

SCHOOL ORGANIZATIONAL CULTURE AND PERFORMANCE TOWARDS EDUCATION 4.0: A PERSPECTIVE

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ABSTRACT

The study aims to survey school heads' managerial and teachers' professional skills for Education 4.0 and their effects on organizational performance. With the introduction of the K to 12 Curriculum program in the Philippines, the educational system is expected to address the challenge posed by Education 4.0.

Simple random sampling technique was used in the selection of the respondents. The gathered data was statistically computed and analyzed using the mean, standard deviation, and regression formulas in describing the direction of influence between the given and among the foregoing variables respectively, as basis for the empirical testing of null hypotheses at a specified percentage level of significance in order to come up into valid analyses and interpretation of the findings as basis for reliable conclusions and feasible recommendations.

On the school heads' managerial skills based on the five sub-variables was interpreted as Highly Observable. On teachers' professional skills based on 5 aspects were interpreted as Highly Observable. On organizational culture based on 7 aspects were interpreted as Highly Observable/Highly Evident. On School performance it was reported as Very Satisfactory.

On the influence of school heads' managerial skills for Education 4.0 were not observed to have significant influence to the organizational culture except for people-oriented and shared vision. This is based on the computed t-values obtained from the tests which were less than the critical t-value. Furthermore, majority of the p-values obtained were greater than the significance alpha 0.05, hence there is absence of significance, so the hypothesis was accepted.

On the influence of the teachers' professional skills for Education 4.0 on school performance, it was observed that the teachers professional skills have a significant influence to schools' performance. This is based on the computed t-values obtained from the tests which were greater than the critical t-value. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a presence of significance. Thus, the hypothesis was rejected.

Keywords:

Organizational culture, performance, Education 4.0, perspective, skills, influence

INTRODUCTION

Organizations are among the main units in society. Upon its establishment in the process of development, an organizational culture eventually emerges to guide its identity.

According to Razak (2022), the aim of the organizational culture is to promote unity and cohesion and to stimulate the enthusiasm and innovation of employees to improve the economic efficiency of the company. In addition, employees behaviour is profoundly influenced by corporate culture (Tianya, 2015).

Organizational culture is an intangible yet strong force among a community of people who work together that affects the behaviour of the members of that group. Appropriate behavioural modes become essentially self-evident to its members when an organization takes on structural permanence (Razak, 2022).

On the other hand, organizational culture in education is one of the most important tools in providing human skills needed as a result of the economic, social, and technological transformations of the 21st century.

However, studies and discussions about managerial skills, processes, and practices along with the professional skills that managers and teachers should possess are still a matter of discussion and going on. The 21st-century managerial skills such as interpersonal skills, organizational delegation, problem-solving skills, decision-making skills, and mentoring are of paramount importance that may lead to the total transformation of organizations under Education 4.0 (Himmetuglo et al, 2019). Moreover, the teachers' professional skills such as technological skills, guidance skills, time management skills, creativity skills, and communication skills are also of significant contribution to education.

The transformations clarify the content of Education 4.0 and lead to redefining educational concepts, processes, and practices that can be conglomerated into organizational performance (P21, 2016).

In the Philippines, the Department of Education while it commits itself to align its services to the needs of Industry 4.0 through Education 4.0, results seem very staggard. The Department of Education officials and personnel are busy identifying strategies to fit the system to the demands of the millennium. However, nothing concrete and tangible results can be seen yet. Based on the report of USec. Mateo (2022) during a Webinar organized by the Development Academy of the Philippines, it seems that the DepEd is just starting to retool their teachers to adjust themselves for Education 4.0.

This also sought to survey school heads' managerial skills and teachers' professional skills for Education 4.0 and their effects on organizational performance. Specifically, it will attempt to answer the following problems:

1. What is the level of school heads' managerial skills in terms of:

- 1.1. Interpersonal Skills
- 1.2. Organizational Delegation Skills
- 1.3. Problem-Solving Skills
- 1.4. Decision-Making Skills
- 1.5. Mentoring Skills

2. What is the level of teachers' professional skills in terms of:

- 2.1. Technological Skills
- 2.2. Guidance Skills

- 2.3. Time Management Skills
 - 2.4. Creativity Skills
 - 2.5. Communication Skills
3. What is the level of organizational culture of the selected schools in terms of :
- 3.1. Innovation
 - 3.2. People Oriented
 - 3.3. Transparency
 - 3.4. Commitment
 - 3.5. Clarity
 - 3.6. Collaboration
 - 3.7. Openness to Change
4. Do school heads' managerial skills significantly influence organizational culture and performance?
5. Do teachers' professional skills significantly influence organizational culture and performance?

REVIEW OF RELATED LITERATURE

The succeeding review was conducted to provide ideas, knowledge, and a deeper appreciation of the various variables included in the current study. This review starts with the definitions, conceptualization, and understanding of organizational culture.

As a concept cited by Alshamari (2017), organizational culture has been studied in various disciplines ranging from social anthropology to industrial organizational psychology. However, it can still be defined in so many ways, such as its aspects, dimensions, traits, or elements,

Based on Akpa et al. (2021) article, culture is derived from the idea of cultivation, which means the development patterns. This concept is sometimes known as "corporate culture" (Childress, 2013), also used to denote the more commercialized meaning of organizational culture.

An article from iEdunotes (2023) says organizational culture is quite complex. Every company has its unique personality, just like people. In groups of people who work together, organizational culture is an invisible but powerful force that influences the behavior of the members of that group.

There is a comprehensive agreement that organizational culture refers to a shared meaning shared by members that distinguish the organization from others. The unique personality of an organization is referred to as its culture.

Organizational culture is a system of shared assumptions, values, and beliefs, which govern how people behave in organizations. Organizational culture includes an organization's expectations, experiences, philosophy, and values that hold it together. It is expressed in its self-image, inner workings, interactions with the outside world, and future expectations. It is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid. These shared values strongly influence the people in the organization and dictate how they dress, act, and perform their jobs.

According to Razak (2022), organizational culture can be viewed from a cultural standpoint, whose roots can be traced back to the work of scholars like Deal and Kennedy in the 80s. According to this view, organizational culture, rather than factors such as structure, policy, or politics, is essential to organizational performance.

In the words of Wong (2022), organizational culture is the collection of values, expectations, and practices that guide and inform the actions of all team members. It is the collection of traits that make your company what it is. A great culture exemplifies positive traits that lead to improved performance. Certain qualities make a tremendous and high-performing organization, including 1.) Alignment comes when the company's objectives and employees' motivations pull in the same direction. Exceptional organizations work to build continuous alignment with their vision, purpose, and goals; 2.) Appreciation can take many forms: public kudos, a note of thanks, or a promotion. A culture of appreciation is one in which all team members frequently provide recognition and thanks for the contributions of others; 3.) Trust is vital to an organization. With a culture of trust, team members can express themselves and rely on others to have their back when they try something new.

Over the decade, a focus on organizational culture has increasingly become a significant component of everyday organizational functioning because performance has been perceived to depend on the organization's culture. The performance management challenge has equally attracted the attention of researchers in management. A study of culture within the organization shows that workers think the same way and are guided by the same ideas about the business (Akpa et al., 2021). There has been significant research in the literature to explore the impact of organizational culture on employee performance and productivity.

Corollary to the preceding discussion, organizational culture needs to be characterized to appreciate its roles and importance in understanding organizational performance. According to iEdunotes (2023), the Organizational culture comprises seven characteristics that range in priority from high to low. Every organization has a distinct value for each of these characteristics. Members of organizations make judgments on the value their organization places on these characteristics and then adjust their behavior to match this perceived set of values.

The characteristics of organizational culture are Innovation (Risk Orientation). Attention to Detail (Precision Orientation) and Emphasis on Outcome (Achievement Orientation). Emphasis on People (Fairness Orientation). Teamwork (Collaboration Orientation). Aggressiveness (Competitive Orientation), and Stability (Rule Orientation).

Culture plays an essential role in organizations. Some organizations that developed a strong corporate culture increased their goodwill and got a good position in the market. Below are some of the reported roles of organizational culture. 1.) culture unites (brings together) employees by providing a sense of identity within the organization; 2.) An informal control mechanism; 3.) Facilitation of open communication; 4.) Culture enables organizations to differentiate themselves from one another; 5.) Culture often generates commitment, superseding personal interests; 6.) Culture sets organization norms, rules, and standards. Culture enables employees to function by teaching them how to behave; 7.) A shared understanding, 8.) Culture becomes especially important in a program/project-based organization. In such an organization, the hierarchy is flat, and decision-making is moved to the project/program purpose units and departments. In this context, culture provides the guiding light toward achieving goals and objectives, 9.) Enhanced mutual trust and cooperation, 10). Fewer disagreements and more efficient decision-making processes, 11.). A strong sense of identification, and 12.) Assisting employees in making sense of their behaviors by justifying behaviors (iEdunotes, 2023).

On the other hand, organizational performance, whether in business or education, has been loosely defined. It has been claimed that its definition is so elusive. The construct depends on several factors associated with each type of organization. A universal definition would make it easier for professionals to concur about what exactly means by organizational performance.

The dilemma of leadership and management has become a complex problem in 21st-century organizations as they are confronted with the issues of doing things right no matter how tough they might be (Parsons, 2015). Although leadership is not all about style, leaders, and managers must choose from

the various leadership styles to effectively lead and manage 21st-century organizations. Leadership is about character, responsibility, decision-making, and solving complex problems. So, leaders and managers in 21st-century organizations are expected to be competent in designing and implementing appropriate interventions as problems arise (Parsons, 2015).

The preceding discussion leads us to consider whether we are ready for the challenges and changes in the fourth industrial revolution. We are building on Nelson Mandela's ideas, saying, "Education is the most powerful weapon which you can use to change the world". How shall we educate our youths to make them fit into the era's expectations?

METHODOLOGY

Research Design

This study used the descriptive–quantitative research method being the most commonly used method in educational research. This method is preferred because it is objective in data collection, quantifies variables, and describes phenomena using numbers to characterize them. Saunders et al. (2008) assert that concepts, variables, and hypotheses are chosen before the study begins and remain fixed throughout the study in a static design. McMillan and Schumacher (2011) explain that quantitative methodology uses a deductive form of logic where theories and hypotheses are tested for cause and effect.

Respondents of the Study

The respondents of this study were secondary education educators in public high schools in the Division of Laguna. To determine the population, the researcher consulted the list of schools from the Department of Education (DepEd), Division of Laguna. Due to the bulk of the number of educators in secondary education in the Division of Laguna, the researcher consulted the opinion of the university statistician on whether it is appropriate to apply Sloven's approach to determining the total respondents for this particular study. So, the researcher determined the number of secondary schools in the Division and the number of teachers in a specific school. From the total number of teachers, Sloven were applied to determine the number of the sample population in the study. The sample population was divided into the number of schools and arrive at the number of respondents per school without prejudice to size, whether small or big.

Data Gathering Procedure

The researcher drafted a request letter addressed to the Schools Division Superintendent, noted by the researcher's adviser, and endorsed by the Dean of the Graduate School and Applied Research, Laguna State Polytechnic University, Sta. Cruz, Laguna.

Upon securing permission from the DepEd authorities, the researcher provided a copy for each public school's District Supervisor. Upon the supervisor's endorsement of the letter, the researcher brought it to the school principal for assistance. With the help of the school principal, the researcher administered the survey questionnaire to the target respondents.

Data Gathering Instrument

The data gathering instrument is the survey questionnaire constructed by the researcher based on the related literature survey. The completed questionnaire underwent validation and reliability test by processing the questionnaire through Cronbach's reliability test available in SPSS. When an item earns Cronbach's alpha coefficient of .60 and above, the researcher retained the thing. All items whose coefficient is lower than .60 was discarded. The statement in every article is written in the first person for the study respondents.

Part 1 is about the respondent's socio-demographic profile, which includes basic information about the respondents. Part II of the questionnaire contains items designed to survey the school leadership, teacher satisfaction, and the organizational performance of the school system. It was presented to the respondents using the Likert Scale.

Data Analysis

The researcher used descriptive and inferential statistics to highlight school leadership, teacher job satisfaction, and organizational performance. The descriptive statistics include the frequency count, standard deviation, and weighted mean. The inferential statistics was done using the Spearman rho to determine the relationship between the three variables.

Table 1. Statistical Treatment of Data

Unit of Analysis	Statistical Tools
Respondents' Socio-demographic characteristics	Frequency
Respondents' perspectives on School leadership	Frequency, standard deviation, and weighted mean
Respondents' attitudes on Teachers' job satisfaction	Frequency, standard deviation, and weighted mean
Relationship between variables School leadership vs. teachers' job satisfaction School leadership vs. organizational performance Teachers' job satisfaction vs. organizational performance	Spearman rho

RESULT AND DISCUSSION

Influence of School Heads' Managerial Skills on the Organizational Culture of the Selected Schools

Table 1 highlights the influence of the school heads' managerial skills on the organizational culture of the selected school.

Table 1. Summary of the Significant Influence of School Heads' Managerial Skills on the Organizational Culture of the Selected Schools

Managerial Skills	Organizational Culture	B Coefficient	t-stat	p-value	Analysis
Interpersonal Skills	Innovation	0.0269	0.3079	0.7587	Not Significant
	People-Oriented	0.2301	2.4808	0.0145	Significant
	Transparency	-0.0103	-0.1222	0.9030	Not Significant
	Commitment	0.0373	0.3984	0.6910	Not Significant
	Shared Vision	0.2103	2.2943	0.0235	Significant
	Collaboration	0.0858	0.9957	0.3214	Not Significant

	Openness to Change	0.1036	1.0646	0.2891	Not Significant
Organizational Delegation Skills	Innovation	0.0704	0.8029	0.4236	Not Significant
	People-Oriented	0.1144	1.2299	0.2211	Not Significant
	Transparency	0.2072	2.4501	0.0157	Significant
	Commitment	-0.0098	-0.1042	0.9172	Not Significant
	Shared Vision	0.0950	1.0329	0.3037	Not Significant
	Collaboration	0.1843	2.1319	0.0350	Significant
	Openness to Change	0.1593	1.6316	0.1053	Not Significant
Problem-Solving Skills	Innovation	-0.0722	-0.7630	0.4470	Not Significant
	People-Oriented	0.2503	2.4929	0.0140	Significant
	Transparency	-0.0370	-0.4059	0.6855	Not Significant
	Commitment	0.1323	1.3052	0.1943	Not Significant
	Shared Vision	0.2563	2.5834	0.0110	Significant
	Collaboration	0.0627	0.6716	0.5031	Not Significant
	Openness to Change	0.1523	1.4455	0.1509	Not Significant
Decision-Making Skills	Innovation	0.0087	0.1238	0.9017	Not Significant
	People-Oriented	0.1747	2.3487	0.0204	Significant
	Transparency	-0.0280	-0.4133	0.6801	Not Significant
	Commitment	0.1999	2.6622	0.0088	Significant
	Shared Vision	0.2813	3.8267	0.0002	Significant
	Collaboration	0.0231	0.3346	0.7385	Not Significant
	Openness to Change	0.2851	3.6515	0.0004	Significant
Mentoring Skills	Innovation	-0.0040	-0.0553	0.9560	Not Significant
	People-Oriented	0.1608	2.0727	0.0403	Significant
	Transparency	0.0271	0.3845	0.7013	Not Significant
	Commitment	0.3189	4.0726	0.0001	Significant
	Shared Vision	0.2539	3.3119	0.0012	Significant
	Collaboration	0.0266	0.3695	0.7124	Not Significant
	Openness to Change	0.1868	2.2941	0.0235	Significant

The findings above show that the managerial skills in terms of interpersonal skills, organizational delegation, problem-solving skills, decision-making skills, and mentoring skills were not observed to

significantly influence the organizational culture except for people-oriented and shared vision. This is based on the computed t values obtained from the tests, which were less than the critical t value. Furthermore, most of the p-values obtained were more significant than the significance alpha 0.05; hence there is an absence of significance.

Furthermore, we can infer that at 0.05 level of significance, the null hypothesis, which states that "The school heads' managerial skills have no significant influence on the organizational culture and performance of schools," is accepted. Thus, the alternative should be rejected, which states that school heads' managerial skills significantly influence the organizational culture of schools.

Overall, it can be inferred that some aspects of school heads' managerial skills have coefficients that have a significant influence on some sub-variables in an organizational culture like transparency, commitment and openness to change.

Influence of School Heads Managerial Skills on School Performance

Table 2 showcases the influence of school heads' managerial skills to school performance

Table 2. Summary of Significant Influence of School Heads' Managerial Skills on the School Performance

<i>Managerial Skills</i>	<i>School Performance</i>	<i>t-value</i>	<i>t-critical</i>	<i>p-value</i>	<i>Analysis</i>
Interpersonal Skills	SBM Level OPCRF	-3.517	1.761	0.00	Significant
<i>Organizational Delegation Skills</i>	SBM Level OPCRF	-3.178	1.761	0.00	Significant
<i>Problem-Solving Skills</i>	SBM Level OPCRF	-4.263	1.761	0.00	Significant
<i>Decision-Making Skills</i>	SBM Level OPCRF	-2.867	1.761	0.00	Significant
<i>Mentoring Skills</i>	SBM Level OPCRF	-2.555	1.761	0.01	Significant

Table 2 presents the Significant Influence of School Heads' Managerial Skills on School Performance.

According to the findings above, it was observed that the school heads managerial skills have a significant influence on schools' performance. This is based on the computed t values obtained from the tests, which were more significant than the critical t value. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence the presence of significance.

Therefore, we can infer that at 0.05 level of significance, the null hypothesis "The school heads' managerial skills have no significant influence in the school performance" is rejected. Thus, the alternative should be accepted, which states that there is a significant influence between them.

As projected in the table, the managerial skills and its sub-variables earned coefficients that suggest that managerial skills influence the school's performance.

Influence of Teachers' Professional Skills on the Organizational Culture of the Selected Schools

Table 3 showcases the influence of teachers' professional skills on the organizational culture of selected schools.

Table 3. Significant Influence of Teachers' Professional Skills on the Organizational Culture of the Selected Schools

Professional Skills	Organizational Culture	β Coefficient	t-stat	p-value	Analysis
Technological Skills	Innovation	-0.0231	-0.2341	0.8153	Not Significant
	People-Oriented	0.0809	0.7718	0.4417	Not Significant
	Transparency	0.1395	1.4633	0.1459	Not Significant
	Commitment	0.1599	1.5109	0.1334	Not Significant
	Shared Vision	0.1588	1.5328	0.1279	Not Significant
	Collaboration	-0.0356	-0.3656	0.7153	Not Significant
	Openness to Change	-0.0688	-0.6251	0.5331	Not Significant
Guidance Skills	Innovation	0.2081	2.2839	0.0241	Significant
	People-Oriented	-0.1588	-1.6428	0.1030	Not Significant
	Transparency	0.1911	2.1743	0.0316	Significant
	Commitment	0.0539	0.5523	0.5817	Not Significant
	Shared Vision	0.2574	2.6939	0.0081	Significant
	Collaboration	-0.0033	-0.0372	0.9704	Not Significant
	Openness to Change	0.1151	1.1344	0.2588	Not Significant
Time Management Skills	Innovation	-0.0107	-0.1183	0.9060	Not Significant
	People-Oriented	0.0677	0.7081	0.4802	Not Significant
	Transparency	0.0855	0.9829	0.3276	Not Significant
	Commitment	0.0737	0.7630	0.4469	Not Significant
	Shared Vision	0.0271	0.2870	0.7746	Not Significant
	Collaboration	0.0639	0.7188	0.4736	Not Significant
	Openness to Change	0.3169	3.1577	0.0020	Significant
Creativity	Innovation	-0.0182	-0.1999	0.8419	Not Significant
	People-Oriented	0.1391	1.4396	0.1525	Not Significant
	Transparency	-0.0287	-0.3264	0.7447	Not Significant
	Commitment	0.0351	0.3595	0.7198	Not Significant
	Shared Vision	0.2108	2.2076	0.0291	Significant
	Collaboration	0.0905	1.0083	0.3153	Not Significant
	Openness to Change	0.2457	2.4234	0.0168	Significant
Communication Skills	Innovation	0.1136	1.2318	0.2204	Not Significant
	People-Oriented	0.1570	1.6049	0.1111	Not Significant
	Transparency	0.0037	0.0419	0.9666	Not Significant
	Commitment	0.0223	0.2261	0.8215	Not Significant
	Shared Vision	0.1948	2.0157	0.0460	Significant

Collaboration	0.1261	1.3876	0.1678	Not Significant
Openness to Change	0.1591	1.5496	0.1238	Not Significant

Table 3 presents the significant influence of teachers' professional skills on the selected schools' organizational culture.

The findings above show that the teacher's professional skills in terms of technology, guidance, time management, creativity, and communication skills were not observed to influence the organizational culture significantly. This is based on the computed *t* values obtained from the tests, which were less than the critical *t* value. Furthermore, most *p*-values obtained were more significant than the significance alpha 0.05. Hence there is an absence of significance.

Furthermore, we can infer that at 0.05 level of significance, the null hypothesis which states that "The teachers' professional skills have no significant influence on the organizational culture and performance of schools," is accepted. Thus, the alternative should be rejected, which states that teachers' professional skills significantly influence the organizational culture of schools.

However, there are sub-variables in the teachers' professional skills that have coefficients of *t*-values manifesting influence on selected organizational culture sub-variables such as guidance skills influence innovation, transparency, and shared vision; time management influences openness to change; creativity influence shared vision and openness to change, and communication skills influence shared vision. These significant influences between variables confirm that teachers' professional skills influence the development of organizational culture and its sustainability.

Influence of Teachers' Professional Skills on the School Performance

Table 4 highlights teachers' professional skills' influence on school performance.

Table 4. Significant Influence of Teachers' Professional Skills to the School Performance

<i>Professional Skills</i>	<i>Teacher Level</i>	<i>t-value</i>	<i>t-critical</i>	<i>p-value</i>	<i>Analysis</i>
Technological Skills	SBM Level OPCRF	-5.445	1.761	0.00	Significant
<i>Guidance Skills</i>	SBM Level OPCRF	-3.835	1.761	0.00	Significant
<i>Time Management</i>	SBM Level OPCRF	-3.387	1.761	0.00	Significant
<i>Creativity</i>	SBM Level OPCRF	-3.527	1.761	0.00	Significant
<i>Communication Skills</i>	SBM Level OPCRF	-2.822	1.761	0.00	Significant

From the findings above, it was observed that the teachers' professional skills significantly influence schools' performance. This is based on the computed *t* values obtained from the tests, which were more significant than the critical *t* value. Furthermore, the *p*-values obtained were less than the significance alpha 0.05; hence there is the presence of a significance.

Moreover, we can infer that at 0.05 level of significance, the null hypothesis "The teachers' professional skills have no significant influence in the school performance" is rejected. Thus, the alternative should be accepted, which incites a significant influence between them.

Based on the results, it can be inferred that the teachers' professional skills influenced the school's performance, as shown in the *t*-value generated.

CONCLUSION

Based on the findings and procedures, the study's conclusions were as follows.

It was concluded that there is no significant influence between the school heads' managerial skills on organizational culture and school performance. Likewise, it was supposed that there is an important influence between the teachers' professional skills on school performance.

RECOMMENDATIONS

1. The Department of Education should remain vigilant in sustaining an organizational culture and school performance where the teaching staff is fully equipped with the skills and competencies needed for Education 4.0. to thrive in the disruptive era.

2. Educators, teachers, and staff should strive to keep themselves abreast with technological development and its use so that they can adjust to fit the demands of Education 4.0.

3. The national government should also keep track of improving the school facilities needed so that the Philippine educational system is not left behind, especially with implementing the K – 12 program.

4. The national, regional, or even the division level of the Department of Education should continuously upskill or retool their educators and teachers to enable them to indeed contribute to equipping their students for the 21st-century demands.

5. Similarly study may be initiated by enlarging the scope and adding other variables not covered in this study to determine further the impact of school heads' managerial skills and teachers' professional skills in enhancing organizational culture.

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