

Influence Of Organizational Culture On The Morale Of Teaching Force Of Eulogio "Amang" Rodriguez Institute Of Science And Technology During The Covid-19 Pandemic

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Abstract

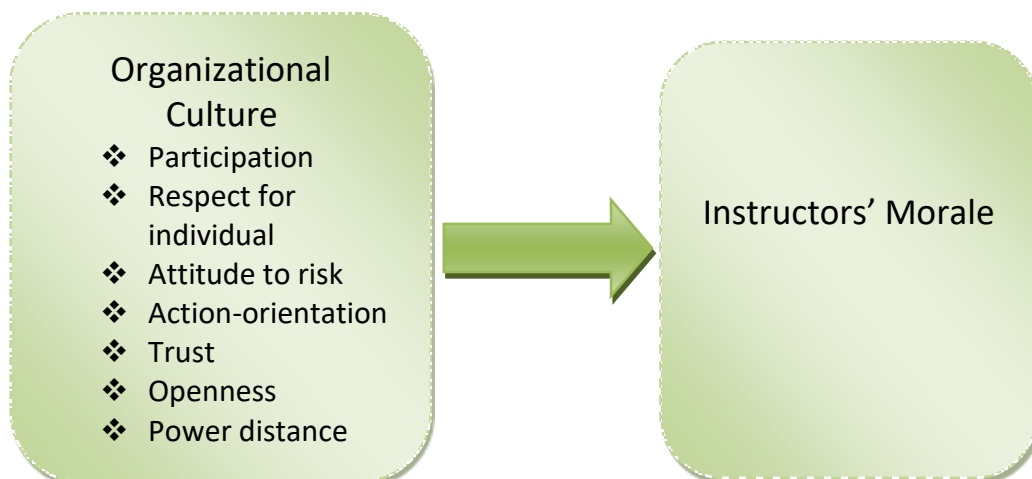
One of the most influential concepts in organizational behavior literature is organizational culture (Aydin, 2018). Organizational culture refers to as a system of shared assumptions, values, and beliefs, which governs how people behave in organizations. These shared values have a strong influence on the people in the organization and dictate how they act, and perform their jobs (Dauber et al., 2012). This study aimed to determine the influence of organizational culture on instructors' morale. It also investigated on organizational culture as to participation, respect for individual, attitude to risk, action-orientation, trust, openness, and power distance; and the level of instructors' morale. Management implications were also drawn from the findings of the study. The respondents of the study are 58 instructors from EARIST Manila during the academic year 2020-2021. Results revealed that the organizational culture was generally high. Higher level of assessments was noted on the participation among instructors, respect for each other, openness, and action orientation. The school appreciate the existence of instructors as workers of innovations, and as builders of unity between people in an educational organic system. The instructors' morale was at moderate level of assessment. This makes instructors work better and uplift their morale as they continue to soar for the benefits of the students with utmost confidence and unconditional commitment. Seven (7) variables of organizational culture influences instructors' morale in varying extent but the variable on action orientation appeared to be the best predictors of instructors' morale.

Keywords: organizational culture, morale, teaching force, pandemi

Introduction

One of the most influential concepts in organizational behavior literature is organizational culture (Aydin, 2018). 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 act, and perform their jobs (Dauber et al., 2012).

In the study of Desselle et al. (2018), psychometrically well-performing measures were used to assess the multi-faceted organizational culture of academic pharmacy programs and the organizational citizenship behaviors of its constituent faculty. The organizational culture, serving as the independent variable of the study was evaluated in terms of the participation, respect for individual, attitude to risk, action-orientation, trust, openness, and power distance. The dependent variable was appraised in the study is the level of instructors' morale. Even while multi-faceted and avoiding a simple typological descriptor, academic pharmacy cultures were reportedly healthy. Erlangga and Erlangga (2021) concluded that organizational culture has a significant effect on instructors' performance and increasing organizational learning variables increases variable instructors' performance. Batugal and Tindowen (2019) examined the influence of organizational culture on the organizational commitment and job satisfaction of instructors in the context of Catholic higher education institutions in the Philippines and found out that instructors are highly committed to their organization and satisfied to their job. Educational scholars claim that teacher morale has suffered from accountability pressures and constrained professionalism (Erichsen and Reynolds, 2020). It partly undermine goals of improving performance and equity in public schools by sowing seeds of teacher dissatisfaction and contributing to teacher turnover, thus thwarting student achievement in struggling schools.



The organizational culture, serving as the independent variable of the study was evaluated in terms of the participation, respect for individual, attitude to risk, action-orientation, trust, openness, and power distance. The dependent variable was appraised in the study is the level of instructors' morale.

The major problem of this study is the determination of influence of organizational culture on instructors' morale. Specifically, this study sought answers to the following questions:

1. How is the organizational culture described 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 instructors' morale at EARIST?
3. Which of the following organizational culture singly or combination influence instructors' morale?
4. What management implications may be drawn from the findings of the study?

METHODOLOGY

This study utilized the descriptive correlation type of research. Standardized instruments for organizational culture and instructors' morale were used as data gathering tools. The instruments on schools' organizational culture (Dauber et al., 2012) and instructors' morale (Patra, 2010) were found to be reliable as evidenced by the reliability index of .73 and .81, respectively. They were pilot tested to determine their culture sensitivity in the Philippine setting. The dimensions of organizational culture tool included participation, respect for individual, attitude to risk, action-orientation, trust, openness, and power distance

Guided by the universal sampling technique, the respondents of the study are 58 instructors from EARIST Manila during the academic year 2020-2021. A letter was

sent to the Dean of College to ask permission in the conduct of this study. With the approval, the researcher distributed the questionnaire through google form. The respondents who were not part of the study were asked to identify words or items in the questionnaire that are ambiguous or hard to understand. Weighted mean was used to measure organizational culture and the level of instructors' morale. The influence of organizational culture on instructors' morale was quantified using correlation and regression analysis.

RESULTS AND DISCUSSION

Summary of Assessment of Learners Organizational Culture

Indicators	General Mean	Weighted Mean	Verbal Interpretation
Participation	4.60		Very High
Respect for individual	4.55		Very High
	3.66		High
Attitude to risk	3.36		Moderate
Action orientation	4.23		High
Trust	4.33		High
Openness	3.54		high
Power distance			

The summary assessment of organizational culture shows that participation and respect for individual have weighted means of 4.60 and 4.55 with a verbal interpretation of very high. On the other hand, attitude to risk, trust, openness and power distance got weighted means of 3.66, 4.23, 4.33 and 3.54, respectively, with verbal interpretation of high. Action orientation has a weighted mean of 3.36 verbally interpreted as moderate.

This implies that the faculty members of EARIST Manila during the AY 2020-2021 strongly demonstrated involvement in school activities and regard to their colleagues and superiors. Fraternal corrections are lived out in the sense that they are open to hear from their colleagues to improve themselves.

Alassaf, D., Dabić, M., Shifrer, D. and Daim, T. (2020) believed that the greatest and widely accepted benefit of

participation is the increased work ownership of the members of organization. According to Khan (2020), respect is a feeling when you treat someone well for their qualities or character traits, but respect can also be a manifestation of dignity towards people.

Results also revealed that they exhibit belief, support and sharing of responsibilities. The findings indicate that a sense of professionalism exists in the organization. A proper delegation of tasks and right chain of command is indeed present.

It is important firstly to understand risk attitudes and the impact they can have on the risk management process if their presence and influence are not recognized or managed (Hilson, 2019). In the study of Jaffe (2018), the presence of trust cements relationships by allowing people to live and work together, feel safe and belong to a group. Peterson (2022) states that openness in the organization helps people feel more satisfied with their life, lowers stress and supports good physical health. Uzun (2020) supports that power distance is important for the healthy execution of relations, interactions, and communications between managers and employees.

They are somewhat willing to take practical actions in dealing with problems or situations but they utilize each other's time to get along with right decisions to be made and a right program to be implemented. They believed that if they sit in for a specific issue, a concrete solution must arise.

This was supported by Saka, C. (2018) saying that an action orientation is important in any position, but it's especially critical if a school head is managing instructors who are not highly self-motivated.

Assessment of Level of Instructors' Morale

Indicators	Mean	Interpretation
Details 'red tape' and required reports absorb too much of my time	3.45	Moderate
The work of individual faculty members is appreciated and commended by our principal	4.26	High
Instructors feel free to criticize administrative policy and faculty meetings called by our principal	3.75	High
The faculty feels that their suggestions pertaining to salaries are adequately	3.69	High

transmitted by the administration to the board of education

Our principal shows favoritism in his relations with the instructors in our school 2.56 Moderate

Instructors in this school are expected to do an unreasonable amount of record keeping and clerical work 2.91 Moderate

My principal makes a real effort to maintain close contact with the faculty 4.15 High

Community demands upon the teacher's time are unreasonable 3.12 Moderate

I am satisfied with the policies under which pay raises are granted 3.89 High

My teaching load is greater than that of most of the other instructors in our school 2.76 Moderate

Average 3.45 Moderate

The instructors' morale got a moderate level since it garnered 3.45 mean percentage score. This was displayed by the following perceptions of instructors: details 'red tape' and required reports absorb too much of their time (3.45), the work of individual faculty members is appreciated and commended by our principal (4.26), instructors feel free to criticize administrative policy and faculty meetings called by the principal (3.75), the faculty feels that their suggestions pertaining to salaries are adequately transmitted by the administration to the board of education (3.69), the principal shows favoritism in his relations with the instructors in the school (2.56), instructors in this school are expected to do an unreasonable amount of record keeping and clerical work (2.91), the principal makes a real effort to maintain close contact with the faculty (4.15), community demands upon the teacher's time are unreasonable (3.12), instructors are satisfied with the policies under which pay raises are granted (3.89), and teaching load is greater than that of most of the other instructors in our school (2.76).

The findings imply that the appreciation of principals as the head of the organization really makes instructors to work better and uplift their morale as they continue their jobs and responsibilities with utmost commitment. Consequently, instructors are expected to do reasonable amount of record keeping and clerical work even beyond working time. As teacher morale increases, so will the positive energy in the

building (Steele and Whitaker, 2019). As this was supported by (Hoy and Miskel, 2018) who stated that, when a healthy school environment exists and teacher morale is high, instructors feel good about each other and, at the same time, feel a sense of accomplishment from their jobs.

Influence of Organizational Culture on Instructors' Morale

Variables	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	22.973	6.477		3.547	0.071
Participation	2.073	0.411	0.665	5.043	0.037
Respect for Individual	2.601	0.787	0.539	3.305	0.041
Attitude to risk	0.672	0.425	0.249	1.579	0.255
Action Orientation	1.993	0.347	0.685	5.74	0.029
Trust	0.929	0.54	0.28	1.718	0.228
Openness	1.773	0.461	0.428	3.844	0.042
Power Distance	0.001	0.299	0	0.003	0.998

r-square = .954

f-value = 27.911

p-value = .035

alpha = .05

Results of the regression analysis indicate that the seven (7) variables of the organizational culture influence instructors' morale 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 significance level set at 0.05. This means that participation, respect for individual, action orientation, and openness significantly influence organizational trust that for every unit improvement in variables mentioned, instructors' morale can be expected to increase by 0.037, 0.041, 0.029, and 0.042, respectively. The rest of the variables also influence instructors' morale but not to a significant extent.

Analysis of the sustained Beta coefficients reveal that of the seven (7) variables of organizational culture, the variable on action orientation appeared to be the best predictors of instructors' morale.

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

The following are some significant management implications drawn from the results of the study:

1. The institution is good at involving instructors 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.
2. The instructors' 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.
3. Administrators could pay attention to instructors' 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 one another even in the midst of crisis management where a good attitude comes in.

Based on the results of the study, the following conclusions were drawn:

1. The organizational culture was generally high. Higher level of assessments was noted on the participation among instructors, respect for each other, openness, and action orientation. An indication that the schools appreciate the existence of instructors as workers of innovations, and as builders of unity between people in an educational organic system.

2. The instructors' morale was at moderate level of assessment. Higher level of morale was noted thru appreciation of principals as the head of the organization. This makes instructors work better and uplift their morale as they continue to soar for the benefits of the students with utmost confidence and unconditional commitment.

Seven (7) variables of organizational culture influences instructors' morale in varying extent but the variable on action orientation appeared to be the best predictors of instructors' morale. The results suggest that in order to increase instructors' 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.

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