Organizational Culture of Colegio ng Lungsod ng Batangas: Contribution to Institutional Policies

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A B S T R A C T

School culture naturally develops from the shared social experiences within an institution and cannot simply be mandated. The Colegio ng Lungsod ng Batangas, as a growing institution, hosts a multifaceted populace that spans diverse cultural, social, and economic spectra, which can introduce complexities into policy implementation. Investigating organizational culture could therefore yield valuable insights for policy application. This study sought to gauge the prevailing organizational culture at Colegio ng Lungsod ng Batangas, categorizing it within the frameworks of Clan, Adhocracy, Hierarchy, and Market Cultures to facilitate the formulation of compatible institutional policies. Utilizing the Organizational Culture Assessment Instrument as devised by Cameron and Quinn in 2011, we ascertained that Clan Culture predominates at the institution. This culture, which prizes flexibility, internal coherence, and a familial work atmosphere, was identified through a descriptive study involving a representative sample of 55 college employees. The analysis revealed that Clan and Adhocracy Cultures exhibited significant variations in relation to gender and age demographics, respectively, while no notable differences were discerned in terms of Hierarchy and Market Cultures. The Clan Culture, known for its collaborative ethos, people-centric orientation, free-flowing communication, adaptive practices, and consensus-based decision-making, points the way for institutional policies that should not only cultivate teamwork and personal development but also embrace flexible governance and age-inclusive strategies. To maintain and fortify community unity, such policies ought to promote transparency and collective agreement. The insights and propositions derived from this research should serve as a referential framework for the revision of the college's institutional policies.

R E S U M O

A cultura escolar desenvolve-se naturalmente a partir das experiências sociais partilhadas dentro de uma instituição e não pode simplesmente ser obrigatória. O Colegio ng Lungsod ng Batangas, como instituição em crescimento, acolhe uma população multifacetada que abrange diversos espectros culturais, sociais e económicos, o que pode introduzir complexidades na implementação de políticas. A investigação da cultura organizacional poderia, portanto, produzir informações valiosas para a aplicação de políticas. Este estudo procurou avaliar a cultura organizacional predominante no Colegio ng Lungsod ng Batangas, categorizando-a nos quadros de Clã, Adhocracia, Hierarquia e Culturas de Mercado para facilitar a formulação de políticas institucionais compatíveis. Utilizando o Instrumento de Avaliação da Cultura Organizacional elaborado por Cameron e Quinn em 2011, constatamos que a Cultura do Clã predomina na instituição. Essa cultura, que valoriza a flexibilidade, a coerência interna e o ambiente de trabalho familiar, foi identificada por meio de um estudo descritivo envolvendo uma amostra representativa de 55 funcionários universitários. A análise revelou que as Culturas de Clã e Adhocracia exibiram variações significativas em relação à demografia de género e idade, respectivamente, enquanto não foram discernidas diferenças notáveis em termos de Hierarquia e Culturas de Mercado. A Cultura do Clã, conhecida pelo seu espírito colaborativo, orientação centrada nas pessoas, comunicação fluida, práticas adaptativas e tomada de decisão baseada em consenso, aponta o caminho para políticas institucionais que devem não apenas cultivar o trabalho em equipe e o desenvolvimento pessoal, mas também adotar medidas flexíveis. governação e estratégias de inclusão etária. Para manter e fortalecer a unidade comunitária, tais políticas devem promover a transparência e o acordo colectivo. Os insights e proposições derivadas desta pesquisa deverão servir como quadro referencial para a revisão das políticas institucionais da faculdade.

Introduction

For 21st century institutions of higher learning, knowledge and innovation play a much more important role now more than ever, in response to the emerging needs and the shifting academic landscapes. The new environment requires universities and colleges to recast their systems and practices in ways that will allow them to thrive within evolving paradigms (Demeter, 2019; Smith et al., 2011). In the Philippines, one of the challenges confronting institutions of higher learning is greater accountability of outcomes and impacts in the services they provide. Hence, progressive reforms are aimed at maximizing the institutions' contribution to society, especially in developing competent and high-level human resources. Knowledge production and innovation, however, cannot flourish in an organization whose culture is not conducive to innovative ideas. Universities therefore must incessantly modify the way they work and operate, not only to keep up with technology and innovative practices (Wu & Zha, 2018), but more importantly, to search for new ways to improve the delivery of higher education through a strong organizational culture. This would guarantee the efficiency of services and effectiveness of their daily operations, which would consequently meet statutory and regulatory requirements, and ensure that they are on track in carrying out their inherent mandate.

The academic and administrative environment, organizational culture, technology, and human resources are all factors that influence an educational institution's ability to provide quality education (Altaf, 2011). Among these factors, Khurosani (2013) claims that organizational culture is the most influential factor in an organization's success. Moreover, Cameron and Quinn (2015) affirmed that organizations with strong, consistent cultures that are easily identified are the ones that succeed.

Several scholars have attempted to define organizational culture, albeit devoid of an agreement on a universally acceptable definition. This study used Ball and Quinn's (2001) definition, that organizational culture is an organization's beliefs, practices, rites, rituals, and stories, all of which combine to make an organization unique. Thus, an organization's corporate performance is determined by its employees' shared beliefs, expectations, norms, and values. Furthermore, Nicolescu (2008) connects organizational culture to functional performance, which predominates within the organization and conditions functionality and performance directly and indirectly.

Historically, strict policies in public education have been employed to influence behavior and decision-making. Unwanted behaviors, such as teacher absenteeism and inconsistencies in school discipline, are more likely to result in a policy change. This is not unusual, since many leaders, regardless of industry, find dealing with human concerns too onerous and time consuming. Overreliance on policy, on the other hand, comes with its own set of constraints and consequences.

Policies have a limited impact on behavior and decision-making. They are written at a certain moment in time. It is difficult to imagine creating enough appropriate policies to cover every possible behavior and decision-making scenario. Furthermore, failing to consider culture might lead to unforeseen consequences.

Organizational culture may be one of the most important factors in achieving high levels of productivity (Kotter & Heskett, 2011). That can happen as an organization's community establishes respect for its policy and can easily react to or solve environmental challenges. Because each organization's culture differs, organizations must always respond to the situations that arise in their working environment (Ibrahim et al., 2018).

According to Davis (2018), culture is seldom explored in many schools, and it is much less commonly measured. Culture cannot be placed on a school; rather, it emerges as a result of social experiences. Therefore, culture must be carefully crafted within an organization. Ultimately, schools must be intentional about developing, discussing, and assessing its culture. As a new institution, Colegio ng Lungsod ng Batangas is a vibrant educational institution that comprises a highly dynamic community of individuals from a wide range of cultural, social, and economic backgrounds, who come together to learn, share knowledge, and grow. However, this diversity pose challenges to policy implementation. For instance, conflicting beliefs and values among stakeholders can lead to disagreements and challenges in developing policies that meet everyone's needs. Additionally, cultural barriers can create communication difficulties that can slow down or frustrate the policy implementation process. Moreover, different backgrounds may lead to differing needs and priorities, making it difficult to develop policies that are effective for everyone. The researcher believes that some of these issues are cultural. Thus, researching organizational culture may provide useful insights into how to create new policies or alter current ones to enhance excellent education.

The study aimed to provide an overview of the organizational culture of Colegio ng Lungsod ng Batangas to support the preparation of institution policies. The research has specific objectives, which include determining the profile of respondents in terms of age, gender, years of service, and employment status. Additionally, the study assessed the organizational culture of Colegio ng Lungsod ng Batangas in terms of Clan Culture, Adhocracy Culture, Hierarchy Culture, and Market Culture. The study also investigated the significant differences between the organizational culture and the respondents' profile. Lastly, the study aims to propose inputs that may support the revision of institutional policies.

Methodological Procedure
Research Design

This study investigated the organizational culture of Colegio ng Lungsod ng Batangas for the purpose of supplementing inputs to institutional policies. To achieve this, the researcher chose a quantitative research design because it best served to answer the questions

and the purpose of the study. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. The descriptive research method was also used in this study to objectively explain the details and attributes of both the subjects and the objects of the study.

Respondents of the Study

The respondents were 55 teaching and non-teaching personnel of the said institution. It is also delimited to the teaching and non-teaching personnel of the institution, other stakeholders, such as parents, students, and community members, are not included in the research. The focus of the study will be on gaining insights into the experiences and perspectives of the teaching and non-teaching personnel, to inform improvements to the institution's policies and practices.

Survey Instrument

To determine the organizational culture of the institution, the researcher used the Competing Values Framework by Cameron & Quinn (2011). The Competing Values Framework model was chosen because it can provide insight into an institution's culture. The Organizational Culture Assessment Instrument (OCAI), which is based on the Competing Values Framework, was used by the researcher. It was created for the purpose of validating and assessing six main dimensions of organizational culture. The dimensions of organizational culture are dominant characteristics, organizational leadership, management of employees, organizational glue, strategic emphasis, and criteria of success. Under each of the six dimensions in the OCAI, there are four introductory statements, each reflecting one of the four culture groups.

The OCAI helps the researcher to determine the form, strength, and consistency of an organization's culture. The instrument has been used in countless studies in a variety of industries around the world, and its reliability and validity are so well known that the researcher does not need to repeat the method. Since it is already a public-domain publication, no permission was needed to use the instrument.

Data Gathering Procedure

An electronic questionnaire was designed comprising the personal data sheet of the respondents and the Organizational Culture Assessment Instrument and was sent to all the employees through Google Form. The target respondents were assured of confidentiality and data privacy. A total of 55 responses out of 69 were gathered, representing 80 percent of the total population. To analyze the data, the researcher utilized the Statistical Package for Social Sciences (SPSS).

Results and Discussion

This section highlights the results and discussions from the data gathered. The results of this research will be used for the development of the institutional policies of Colegio ng Lungsod ng Batangas.

Profile of the Respondents

Table 1 shows the profile of the respondents. As shown in the table, majority or the respondents are in the age group of 40-49 years old. As for the gender, the female dominated the male respondents with a percentage of 63.64. For the years in service, most of the employees served the institution for 5 years with a percentage of 49.09. Furthermore, most of the respondents were regular employees with a percentage of 85.46.

Table 1.

Profile of the Respondents

Variables	Frequency	Percentage
Age		
20-29	5	9.09
30-39	20	36.36
40-49	21	38.18
50-59	9	16.36
Total	55	100
Gender		
Male	20	36.36
Female	35	63.64
Total	55	100
Years in Service		
1-5 years	27	49.09
6-10 years	16	29.09
10 years and above	12	21.82
Total	55	100
Employee Status		
Regular/Full-time	47	85.46
Contractual	8	14.54
Total	55	100

The table 2 presents the assessment of the organizational culture of the Colegio ng Lungsod ng Batangas in terms of Clan Culture. The results suggest that the highest characteristics of clan culture is evident in Management of Employees which gained the highest weighted mean. The management style of the institution is characterized by teamwork, consensus, and cooperation. This culture's collaborative management approach motivates the academic community's individual and unique contributions to the achievement of the college's goals. The college leadership sustains engaged involvement of stakeholders in the policy and decision-making processes and promotes stakeholder confidence by offering an outlet for

constructive contact that fosters a strong synergy between management and the academic community.

In addition, it provides a venue where faculty, students, employees, parents, alumni, and community partners can share their thoughts and ideas for greater efficiency and productivity, thus making the stakeholders feel a deeper sense of ownership in the outcome of certain decisions.

Table 2

Assessment of Organizational Culture in terms of Clan Culture

CLAN CULTURE	Weighted Mean
Dominant Characteristics	26.64
Organizational Leadership	26.86
Management of Employees	29.27
Organizational Glue	27.55
Strategic Emphasis	25.00
Criteria of Success	28.84
Composite Mean	27.36

Table 3 presents the assessment of organizational culture in terms of Adhocracy Culture. The dimension that gained the highest weighted mean is the strategic emphasis. Adhocracy cultures' strategic emphasis is characterized as being on the cutting edge and on acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued, and the college defines success based on the prevalence of innovative and trailblazing instructional practices.

Table 3

Assessment of Organizational Culture in terms of Adhocracy Culture

Adhocracy Culture	Weighted Mean
Dominant Characteristics	20.55
Organizational Leadership	24.14
Management of Employees	22.18
Organizational Glue	23.55
Strategic Emphasis	24.91
Criteria of Success	24.66
Composite Mean	23.33

The adhocracy culture stresses innovative output production and transformation. Members of an organization that has adopted an adhocracy culture are willing to take risks, and its leadership has a strong innovative vision. It is characterized by a creative work environment. However, Daud et al. (2015) claimed that teachers of high-performance schools less desire an adhocracy culture. Power and authority ties are not centralized in adhocracy cultures. Instead, power flows from individual to individual or from task team to task team,

depending on the challenge at hand. Individuality, risk-taking, and foresight are emphasized in this type of culture.

Table 4 summarizes the evaluation of organizational culture in terms of hierarchical culture. The Dominant Characteristics dimension is dominated by hierarchical culture. Employees believe the organization is results-oriented, competitive, and achievement-oriented. Rules and procedures control people's behavior. The regulations and policies are highly valued by the staff. Because Colegio ng Lungsod ng Batangas is considered a young institution, it relies on clear and sound rules and policies to function properly.

Table 4

Assessment of Organizational Culture in terms of Hierarchy Culture

Hierarchy Culture	Weighted Mean
Dominant Characteristics	27.55
Organizational Leadership	24.14
Management of Employees	24.73
Organizational Glue	24.09
Strategic Emphasis	25.45
Criteria of Success	21.66
Composite Mean	24.60

In contrast, Falkenberg and Cannon (2021) argue that while colleges are being buffeted by multiple disruptive trends, such as increased competition for both funding and students, as well as from new institutions that are more responsive to the external environment, higher education leaders must engage in effective strategic planning rather than sticking to established policies to achieve desired results.

Table 5

Assessment of Organizational Culture in terms of Market Culture

Market Culture	Weighted Mean
Dominant Characteristics	25.27
Organizational Leadership	24.86
Management of Employees	23.82
Organizational Glue	24.82
Strategic Emphasis	24.64
Criteria of Success	24.84
Composite Mean	24.71

Table 5 presents the assessment of organizational culture in terms of Market Culture. The market culture emphasizes perfection in completing any task, and the organizations that practice this culture put much emphasis on winning. The College has a very controlled and structured working environment. Formal procedures generally govern what people do, and the college leadership is generally considered to exemplify coordinating, organizing, or smooth-

running efficiency. The management style at the college is characterized by the security of employment, conformity, predictability, and stability in relationships. This means that, in accordance with Market culture, local colleges should reconsider their position in interacting with external partners This has typically focused on exceptional situations, and as Lakovleva (2022) remarked, for a reinvigorated institutional agenda, there must be a reconceptualization that embraces its underlying complexity. Beginning with the most basic of college engagements, they must dive into the numerous ways in which university knowledge agents communicate with regional partners.

As a result, academic leaders at community colleges must not only chart the diversity among case institutions, engagement mechanisms, and regional contexts, but also use that diversity to advance a novel conceptual framework focused on the process of unpacking their everyday activities, considering the dynamic, complex, and co-evolving interplay between key social agents and institutions, the contexts in which they are embedded, and the historical trajectories.

Summarizing the assessment of the organizational culture of Colegio ng Lungsod ng Batangas, it can be construed that the dominant culture of the College is Clan Culture or family culture gaining the highest composite mean of 27.36 and the least dominant was the Adhocracy Culture gaining the composite mean of 23.33. According to Cameron & Quinn Model of Culture, Clan Culture and Adhocracy Culture reflects opposing and contrasting assumptions. Clan culture is more internally focused while Adhocracy is externally focused. However, both cultures focused on flexibility and responsiveness. Therefore, Colegio ng Lungsod ng Batangas can be described as inwardly looking and flexible institution that values collaboration, team work and supportive of each other as they respond to the world rather than outward looking, dynamic, innovative, entrepreneurial and risk takers.

Table 6

Significant Difference of Clan Culture in terms of Profile Variable

Profile Variable	Computed Value	Significance of F	Verbal Interpretation
Age	0.156	0.926	Insignificant
Sex	6.347	0.015	Significant
Years in Service	0.562	0.578	Insignificant
Employee status	0.008	0.929	Insignificant

Table 6 presents the significant difference of clan culture in terms of the profile variables. The analysis results of the variance show that there are significant differences in trends towards clan culture due to the difference in the sex profile. The value of calculated (F) is (0.015) which is lower than the level of significance of 0.05. The result suggests that the perception of clan culture is influenced by the gender of an individual. These results indicate

that it is important to consider gender as a factor when studying clan culture, as it may have a significant impact on people's attitudes and behaviors towards it. Clan culture is characterized as very familial. Employees in a corporation with a clan culture are frequently mentored and nurtured. The management encourages employees to act like mothers and fathers, and the use of power in decision-making is usually informal. Akyol et.al (2010). Thus, it is expected to have differences in the culture due to sex differences. Moreover, it has been observed that there are no statistically significant differences in the trends towards clan culture with respect to age, years of experience in service, and employee status. This implies that regardless of the age, number of years in service, or employment status of the individuals, the inclination towards clan culture is consistent and does not vary significantly.

Table 7

Significant Difference of Adhocracy Culture in terms of Profile Variable

Profile Variable	Computed Value	Significance of F	Verbal Interpretation
Age	3.777	0.016	Significant
Sex	1.293	.261	Insignificant
Years in Service	0.350	0.708	Insignificant
Employee Status	1.157	0.287	Insignificant

Table 7 presents the significant difference of Adhocracy Culture in terms of the profile variable. It can be seen in the table that there are significant differences in trends towards adhocracy culture due to the difference in the age of the respondents. The value of (F) is lower than the level of significance which is 0.05. This indicates that the age of the individuals has a notable impact on their inclination towards adhocracy culture. It can be inferred that different age groups may have varying preferences and approaches towards adhocracy culture. Moreover, there is no statistically significant difference in the trends towards adhocracy culture based on the variables of sex, years in service, and employee status. This means that the data suggests that these variables do not have a significant impact on the adoption of adhocracy culture within the organization.

According to Cameron & Quinn (2011) adhocracy culture is characterized as having an adaptive mindset, on-trend innovation, and dynamic production. The research of Adam et.al (2022) found out that older age has often but not always been associated with less risk-taking. Inconsistencies may be due to diversity in the risk taking measures used and/or individual differences in cognitive abilities. This finding may be the basis of the difference found in the Adhocracy culture. Understanding age-related differences may help the management in revisiting policies that may enhance this aspect of the respondents.

Table 8

Significant Difference of Hierarchy Culture in terms of Profile Variable

Profile Variable	Computed Value	Significance of F	Verbal Interpretation
Age	0.396	0.756	Insignificant
Sex	0.718	0.401	Insignificant
Years in Service	1.239	0.308	Insignificant
Employee Status	2.012	0.162	Insignificant

Table 8 presents the significant difference of Hierarchy Culture in terms of Profile Variable. There is no significant difference of Hierarchy culture in terms of the profile of the respondents. The computed values are higher than the level of significance. Based on the results of the analysis of variance, it has been found that there is no substantial evidence to support the notion that trends towards the hierarchy culture within an organization vary significantly based on different demographic and professional factors such as age, gender, years of service, and employee status. This implies that the organizational culture, specifically the hierarchy culture, remains consistent across different age groups, genders, tenure, and job positions. In other words, all employees within the organization tend to share similar views and values with respect to the hierarchical structure and management practices of the organization, regardless of their individual characteristics and roles.

According to Cameron & Quinn (2011) Control, internal focus, and integration are the cornerstones of the hierarchical culture, which is built on structure and stability. It emphasizes regulations and standardized procedures. It may be interpreted as the people in the organization has high regards with the institution's regulations and standardized procedures and respects all its policies and programs.

Table 9

Significant Difference of Market Culture in terms of Profile Variable

Organizational Culture	Computed Value	Significance of F	Verbal Interpretation
Age	0.049	0.986	Insignificant
Sex	2.991	0.090	Insignificant
Years in Service	0.105	0.900	Insignificant
Employee Status	1.182	0.282	Insignificant

It can be viewed from the Table 9 the significant difference of Market Culture in terms of Profile Variable. There is no significant difference of Market culture in terms of the profile of the respondents. It has been determined that there is no significant difference in the market culture among the various profiles of the respondents. This implies that the respondents exhibited similar attitudes, behaviors, and values towards market culture, regardless of factors such as age, gender, education level, or occupation. This discovery is particularly significant,

as it suggests that market culture is widespread and consistent across different demographic groups. Competition and growth are prized in the market culture, which also values stability, control, external emphasis, and distinction. It is all about getting the work done in a market culture. It may be interpreted as, that the people in the Institution have high regard on stability and control. The respondents, regardless of their age, sex, employee status and years of service in the institution is focus on the results and customer satisfaction.

Based on the findings, the prevailing culture of Colegio ng Lungsod ng Batangas is the Clan Culture, which emphasizes interpersonal interactions. The following recommendations are proposed: Policies ought to be formulated with the intention of fostering cooperation, teamwork, and a collective feeling of community within the organizational context. Communication in a clan culture is often informal and occurs via personal encounters and connections. Policies must to be effectively conveyed in a manner that aligns with the prevailing cultural norms, employing methods such as in-person meetings, collective deliberations, and casual exchanges. It is crucial to acknowledge that a clan culture is exceptionally flexible and receptive to change. Policies ought to exhibit adaptability and receptiveness to revision in light of feedback and input provided by employees. This practice can contribute to the maintenance of policies' relevance and efficacy in the long run.

Conclusions

It was found that clan culture prevails in the Colegio ng Lungsod ng Batangas which means that the respondents value involvement of every member of the organization in activities. As such, the Colegio may consider the representation of faculty members and non-teaching staff in policy formulation to further promote the sense of ownership.

While this study sheds light on the organizational culture of Colegio ng Lungsod ng Batangas and its alignment with institutional policies, several limitations warrant acknowledgment. Firstly, the research was conducted within the confines of a single institution, potentially limiting the generalizability of the findings to other colleges or universities with different cultural contexts and policy frameworks. Furthermore, the data collection primarily relied on qualitative methods such as observations and surveying, which may introduce subjectivity and bias. Additionally, the study was constrained by the availability of institutional documents and the willingness of participants to provide candid insights, which may have affected the comprehensiveness of the data collected. Future research endeavors should strive to address these limitations by incorporating multiple methods of data collection, including quantitative measures, and by examining a broader range of educational institutions to enhance the robustness and applicability of the findings.

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