

Institute culture and renewing power of teachers in public elementary schools

ABSTRACT

This study investigated the relationship between institute culture and renewing power among public elementary school teachers in Manay District, Davao Oriental. A quantitative correlational research design was employed, utilizing a survey questionnaire administered to 131 teachers. Data were analyzed using descriptive statistics, Pearson correlation, and regression analysis. Findings revealed that public elementary school teachers in Manay District generally exhibited moderate levels of institute culture and renewing power. While both constructs were frequently manifested, areas such as narrow-mindedness, accountability, and carefulness required further attention. A significant positive correlation was found between institute culture and renewing power, suggesting that a strong institute culture can positively influence teachers' capacity for renewal. Regression analysis indicated that institute culture significantly predicted teachers' renewing power. These results highlight the importance of fostering a collaborative and positive school environment to enhance teachers' ability to adapt, innovate, and empower students. Based on these findings, it is recommended that school leaders prioritize strategies to strengthen institute culture, particularly in areas identified as needing improvement. By providing opportunities for professional development, promoting open communication, and recognizing and rewarding teacher contributions, schools can cultivate a more supportive and empowering environment that ultimately benefits both teachers and students.

Keywords: Institute culture, renewing power of public elementary 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 the power of teachers on how the school heads handle the changes fairly and properly. This is a classroom leadership line that takes much responsibility for how the action of change affects the whole organization. Institute culture and renewing power become a high-level resource of conflict because some teachers do not like to change the traditional system in their 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 others' best performance, caring for others in school, thinking before reacting, and creative nonviolence, may help the school heads discover nonviolent options in facing the conflicts and challenges that the

employees deal with every day. Changing employees and constant turnover contribute to the conflict in transforming power and political culture in the 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 problems in school between the school head and teachers. Because of administrative culture, there is a lack of coordination of services between local education agencies and local head programs, including those that serve migrant children and families. 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 schools mandating the provision of more special education services for preschool students with disabilities only but less to 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.

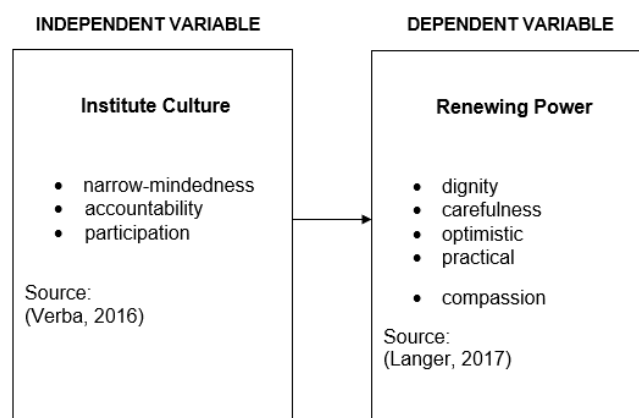


Figure 1. Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This is correlational research design using a quantitative research approach. The 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 [4]. This descriptive survey dealt with quantitative data about the said phenomenon. For the quantitative aspect, an appropriate schedule for gathering the data was designed so that the target respondents could 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 number 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 that the entire population of the areas of the study was considered as respondents. There were 90 respondents from selected schools in Manay District, Division of Davao Oriental. 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. 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 on 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 nine 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 on 30 teachers in Manay Central Elementary School in the same district with a mean rating of 0.734 Cronbach alpha.

2.4 Data Gathering Procedure

The data were gathered through the following procedures:

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 could be elicited. One hundred percent (100) of the questionnaire was retrieved. The results were collated and tabulated before being submitted for statistical treatment, and they were 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 level of 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 the renewing power of public elementary school teachers in Manay District, Division of Davao Oriental.

Regression Analysis. This was used to measure the predictive power of institute culture on 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 | SD | Descriptive Level |
|-----------------|-------------|-------------|-------------------|
| 1 Consideration | 4.01 | 0.22 | High |
| 2 Intimacy | 3.65 | 0.18 | High |
| 3 Engagement | 4.07 | 0.31 | High |
| OVERALL | 3.94 | 0.25 | High |

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

The overall mean rating is 3.94, which is described as high, with a standard deviation of 0.25. 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, and the efficient movement of properties is becoming more and more important. Institute providers are responsible for the movement of properties and face different cultural challenges in each classroom in which 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 | SD | Descriptive Level |
|-----|---------|------|------|-------------------|
| 1 | Dignity | 4.01 | 0.45 | High |

| | | | | |
|----------------|-------------|-------------|-------------|-------------|
| 2 | Carefulness | 4.11 | 0.23 | High |
| 3 | Optimistic | 3.35 | 0.20 | Moderate |
| 4 | Practical | 4.01 | 0.34 | High |
| 5 | compassion | 4.01 | 0.32 | High |
| OVERALL | | 3.87 | 0.36 | High |

Table 2 presents the summary of the level of renewing power of public elementary school teachers in terms of dignity, carefulness, optimism, practical, and compassion. The mean rating of these indicators are as follows: dignity (4.01) carefulness (4.11); optimism (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 is described as high with a standard deviation of 0.36. 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's person.

For instance, Conklin and Hughes [10] highlight 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] discuss 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 Relationship Between the Institute Culture and Renewing Power

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

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

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

Since the overall computed value is much higher than the tabular value. This indicates that the null hypothesis is hereby rejected. It could be stated, therefore, that there is a significant relationship between the institute culture and the renewing power of public elementary school teachers. This implies that the higher the result of institute culture teachers, the better the 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] emphasize 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 | F-value | p-value | Decision |
|------------|----------------|--------------------|---------|---------|----------|
| Regression | 55.3896 | 2 | 67.21 | 0.000 | Reject |
| Residual | 503.300 | 129 | | | |
| Total | 535.100 | 131 | | | |

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

| Institute Culture | | | | |
|-----------------------------|-------|---------|--------|-------|
| Renewing Power (Indicators) | B | β | t | Sig. |
| Dignity | -.076 | -.057 | -.503 | .011 |
| Carefulness | .014 | .014 | .125 | .895 |
| Optimistic | -.219 | -.205 | -1.808 | .021 |
| Practical | -.076 | -.057 | -.502 | .612 |
| Compassion | .014 | .014 | .124 | .094 |
| R | .553 | | | 0.136 |
| R ² | .306 | | | |
| F | 67.21 | | | |
| p | 0.000 | | | |

Presented in Table 4 are the domains of institute culture significantly influence the renewing power of public elementary school teachers in Manay District, Division of Davao Oriental, with an overall computed F-value of 67.21 with an equivalent p-value 0.000 at α 0.05 of significance set in this study.

Since the p-value is less than 0.05 level of significance, the null hypothesis is rejected. This could be stated, therefore, that the domains of institute culture of teachers significantly influence the 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 the 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

In conclusion, public elementary school teachers in Manay District, Davao Oriental, frequently exhibit characteristics associated with institute culture, such as narrow-mindedness, accountability, and participation. Similarly, these teachers often demonstrate renewing power, as evidenced by their dignity, carefulness, optimism, practicality, and compassion. A significant relationship exists between institute culture and renewing power among public elementary school teachers in this district. Additionally, institute culture had a significant influence on teachers' renewing power.

5. RECOMMENDATIONS

For school heads, prioritizing professional development is crucial. Implementing targeted programs that focus on enhancing teacher institute culture and renewing power is essential. These programs should address specific areas like leadership, communication, collaboration, and student-centered teaching.

Creating a supportive and inclusive environment is another important step. A school culture that values diversity, equity, and inclusion and encourages open communication, collaboration, and mutual respect among teachers can significantly impact the overall learning environment.

Providing adequate resources is also essential. Teachers should have access to the necessary materials, technology, and professional development opportunities to carry out their duties effectively. Recognizing and rewarding excellence can boost morale and motivate teachers to continue their professional development.

For teachers, actively participating in professional development is key. Engaging in activities that enhance knowledge, skills, and abilities and seeking opportunities to learn from experienced colleagues and experts can significantly improve teaching practices.

Building positive relationships with colleagues, students, and parents is crucial. This can create a more supportive and collaborative learning environment. Embracing a growth mindset and believing in the ability to learn and grow is essential. Setting high expectations for oneself and students and being willing to take on new challenges can lead to significant growth and development.

Prioritizing student success is paramount. Creating engaging and meaningful learning experiences that help students develop their full potential is the ultimate goal of education.

For the Department of Education, providing adequate funding is essential to support professional development activities and the implementation of school improvement initiatives. Developing clear policies and guidelines to support the implementation of effective institute culture and renewing power initiatives is crucial.

Regularly monitoring and evaluating the progress of school improvement initiatives to ensure they are achieving their intended outcomes is essential. By implementing these recommendations, schools can create a more supportive and empowering environment for teachers, leading to improved teaching practices and student outcomes.

CONSENT

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.

Ethical Approval:

A letter of permission was secured by the researcher to conduct the study on 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, the Adviser, the School Principal, Moderators, or the Teacher in Charge of the public elementary school.

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