic Achievement

The computed correlation coefficient reveals a **high positive correlation** between the teachers' performance along the teaching preparation dimension and the pupils' academic achievement. Both the r values 0.609 and 0.612 are higher than the critical value 0.2673 at 0.01 level of significance, $P = .000$. Each null hypothesis is rejected. There is a significant correlation between teachers' performance along teaching preparations and teachers' behavior and pupils' academic achievements. The teachers' performance along its two dimensions is **highly significant** to the pupils' academic achievement at $\alpha = .01$ (level of significance) with a computed $\text{sig.} = .000$ thus, the null hypothesis that there is no significant correlation between the teachers' performance and the pupils' academic achievement is rejected. The computed correlation coefficient or $r = .609^{**}$ between the teachers' performance along the teaching preparation dimension and the pupils' academic achievement revealed that the two variables at 60.9% are associated with each other thus, the correlation is **highly significant**. This indicated that 60.9% of the teachers' performance is associated with the pupils' academic



achievements, thus, the null hypothesis of no significance is, therefore, rejected.

9. The Development Program for Administrators, Faculty and Pupils was Proposed based on the Results of this Study.

The development program for the administrators, faculty and pupils was presented in Figure 2 in the last chapter of this study.

CONCLUSIONS

In the light of the results of the findings, the following conclusions were formulated:

1. The organizational culture along the five dimensions of the selected private schools in the City of Dasmarinas was **highly evident** or perceived to be **very good**.

2. There was a **very high significant** relationship between the assessment of the administrators and the teachers on the organizational culture along its five dimensions.



3. The administrators' performance was **very good** or perceived to be **above average** with regards to leadership qualities, general administration skills and personal attributes and commitment to the schools' vision and mission.

4. The teachers' performance was **very good** or perceived to be done at an **above average** performance with regards to the teachers' teaching preparation and the teachers' behavior.

5. The Grade Six pupils' academic achievement was **satisfactory** or considered **above average**.

6. There is a significant relationship between:

6.1 the organizational culture and the administrators' performance;

6.2 the organizational culture and the teachers' performance;

6.3 the organizational culture and the pupils' academic achievement.

7. There is a significant relationship between:

7.1 the administrators' performance and the teachers' performance;

7.2 the administrators' performance and the pupils' academic achievement.

8. There is a significant relationship between the teachers' performance and the pupils' academic achievement.



RECOMMENDATIONS

In the light of the findings and conclusions of this study, the following recommendations are drawn for consideration.

1. The administrators of the schools should engage in a more detailed activity of reviewing and analyzing the contents of the curriculum and to involve themselves in setting directions for the teachers in the conduct of classroom instruction.
2. The administrators should provide time and logistics for the conduct of professional development programs for the improvement of the quality of work of the employees concerned.
3. The administrators should motivate the teachers by providing them with intrinsic and extrinsic rewards to encourage them to stay in their work venues. Also, the teachers must be provided with indoor and outdoor unwinding activities to allow them the comforts of relaxation and to unburden them with from the mental distress covered by stress.



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4. All those concerned with planning activities must be involved so that changes that may come an account of plan implementation may be wholly accepted and participated in by everyone

5. The City of Dasmarinas Association of Private Schools (CDAPS) must plan and implement training programs and seminars for both the administrators and the teachers for enhancement and growth purposes.