School Culture Governance Towards Creating Academic Performance in Gatid Elementary School, District of Santa Cruz in the Division of Laguna

Anna Liza T. Cruz, Ph.D.

Philippine Christian University, Taft, Manila, Philippines

ABSTRACT	*Published Online: 09 July 2022

Basically, this study was designed and conducted to determine the school culture governance in creating academic performance. It was administered to assess the level of school culture in terms of collectivism, power distance and long-term orientation as well as the assessment level of school performance in terms of retention and drop-out rate. Likewise, the significant difference in the level of teachers on school culture and school performance had been identified. Subsequently, the significant relationship between the level of school culture and school performance was also established in this study. The respondents were from Gatid Elementary School, Santa Cruz District, Division of Laguna. They were composed of fortyseven (47) teachers and their school head. As this study made use of a descriptive correlational design in research. Teachers were asked to answer survey questionnaire about their profile. They rated their own school in different school culture. The principal was asked to provide the data of school performance for the school year 2020. Descriptive method, also known as statistical research, that describes data and characteristics about the population or phenomenon being studied was used This research method is used for frequencies, averages and other statistical calculations. This kind of research involves assessing the opinion from the respondents through normative survey, questionnaires, interviews and observations. A survey that establishes an organized attempt to analyze, interpret and report present status of the institution or group or areas. The purpose of this is to acquire a group of classified, generalized and interpreted data for the future guidance and practice of person's responsibilities and interest. T-test was used in this study which is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which maybe related in certain features. It is one of many test used for the purpose of hypothesis testing in statistics. In this study, this was used to estimate relationships between a dependent variable and one or more variables in this study. In each indicator of the dependent variables, mean and standard deviation were determined to get the tvalue and significance in order to know the status of school culture in Gatid Elementary School in three dimensions: collectivism, power distance, and long-term orientation. On school's performance across culture governance, regression was applied in which t-value and p-value for the level of significance were derived. Then, f-test and the significance were identified to support the hypothesis. By giving a closer look on the school culture governance and its relationship to the performance of the school, the findings of the study can be useful to the school heads and teachers as well. The school head can create and intensify positive school cultures providing a safe, supportive, encouraging, inviting, and challenging environment for students and staff, which in turn allows students' academic achievement to evolve. The teachers would realize how school culture can contribute to their motivation to work hard and perform the task assigned to them. This may help them work hand in hand to contribute to the propagation of culture that the school would like to inculcate for the betterment of the school and of the individual pupils enrolled. They will become aware of the things still needed to help the school in their community to deliver quality education. This may also benefit future researchers by looking into the possibility of doing further research on a wider view by including all teachers in more schools to establish better findings.

Keywords:
Descriptive correlational study, Collectivism, Power Distance, Long-term Orientation, South East Asia, Quantitative Research. Teacher Education.

INTRODUCTION

Education is essential for a nation to progress. No less than the Constitution upholds the paramount role of quality education to human development and the achievement of national goals. In addition, the demand for quality schools is critical to a rapidly changing world. As such, it has to prepare students for the challenges of the future – a globally competitive education that brings effective communication skills, leadership and creativity to the workplace. However, this quality of education will depend on the academic performance of schools which are the facilitators of the learning process.

The desire to acquire quality education is of utmost importance in nation building. The Asiaweek survey on the status of our country in the educational hierarchy is a national concern for higher educational achievement. In addition, the evidently deteriorating and lack of luster and performance of the students is a main concern of the academe and the government.

Given this scenario, the need for excellence in education and desire for quality learners has been intensified, and will still be the main focus as far as long-term goal is concerned. The country needs an educational system that enhances critical thinking. creativity and caring in all education areas that caters to individual abilities and learning styles and is based on more equitable access.

This brings us to the next question - what makes an excellent school? Fend (2016, p.5) describes it as having a high degree of motivation, well-being and achievement. Moreover, quality is seen as an expression of enduring high level of effort within a positive atmosphere. Within the school itself, the school is seen by the students in a more favorable light. They are regarded as models of achievements and dignity. According to Lightfoot (2019, p.5), good schools are recognized as the critical educational authorities, the ones which will guide the learning, growth and development of students. They interpret students' behavior and values, placed at the center of education and give shape to what is taught, how is taught, and what context it is transmitted. More so, they are the critical shapers of institutional goodness.

Therefore, school managers should not in any way undermine the role of the school as "culture shapers". The significance of their contribution to quality education is unquestionable. Our country in fact is in dire need of outstanding schools which can deliver quality education in order to advance the quality of life.

Corresponding Author: Anna Liza T. Cruz

Likewise, these schools should not only be judged in terms of the number of enrollees and awards but also in terms of their commitment to academic excellence.

If this is the case, the recognition of the school's commitment is a critical issue, a basic premise if we want to achieve quality education. The institution needs to be committed for them to enable to function with a sense of freedom to formulate and solve problems as they see appropriate based on the needs of their students in the ultimate sense, their commitment is an indispensable requisite in order to achieve academic excellence.

It was stated that culture dictates how the people in a particular setting communicate with each other, deal with each other, and treat each other. It is not established in a distinct moment in time when a group agrees with each other on certain norms, but is formed intentionally or unintentionally over a period of time, and is transferred from one generation to another. The leaders play a significant role and are responsible in relaying the type of culture that he wants to develop within his ground. At the same time, the members or subordinates should cooperate in order for the prescribed norm to be realized.

The same thing happens in a school. The leader sets up the culture that he wants to instigate as he lives up with the mission and vision and attains the objectives. The teachers, even the parents and students, display this culture that enables the institution to have an intuitive identity and allows them to attract clients. This culture remains as long as the leader is consistent with the culture that he wants to bulge. On the other hand, when one is not able to adjust to the culture, the person becomes estranged, but sooner or later learns to adjust because many persons are doing so. With this in mind, different factors that may depend on school culture.

Different cultural values affect teachers' expectations of what happens in the classroom, how they should and can behave, how the students should and can behave, how they behave in meetings, how they communicate with colleagues, their line managers and eventually their principal. Based from Hosftede (2011), cultural values are: power distance which is the extent to which the less powerful members of organizations and institutions accept and expect that power is distributed unequally; individualism vs collectivism which is in individualism people are supposed to look after themselves and their direct family only while in collectivism people belong to 'in groups' that take care of them, in exchange for loyalty; uncertainty avoidance is the extent to which people feel threatened by ambiguous situations and have created beliefs and institutions that try to avoid these; masculinity-femininity which is the overwhelming majority of persons are either males or females; long term orientation focuses on the connection between a country's association with its past and its current activity and the challenges it faces. These school cultures may

or may not affect the people in the school and how they perform.

The success of any educational institution is measured by the academic performance and internal efficacy of the school. It is also based on how well the pupils meet the standards set by the Department of Education. The key performance indicators include enrolment ratio, promotion rate, drop-out rate, retention rate,

METHODS

As this study made use of a descriptive correlational design in research. Teachers were asked to answer survey questionnaire about their profile. They rated their own school in different school culture. The principal was asked to provide the data of school performance for the school year 2020.cited by Alberto et al (2011), descriptive method is also known as statistical research, it describes data and characteristics about the population or phenomenon being studied. This research method is used for frequencies, averages and other statistical calculations. This method was used to gather information in order to test hypothesis or to answer questions concerning the currents status of the subject of the study. (Calderon, 2011).

A total of forty-seven (47) teachers-respondents and 1 school head were utilized in this study from Gatid Elementary School in Santa Cruz District, Division of Laguna which were made participants in the study.The researcher used purposive sampling in this study to get the specific number of samples in the school. Complete enumerations of the respondents were considered.

A self-structured questionnaire was the main data gathering tool used to obtain the needed information from the respondents. The instrument was composed of three parts: Part I consisted of inquiry about the respondents' age, educational attainment and length of service, the respondents had the option to answer or not since it was not a part of the statement of the problem; Part II were questionnaires on the dimensions of school culture on individualism, power distance and long-term orientation

Each of the responses in the questionnaire was weighted as follows: Weight and Verbal Interpretation: 5 – Observed all the Time; 4 – Observed Most of the Time;3 – Frequently Observed; 2 – Sometimes Observed;1 – Not observed. The response of the teachers on the questionnaire in the individualism showed if the school exercises more on individualism or collectivism. The responses of the teachers on the questionnaire on power distance determined if the

school operates on the system of high degree of separation from leader, or low degree of separation. However, the questionnaire on long- term orientation conveyed respondents' values toward the future like saving and persistence. The Part III was a questionnaire that gathered the data on the school performance in terms of retention rate and drop-out rate. At the onset of data collection, the researcher sought permission of the Schools Division Superintendent of Laguna. The approved request was attached to the letter intended for the principal and teachers of Gatid Elementary School to be included in the study.

Coordination was made by the researcher regarding the distribution of the link of the online survey questionnaire to facilitate her task. The respondents further were assured of confidentiality of the information to be provided and that the study findings were used for academic purposes only. After accomplishing the questionnaires through online, the summary of the data was prepared and presented for statistical treatment and interpretation. Descriptive and inferential statistics were used to treat the data collected. In able to answer the specific problem in this study, the following statistical treatment were used. T-test was used in this study which is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which maybe related in certain features. It is one of many tests used for the purpose of hypothesis testing in statistics. On the other hand, regression analysis will be used to estimate relationships between a dependent variable and one or more variables in this study. In each indicator of the dependent variables, mean and standard deviation were determined to get the t-value and significance in order to know the status of school culture in Gatid Elementary School in three dimensions: collectivism, power distance, and long-term orientation. On school's performance across culture governance, regression was applied in which t-value and p-value for the level of significance were derived. Then, f-test and the significance were identified to support the hypothesis.

RESULTS AND DISCUSSIONS

This chapter presents the results of the assessment level of teachers on school culture in terms of collectivism, power distance and long-term orientation. It further shows the significant relationship on the school's performance and the culture governance indicators as well as the relationship between the level of school culture and the level of performance.

Table 1. Assessment Level of Teachers on School Culture in terms of Collectivism

Indicators	Mean	t-value	Sig	Interpretation
1. The school promotes group effort in meeting the objectives, mission and vision of the institution.	4.77	12.43	0.00	S
2. The leaders in the school value teamwork and reward is being given to the whole group when a project is finished.	4.77	12.43	0.00	S
3. The school promotes division of labor and individual progress towards the fulfilment of the school objectives.	4.77	12.43	0.00	S
4. Students are encouraged to advance collectively in doing tasks, assignments, and projects assign to them.	4.72	13.64	0.00	S
5. The leaders in the school encourage individual effort and recognition is being given to those who excel.	4.79	12.80	0.00	S
6. Unity among teachers, students, and parents are seen through collective effort towards the attainment of a goal.	4.77	14.52	0.00	S
7. Parents contribute individually even without someone leading them to help the school needs.	4.32	8.47	0.00	S
8. Students are advised to focus on the task assigned to each other so that they can contribute much to the whole.	4.68	12.87	0.00	S
9. Unity among teachers, students and parents are seen when each one performs in his task well and focuses on his work towards the attainment of the goal.	4.72	13.64	0.00	S
10. Parents convene so they can move collectively in helping school projects and in contributing the needs of the school.	4.47	8.88	0.00	S

Based on the result, all indicators have significant difference with the test value 3.5. It revealed that the parameters on the significant relationship on school culture and performance as to collectivism emphasizes that there was significant effect on how does the school performs in the different indicators. However, it is noticeable that among all indicators, indicator six (6) got the highest t-value which stresses that unity among teachers, students and parent are evident through maximum participation in attaining the goals. On the other hand, indicator seven (7) having the least t-value but also significant, implies that some of the parents can do and act independently in providing the school needs.

Moreover, it strongly defines the relevance of the teachers in involving parents to consulting parents, hold meetings and regular dialogues, guides and support programs and join the formulation of different activities for the enhancement of learning. Parents also involve themselves in the school activities. Teacher-parent rapport significantly affects the scholastic performance of the pupils. This clearly shows collectivism can create more actions than individualism on the part of the parents and teachers. Considering on the context of this parameters may contribute primarily on school performance.

Table 2. Assessment Level of Teachers on School Culture in terms of Power Distance

Indicators	Mean	t-value	Sig	Interpretation
1. There is a protocol in doing a task and every responsibility and accomplishment should be relayed through channels.	4.70	11.45	0.00	S
2. There is a holistic relationship between the leaders and subordinates; everyone can communicate well with each other.	4.83	16.16	0.00	S
3. The school's organization can be seen hierarchy where the leader is at the top and the subordinates below him.	4.34	5.85	0.00	S
4. There is a limited relationship between the leaders and subordinates; only few can go directly to the leaders.	3.23	-1.18	0.25	NS

5. The school has a flat organization where the leader and subordinates are seen to be of equal importance although of degree of task.	4.43	7.44	0.00	S
6. The leader communicates only selected few who will relay the task and message the remaining staff.	3.49	-0.05	0.96	NS
7. More task and accomplishments are expected in the top position.	4.06	4.21	0.00	S
8. Leaders and subordinates communicate well and they are seen on a level position in together as a group.	4.77	14.52	0.00	S
9. Teachers can go directly to the principal and school heads.	4.60	9.10	0.00	S
10. There is equality in distribution of task.	4.62	11.31	0.00	S

Based on the result, eight (8) out of 10 indicators are significant on the assessment level of teachers on school culture in terms of power distance. The findings manifested that Indicator four (4) and six (6) which have the negative t-value conveyed their non-significance in terms of power distance. Having limited relationship between leaders and subordinates by which only few can go directly to the leaders is not practice in the school. The same decision made with the leader in communicating only to the selected few who relays the task and message the remaining staff. As the significant relationship on school culture and performance as to Power Distance revealed that there is significant effect on how does the school performs when it comes to this aspect of school culture. In consonance with the study of School culture according to Deal (2019) was a powerful phenomenon and key factor in determining possible school improvement. It would be difficult for leader to institute change if he does not know the frame on which to begin. Deep knowledge of school culture would give idea to administrators the appropriate strategy that would lead to improvement. This concept is explained by Ivancevich (2008). It revealed that as to the assessment of teachers as to this indicator on school culture in power distance between school leaders and its teachers has no significant impact on how the school perform in the desired indicator.

Table 3. Assessment Level of Teachers on School Culture in terms of Long-term Orientation

Indicators	Mean	t-value	Sig	Interpretation
1. Staffs know very clearly what is Good and what is Bad.	4.70	11.00	0.00	S
2. The value of personal stability and continuity is exercised by many.	4.57	9.53	0.00	S
3. Pupils/ children must be taught to ask WHY.	4.47	8.55	0.00	S
4. People's behaviour is always influenced by their ancestors.	3.87	2.47	0.02	S
5. Staffs want coherence in the information they are presented.	4.36	7.21	0.00	S
6. People embark on common goals without being so concerned with what is Good and what is Bad.	3.77	1.30	0.20	NS
7. Staffs think everything is not relative and permanently changing.	3.55	0.28	0.78	NS
8. Students were taught to think critically.	4.53	10.30	0.00	S
9. The actions are done were influenced by their past experience.	4.11	4.80	0.00	S
10. People can live with contradictory information they can live with false information.	3.28	-1.10	0.28	NS

The results displayed that indicators six (6), seven (7) and 10 were greater than the significant level of 0.05 which leads to the acceptance of the null hypothesis. It simply defined that there is no significant relationship between the school culture and the school performance of Gatid Elementary School in Santa Cruz District, Division of Laguna in terms of long-term orientation. It presented that the different indicators when it comes to the parameters, had a significant effect on how does the school performs with a higher percentage of significant difference based on the

statistical treatment conducted. As related to the study of Dela Vina (2016) stated in his study that a high score on long-term orientation indicates individuals tend to concern more about long-term benefits, both financially and psychologically and value long-term commitment towards organizations and career. Organizations in long-term oriented cultures are expected to provide more time and meeting places for documenting expertise and being involved in social interactions than short-time oriented cultures since the advantages of knowledge management are acknowledged by their emphasis on thinking ahead. Long-term cultures are also more likely to recognize the future value of new knowledge, thereby assisting the absorption of knowledge.

Table 4. Regression on School's Performance across Culture Governance

Culture Governance Indicators	School's Performance	Beta	t-value	Level of Significance (P-value)	F test of the Regression Equation	Sig.	Hypothesis supported? Yes/No
• Collectivism • Power Distance • Long-Term Orientation	SP 1: Retention Rate	-0.08 0.12 0.14	-0.35 0.41 0.61	0.73 0.69 0.55	0.56	0.65	Yes
• Collectivism • Power Distance • Long-Term Orientation	SP 2: Drop-out Rate	-0.08 0.12 0.14	-0.35 0.41 0.61	0.73 0.69 0.55	0.56	0.65	Yes

The result showed that since the F-value is less than the p-value, null hypothesis is accepted. Therefore, there is no significant relationship on the school's performance and the culture governance indicators. The relationship between the level of school culture and the level of performance Gatid Elementary School as to the different variables tested. Considering the parameters on collectivism, power distance, and long-term orientation has no significant impact on the school performance indicated in the school culture. The different indicators that may describe on how the school performs in the different indicators as prescribed by the Department of Education. The school performance indicators are not affected by its culture when it comes to the realization of school targets towards a greater performance.

CONCLUSIONS

Based on the findings of the study, the assessment level of teachers in terms of collectivism had no significant difference on how does the school performs when it comes to this feature of school culture while on the assessment level of teachers in terms of power distance in most of the indicators had no significant impact on how the school perform in the mentioned school culture. However, it was also noticeable that the limited relationship between the leaders and subordinates had greater than the significant level which led to the acceptance of the null hypothesis. The same decision made with the indicator: the leader communicates only selected few who will relay the task and message the

remaining staff. In terms of the assessment level of teachers in terms of long-term orientation, most of the indicators had significant level as compared to the three (3) indicators which were not significant leading to the acceptance of the null hypothesis. The different indicators when it comes to the parameters, had a significant effect on how does the school performs with a higher percentage of significant difference based on the statistical treatment conducted. There is no significant relationship on the school's performance and the culture governance indicators. The relationship between the level of school culture and the level of performance among elementary schools as to the different variables was tested. Considering the parameters on collectivism, power distance, and long-term orientation had no significant impact on the school performance as indicated by the school culture.

FUTURE DIRECTIONS

The findings of the study would be great important in providing information regarding the contribution of school culture to the school performance of Gatid Elementary School. This would also enable the school head to design programs and projects that are cognate in making school culture desirable in attaining better school performance. It can strengthen the capability of the school head in terms of governance in delivering quality service to all. Sustaining good practices and designing interventions on the existing status of school culture and school performance that are contributory in realizing the vision, mission and goals of the

DepEd. Intensifying resilient connections to teachers through team building activities and proper communication and coordination to all school personnel are much desired. Moreover, convening the internal and external stakeholders in a meeting for enlightening them that the most important thing to consider in attaining the goals should concentrate on the upright strategic planning for the smooth implementation on every endeavor the school have.

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