

INSTITUTE CULTURE AND RENEWING POWER OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

ABSTRACT

This study aimed to determine the level of institute culture and renewing power of public secondary school teachers in Manay District, Division of Davao Oriental. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were the 131 teachers of public secondary schools in Manay District, Division of Davao Oriental using the universal sampling. The data analysis utilized the mean, pearson r and regression analysis. The findings disclosed that the degree of institute culture of public secondary school teachers in terms of narrow-mindedness, accountability and participation were manifested oftentimes. Moreover, the level of renewing power of public secondary school teachers in terms of dignity, carefulness, optimistic, practical, and compassion were manifested oftentimes. It was found out that there was a significant relationship between institute culture and renewing power of public secondary school teachers. It revealed further that the domains of institute culture significantly influence renewing power of teachers. Based on the findings, the public school teachers institute culture and renewing power should be upgraded by the school heads particularly in the gray areas of the study such as being visible to co-teachers need their help and thinking first before taking any action in making decisions. This may provide proficient improvement for teachers with the goal of building capacity through supported education opportunities for learners.

Keywords: Institute culture, renewing power of public secondary school teachers, Philippines

1. INTRODUCTION

Institute culture is one of the most pressing problems of the school worldwide. In every level of tasks and assignments every employee begins to think about institute culture and renewing power of teachers on how the school heads handle the changes fairly and properly. This is a classroom leadership lines that takes much responsibility on how the action of change affect the whole organization. Institute culture and renewing power become a high level resource of conflict because there are some teachers who do not like to change the traditional system in their own school organization [1].

In the Philippines, some of the issues in institute culture and renewing power of teachers had conflict with the school between the school head and teachers for the reasons of resistance to change. This renewing power problem particularly in expecting for others best performance, caring for others in school, thinking before reacting and creative nonviolence may help the school heads to discover nonviolent options in facing the conflicts and challenges that the

employees deal every day. Changing the employees and constant turnover contribute to the conflict in transforming power and political culture in organization [2].

In Region XI, particularly in urban areas, institute culture and renewing power of teachers reflect changes in education and the implementation of program performance standards which cause the problem in school between the school head and teachers. Because it does not provide the coordination of services between local education agencies and local head programs, including those head programs which serve migrant children and families due to the cause of administrative culture. There have been a number of changes in the service delivery system for preschool students with disabilities stemming from amendments to both private and public school mandates the provision more on special education services for preschool students with disabilities only but less to the professional students [3].

In view of the above the researcher felt the need to conduct this study to help public elementary school heads, evaluate whether institute culture and renewing power of public elementary school teachers has benefits to the students, teachers and school heads if this will be necessary to the school improvement. Moreover, the researcher envisioned that the result of this document could be a guide for future administrative policies and realizing this intent will make this study a manuscript with educational relevance.

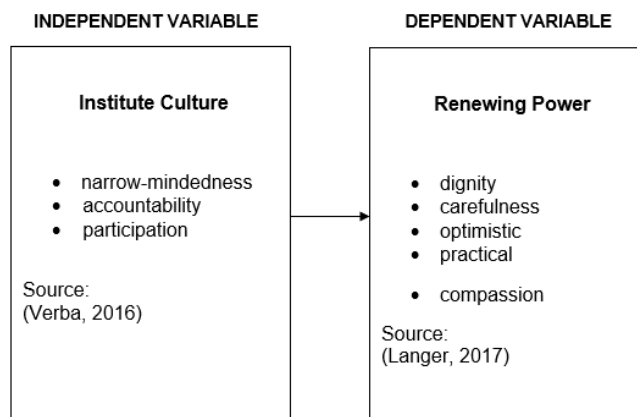


Figure 1. Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study used the non-experimental quantitative research design utilizing correlational method. This method was used when the objective described the status of the situation as it existed at the time of the study to explore the causes of a particular phenomenon. This descriptive survey dealt on quantitative data about the said phenomenon. For the quantitative aspect, an appropriate schedule for gathering the data was designed for the target respondents to answer the questions [4].

Quantitative research design relates to the design of a research plan which uses quantitative research methods. The design varies depending on the method used, which could be

telephone interviews, face-to-face interviews, online surveys, or surveys by post for instance [5]. Other methodologies include SMS / Text Message surveys, or physical counts. Quantitative research design is aimed at discovering how many people think, act or feel in a specific way. Quantitative projects involve large sample sizes, concentrating on the quantity of responses, as opposed to gaining the more focused or emotional insight that is the aim of qualitative research. The standard format in quantitative research design is for each respondent to be asked the same questions, which ensures that the entire data sample can be analyzed fairly. The data is supplied in a numerical format, and can be analyzed in a quantifiable way using statistical methods. Surveys can, however, be tailored to branch off if the respondent answers in a certain way - for instance people who are satisfied [6].

2.2 Research Respondents

The respondents of this study were the 131 teachers of public elementary schools in Manay District, Division of Davao Oriental. The researcher used universal sampling in selecting the respondents which means all the population of the areas of the study were considered as respondents. There were 90 respondents from F. Bustamante National High School, 41 in Bernardino B. Busque National High School. They evaluated the level of institute culture and renewing power of public elementary school teachers. These teachers served at least three years in public school. They were drawn from the Manay District, Division of Davao Oriental using the universal sampling wherein all the respondents in the study are considered as the participants of the research. This study was conducted in the school year 2022-2023.

2.3 Research Instrument

The research instrument used in gathering the data was the survey questionnaires modified by the researcher based from the concepts of various authors. The questionnaire was contextualized to the local setting. Refinement of the questionnaire was made possible through the assistance of the thesis adviser and other three expert validators who evaluated the content of the questionnaire.

The questionnaire is composed of 45 items. There are 9 indicators in this study. Each indicator was made up of 5 item questions. Likert's scale was adopted to determine the institute culture and renewing power of public elementary school teachers in Manay District, Division of Davao Oriental. Pilot testing was done in 30 teachers in Manay Central Elementary School in the same district with the mean rating of 0.734 cronbach alpha.

2.4 Data Gathering Procedure

The data were gathered through the following procedures:

A letter of permission was secured by the researcher to conduct the study for the institute culture and renewing power of public elementary school teachers in Manay District, Division of Davao Oriental. The letter of permission and appearance were signed and granted by the Dean of Graduate Studies of the Rizal Memorial Colleges, Adviser, School Principal, Moderators or Teacher in Charge in public elementary school.

Adequate and clear copies were printed to avoid problems with the administration. The researcher administered the questionnaire personally to the respondents of the study and they were requested to answer the questionnaire honestly so that valid and reliable data were elicited. One hundred percent (100) of the questionnaire was retrieved. The results were

collated and tabulated before submitting it to statistical treatment and analyzed and interpreted based on the purpose of the study.

2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to determine the institute culture and renewing power of public elementary school teachers in Manay District, Division of Davao Oriental.

Pearson Product Moment Correlation or Pearson r . This was used to measure the significant relationship between the institute culture and renewing power of public elementary school teachers in Manay District, Division of Davao Oriental.

Regression Analysis. This was used to measure the significant influence institute culture and renewing power of public elementary school teachers in Manay District, Division of Davao Oriental.

3. RESULTS AND DISCUSSION

3.1 Level of Institute Culture of Public Elementary School Teachers

Table 1. *Level of Institute Culture of Public Elementary School Teachers*

Item	Mean	Descriptive Level
1 Consideration	4.01	High
2 Intimacy	3.65	High
3 Engagement	4.07	High
OVERALL	3.94	High

Table 1 presents the institute culture of public elementary school teachers in terms of narrow-mindedness, accountability and participation. The mean rating of this indicators are as follows: narrow-mindedness (4.01); accountability (3.65) and participation (4.07).

The overall mean ratings are 3.94 or high. This means that the institute culture of public elementary school teachers in terms of narrow-mindedness, accountability and participation are manifested oftentimes by the teachers. This indicates that the teachers are manufacturing operations relocated around the school, the efficient movement of properties is becoming more and more important. Institutes providers are responsible for the movement of properties and face different cultural challenges in each classroom that these properties move.

This finding coincides with the study of Teasley [7], which emphasized the significance of fostering a collaborative institutional culture to enhance teachers' accountability and active participation in school activities. Additionally, it aligns with the research of Truong et al. [8], which highlighted the role of shared values and norms in shaping teachers' behaviors within educational settings. Furthermore, the findings are supported by Liu et al. [9], who found that a strong institutional culture positively impacts teacher engagement and collaboration, leading to improved educational outcomes.

3.2 Level of Renewing Power of Public Elementary School Teachers

Table 2. *Level of Renewing Power of Public Elementary School Teachers*

No.	Items	Mean	Descriptive Level
1	dignity	4.01	High
2	carefulness	4.11	High
3	optimistic	3.35	Moderate
4	practical	4.01	High
5	compassion	4.01	High
	OVERALL	3.87	High

Table 2 presents the summary on the level of renewing power of public elementary school teachers in terms of dignity, carefulness, optimistic, practical, and compassion. The mean rating of these indicators are as follows: dignity (4.01) carefulness (4.11); optimistic (3.35); practical (4.01) and compassion (4.01) or high.

The overall mean rating of renewing power of public elementary school teachers in terms of dignity, carefulness, optimistic, practical, and compassion is 3.87 which described as high. This means that the renewing power of public elementary school teachers in terms of dignity, carefulness, optimistic, practical, and compassion are oftentimes manifested by the teachers. This determines the renewing power of public elementary school teachers being compassionate person and being a mediator person.

For instance, Conklin and Hughes [10] highlights the importance of care ethics in education, asserting that compassion and understanding are essential for effective teaching and student engagement. Similarly, Estrada et al. [11] discusses emotional intelligence in educators, noting that qualities like optimism and compassion contribute to a supportive classroom atmosphere and positively influence student learning outcomes. Additionally, Thompson [12] emphasizes the role of dignity in fostering trust and respect within the school community, which is crucial for both teacher and student development.

3.3 Significance on the Relationship Between the Institute Culture and Renewing Power

Table 3. *Significance on the Relationship Between the Institute Culture and Renewing Power*

Variables	X	Y	r-value	Degree of Correlation	p-value	Decision (Ho)
<i>Institute Culture</i>	4.32					
			0.875	High Correlation	0.00	Rejected
<i>Renewing Power</i>	4.31					

Presented in Table 3 is the significant relationship between the institute culture and renewing power of public elementary school teachers with an overall computed r-value of 0.875 with equivalent p-value 0.00 at α 0.05 of significance set in this study.

Since the overall computed value is very much higher than the tabular value. This indicates that the null hypothesis is hereby rejected. This could be stated therefore, that there is a significant relationship between the institute culture and renewing power of public elementary school teachers. This implies that the higher the result of institute culture teachers, the better result on the renewing power of public elementary school teachers.

This finding aligns with the study of Zahed-Babelan et al. [13], who assert that a positive organizational culture fosters teacher empowerment and professional growth. Additionally, Darling-Hammond & Cook-Harvey [14] emphasizes that supportive school cultures lead to increased teacher effectiveness and renewed commitment, thereby enhancing their capacity to engage with students compassionately and effectively. Furthermore, Fitria [15] discusses the critical role of organizational culture in shaping the behaviors and attitudes of staff, indicating that a strong culture can enhance teachers' personal and professional attributes, contributing to their overall effectiveness in the classroom.

3.4 The Domains of Institute Culture Significantly Influence Renewing Power

Table 4. *The Domains of Institute Culture Significantly Influence Renewing Power*

Model	Sum of Squares	Degrees of Freedom	r-Square	p-value	Sig	Decision
Regression	55.3896	2	0.882	0.00	0.136	Reject
Residual Total	503.300	129				
	535.100	131				

Note: Significance when $P < 0.05$ (2T)

<i>Institute Culture</i>					
<i>Renewing Power (Indicators)</i>		<i>B</i>	β	<i>t</i>	<i>Sig.</i>
narrow-mindedness	dignity	-.076	-.057	-.503	.611
accountability	carefulness	.014	.014	.125	.895
participation	optimistic	-.219	-.205	-1.808	.071
	practical	-.076	-.057	-.502	.612
	compassion	.014	.014	.124	.894
R		.253			0.136
R ²		.882			
F		.671			
ρ		0.00			

Presented in Table 4 is the domains institute culture significantly influence renewing power of public elementary school teachers in Manay District, Division of Davao Oriental with an overall computed r-value of 0.882 with equivalent p- value 0.000 at α 0.05 of significance set in this study.

Since the overall computed value is very much higher than the tabular value. This indicates that the null hypothesis is rejected. This could be stated therefore, that the domains of institute culture of teachers is significantly influence renewing power of public elementary school teachers in Manay District, Division of Davao Oriental. This implies that the higher the domains of institute culture of teachers, the better domains of renewing power of public elementary school teachers in Manay District, Division of Davao Oriental.

This finding affirms the views of Banerjee et al. [16], who emphasize that a strong institutional culture fosters collaboration and professional growth among teachers, leading to enhanced teaching effectiveness. Their research highlights that when teachers work together in a supportive environment, they are more likely to share innovative practices and strategies that benefit student learning. Additionally, Liu et al. [17] argue that trust and collaboration within a school culture are pivotal in promoting educators' commitment and resilience. They assert that strong relationships among staff can lead to increased job satisfaction and a more positive school climate, ultimately enhancing educational outcomes for students.

Moreover, the findings validate the Constructivist Learning Theory, particularly the principles articulated by Vygotsky [18], which posits that social interaction and cultural context are essential in shaping individuals' learning and development, thus enhancing their capacity for renewal and transformation in their professional roles. Vygotsky's emphasis on the social nature of learning suggests that teachers benefit from engaging with one another and reflecting on their practices within their cultural framework.

4. CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

It was concluded in this study that the institute culture of public elementary school teachers in terms of narrow-mindedness, accountability and participation was manifested oftentimes by the teachers.

It was determined in this study that the renewing power of public elementary school teachers in terms of dignity, carefulness, optimistic, practical, and compassion was manifested oftentimes.

It was clinched in this study that there was a significant relationship between the institute culture and renewing power of public elementary school teachers.

It was concluded in this study that the domains of institute culture significantly influence renewing power of public elementary school teachers in Manay District, Division of Davao Oriental.

5. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are formulated for consideration:

It is recommended in this study that institute culture of public elementary school teachers may be improved by the Department of Education mainly on the portion of gray areas which are being aware of the new policies implemented by the school administrative official and obeying the rules in school and submit oneself to the authority of rule.

It is mentioned in this study that the renewing power of public elementary school teachers may be enriched by the teachers mostly on the part of gray areas which are maintaining self-respect in giving constructive comments and helping in free health insurance provisions for colleagues in school.

It is recommended in this study that the institute culture and renewing power of public elementary school teachers may be upgraded by the school heads particularly in the low result areas of the study such as being visible to co-teachers and students if they need their help and thinking first before taking any action in making decisions.

It is acclaimed in this study that the institute culture and renewing power of public elementary school teachers may be improved by the school heads primarily in the low result areas of the study such as being cooperative person and being compassionate person.

It is recommended in this study that the future researchers should make a starting point how to expand and to develop more coverage of the research in institute culture and renewing power of public elementary school teachers.

CONSENT (WHERE EVER APPLICABLE)

In this quantitative research, stringent ethical procedures were followed to protect the privacy and confidentiality of all respondents. Informed consent was obtained before data collection, with respondents being fully informed about the study's purpose and the measures taken to ensure confidentiality. Personal identifiers were not collected, and instead, each respondent was assigned a unique code for data analysis. All information was securely stored on encrypted servers, accessible only to the research team. The findings were presented in aggregate form, ensuring that no individual responses could be linked to any specific respondent. Furthermore, statistical analysis was carried out in a way that minimized the risk of identifying individual participants, ensuring their privacy was fully protected.

REFERENCES

1. Carlson D. Teachers and crisis: Urban school reform and teachers' work culture. Routledge; 2017 Dec 12.
2. Knoke D. Changing organizations: Business networks in the new political economy. Routledge; 2018 Feb 12.
3. Ingay AB. Leadership Practice of Elementary school Heads as Determinants of teachers' Morale in Davao Region, Philippines. International Journal of Management Excellence (ISSN: 2292-1648). 2019 Aug 31;13(2):1935-55.

4. Pregoner JD, Baguio JB. Learning strategies and readiness towards blended learning in english subjects as predictors of students' satisfaction during the COVID-19 pandemic. *Asian Journal of Education and Social Studies*. 2024 Mar 6;50(4):170-84.
5. Pregoner JD. Research approaches in education: A comparison of quantitative, qualitative and mixed methods. *IMCC Journal of Science*. 2024 Jul 22;4(2):31-6.
6. Vasileiou, K., Barnett, J., Thorpe, S., & Young, T. (2018). Characterising and justifying sample size sufficiency in interview-based studies: systematic analysis of qualitative health research over a 15-year period. *BMC medical research methodology*, 18, 1-18.
7. Teasley ML. Organizational culture and schools: A call for leadership and collaboration. *Children & Schools*. 2017 Jan 1;39(1):3-6.
8. Truong TD, Hallinger P, Sanga K. Confucian values and school leadership in Vietnam: Exploring the influence of culture on principal decision making. *Educational management administration & leadership*. 2017 Jan;45(1):77-100.
9. Liu Y, Bellibaş MŞ, Gümüş S. The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership*. 2021 May;49(3):430-53.
10. Conklin HG, Hughes HE. Practices of compassionate, critical, justice-oriented teacher education. *Journal of teacher education*. 2016 Jan;67(1):47-60.
11. Estrada M, Monferrer D, Rodríguez A, Moliner MÁ. Does emotional intelligence influence academic performance? The role of compassion and engagement in education for sustainable development. *Sustainability*. 2021 Feb 5;13(4):1721.
12. Thompson CS. The construct of 'respect' in teacher-student relationships: Exploring dimensions of ethics of care and sustainable development. *Journal of Leadership Education*. 2018 Jul 15;17(3):42-60.
13. Zahed-Babelan A, Koulaei G, Moeinikia M, Sharif AR. Instructional leadership effects on teachers' work engagement: Roles of school culture, empowerment, and job characteristics. *CEPS Journal*. 2019;9(3):137-56.
14. Darling-Hammond L, Cook-Harvey CM. *Educating the Whole Child: Improving School Climate to Support Student Success*. Learning Policy Institute. 2018 Sep.
15. Fitria H. The influence of organizational culture and trust through the teacher performance in the private secondary school in Palembang. *International Journal of Scientific & Technology Research*. 2018 Jul;7(7):82-6.
16. Banerjee N, Stearns E, Moller S, Mickelson RA. Teacher job satisfaction and student achievement: The roles of teacher professional community and teacher collaboration in schools. *American Journal of Education*. 2017 Feb 1;123(2):000-.
17. Liu Y, Bellibaş MŞ, Gümüş S. The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership*. 2021 May;49(3):430-53.
18. Davis B, Sumara D. Constructivist discourses and the field of education: Problems and possibilities. *Educational theory*. 2002 Oct 1;52(4):409.