

# Organizational Culture and Management Practices of a State College in the Philippines

Christine B. Diocos<sup>1</sup>, Vicenta P. Resol<sup>2</sup>

---

*Article*                      *History:*  
Received                      05.06.2022  
Received in revised form  
09.12.2022  
Accepted  
Available online 01.01.2023

---

This descriptive-correlational research was conducted to examine the organizational culture and management practices of the Iloilo State College of Fisheries, a state higher institution in the Province of Iloilo, Philippines. The respondents of the study were randomly selected employees during the school year 2022-2023 of Iloilo State College of Fisheries, a state higher institution in the Province of Iloilo, Philippines. The organizational culture was measured using the Organizational Culture Assessment Questionnaire (OCAQ) of Sashi and Rossenbach (2013) and Management Practices Scale developed by Yukl, Gordon and Taber (2002) were used to gather the data. Findings revealed that the institution has a high level of managing change, achieving goals, coordinating teamwork, customer orientation and cultural strength. The management is highly task, relationship and change-oriented. Further, the results indicated that managing change is significantly correlated with change-oriented dimensions. Significant relationships were also noted between achieving goals and task-oriented, relationship-oriented and change-oriented dimensions. It was observed that there is a significant relationship between customer orientation and change-oriented dimensions as well as cultural strength and change-oriented dimension are significantly related.

© IJERE. All rights reserved

**Keywords:** Organizational culture, management practices, state college

---

## Introduction

Every organization develops and maintains a distinctive culture, which provides principles and limitations for the behaviors and norms of the organization's members. It shows the identity, shared assumptions, values and beliefs, patterns of behavior, and relationships within the organization. It is a powerful force that influences the group members' behavior and distinguishes the organization from other organizations (iEduNote, 2022). This culture determines the organization's values, principles, and beliefs and usually provides bases for specific policies and guidelines which differentiate them from the other. The employees must adjust to their organization's culture to enjoy work and optimize their productivity and performance (Lynn, 2004). This culture will be passed to the new members of the organization through socialization and training, rites and rituals, communication networks, and symbols (Lunenburg, 2011).

Organizational culture is a system of shared assumptions, values, and beliefs which govern how people behave in organizations. Organizational culture includes an organization's expectations, experiences, philosophy, and values that hold it together and are expressed in its self-image, inner workings, interactions with the outside world, and future expectations (iEduNote, 2022). Organizational culture can be found in shared relationships among colleagues, norms within the school environment, student and teacher relations, and sharing experiences (Haberman, 2015, as cited in Teasley, 2017). A school's organizational culture provides a sense of identity, promotes achievement orientation, helps shape standards and patterns of behavior, creates distinct ways of doing things, and determines the direction for future growth. According to Owens and Valesky (2011), organizational culture pivots on the concept of a learned pattern of unconscious thought, reflected and reinforced by behavior, that silently and powerfully shapes the experience of people and improves performance.

A university's organizational culture is a very special case since it is based on the fact that an educational unit is a self-organized system resting on the principles of knowledge and learning, which serves as a platform for relations of various natures, such as the internal relations between management, employees, and students (the latter being the consumers of educational services); external relations with alumni, prospective students and their parents, and employers as customers; and, certainly, the partnerships and competitions with other educational institutions (Vasyakin et al., 2016).

Hayton and Macchitella (2013) stressed that organizational culture, which ensures cooperation by bringing employees together within the framework of common goals, directs the organizational structure, fulfills the executive function by activating the workforce and provides control by shaping the behavior of the employee, is an important factor affecting the decisions regarding management practices. Organizational culture affects the management processes in the institution, especially the management styles of school administrators, and at the same time, it is also affected by these management processes (Morrison & Milliken, 2000).

Organizational culture is a vital element of effective management practices in universities. Researchers have been studying organizational culture to create an effective and efficient organization in today's competitive environment. There is empirical evidence that an organization's culture impacts establishment ties among stakeholders (Byetekin et al., 2010).

Herrity (2022) explains that the success of any business can depend on the level of organization and leadership within the company's culture. A positive organizational culture can affect an entire workplace with exemplary leadership. Understanding organizational culture and how leadership affects it can help one become a more effective leader by adopting new behaviors and values. Leaders show employees how to embody values that contribute to organizational culture. A leader must communicate the company's mission, goals, and core values. Leaders are responsible for defining, teaching, measuring, and rewarding the culture they want to foster.

The education landscape of Higher Education institutions is very dynamic and has changed quite dramatically over time. Given the diverse set of challenges schools face, it is rational that educators identify root causes and feasible and sustainable solutions. Educators believe school culture is the top priority as they seek to alleviate multiple community challenges. Pawilen et al. (2019) stressed that school plays a vital role in the success of every academic institution. The students, staff, teachers, school administrators, and other stakeholders should unite to promote positive school culture. If one of the stakeholders cooperates, the entire system will be protected. The researchers were motivated to conduct this study to fully understand the organizational culture and management practices of the Iloilo State College of Fisheries and provide baseline data and information to revitalize the institution.

This study examined the organizational culture and management practices of the Iloilo State College of Fisheries.

Specifically, it sought to answer the following questions:

1. What is the level of organizational culture in terms of (a) managing change, (b) achieving goals, (c) coordinating teamwork, (d) customer orientation, and (e) cultural strength?
2. What is the level of management practices in terms of (a) task-oriented, (b) relationship-oriented, and (c) change-oriented dimensions?
3. Is there significant relationships between the organizational culture and management practices?

## Method

This study utilized the descriptive-correlational research method. Descriptive, in the sense that information is collected from a group of people to describe some aspects or characteristics of the population of which that group is a part (Fraenkel & Wallen, 2012). The correlation research method was used to find out the direction and extent of the relationship between the population variables under study (Ardales,1992). It establishes the relationship between two or more variables that are studied without any attempt to influence them.

The study's respondents were 97 randomly selected employees composed of 52 faculty and 47 staff members during the school year 2022-2023 of Iloilo State College of Fisheries (ISCOF) Main Campus, a state higher institution in the Province of Iloilo, Philippines. Slovin's Formula was used to determine the sample size. Of the respondents, 32% are male, and 68% are female.

The organizational culture was measured using the Organizational Culture Assessment Questionnaire (OCAQ) of Sashi & Rossenbach (2013). The questionnaire is a 30-item Likert Scale composed of five functions: managing change, achieving goals, coordinating teamwork, building a strong culture, and customer orientation. Every five functional areas are supported by the values and beliefs that are shared by the organization's members. The questionannire includes the following statements:

People are flexible and adaptable when changes are necessary.

People feel that most change is the result of pressures imposed from higher up in the organization.

Individuals and teams have clearly defined goals that relate to the goals or mission of the organization.

Management Practices Scale developed by Yukl et al. (2002) was used for management practices. It is composed of 22 statements consisting of 6 statements in the task-oriented dimension, 5 in the relationship-oriented dimension, and 11 statements in the change-oriented dimension of the scale. The questionnaire includes the following statements:

- Develops innovative strategies linked to the school's vision.
- Encourages employees to implement new strategies and prepares the necessary environment.
- Encourages employees to address issues from different angles and try different ways.

The responses to each item were summed up, and the mean score was computed. To determine the level of organizational culture, the following scale of means and their description were utilized:

Means of Scale	Descriptive
3.40- 4.00	Very High
2.60 – 3.39	High
2.20 – 2.59	Average
1.60 – 2.19	Low
1.00 – 1.59	Very Low

To determine the level of management practices, the following scale of means and their description were utilized:

Means of Scale	Descriptive
3.25 – 4.00	Highly practiced
2.50 – 3.24	Moderately practiced
1.75 – 2.49	Rarely practiced
1.00 – 1.74	Not practiced

Permission to conduct the study was obtained from the SUC President and Vice President for Academic Affairs offices and channeled through the Dean. When permission was granted, the researchers distributed the research instrument among the respondents through Google forms.

For descriptive analysis, the data gathered was computed using mean and standard deviation. For inferential statistics, Pearson's r was used to determine the significance of the relationship between organizational culture and management practices.

## Results and Discussion

### *Level of Organizational Culture*

The study revealed that the institution's culture of managing change is high ( $M = 2.80$ ,  $SD = .179$ ). Respondents very highly believed that their concerns and anxieties during the periods of change were heard and taken into consideration. They highly believed that employees are aware of plans to implement any changes in the institution, their ideas and involvement can influence or affect the workplace, and they are flexible and adaptable to change. Employees feel directly involved in the decision-making process, motivating them to accept changes in the company by reducing overall resistance. However, they disagree that most change results from pressures imposed from higher up in the organization, and change happens too quickly and causes too much disruption.

The institution effectively achieves goals ( $M = 3.27$ ,  $SD = .283$ ). Respondents very highly believed that the participation of individuals and teams is essential during the planning of specific goals. They also highly agreed that goal achievement can be attained when the members' goals are "in line" or aligned with one another and with the overall goals or mission of the institution. Alignment happens when the institution's objectives and employees pull in the same direction. Yaakob (2015) concluded in her study that the type of organizational culture has a significant relationship with employee achievements. Culture plays an important role in driving the school administration toward achieving the goal (Seshore, 2009).

The study revealed that the institution's teamwork culture is high ( $M = .2.73$ ,  $SD = .241$ ). A culture of teamwork comprises collaboration, communication, and respect between team members. When everyone on the team

supports each other, they will be more productive, effective, and efficient. Respondents believe that individuals and groups within the organization are tied together, coordinated, and sequenced so that their work efforts fit together effectively. This culture of teamwork is manifested during accreditation survey visits, surveillance audits, and certificate of program compliance evaluation and monitoring. The findings agree with dela Cruz (2019), who found that the respondents prefer a collaborative organization managed by a leader willing to mentor, facilitate and nurture every associate as they develop individually and work for a common goal. This conforms with the works of Alvesson (2013), which states that people tend to choose a culture that incorporates good things to peaceful coexistence, highly positive-sounding virtues, attitudes, and behavior claimed to be helpful to the achievement of corporate goals. The institution is highly customer-oriented (M = 3.02, SD = .263). It makes customer experience essential to strategy, values, and vision. The main focus of the institution is the customers. The policies and procedures help the institutions provide the service and products the customers and clients want and need. The institution monitors customers' perceptions of the degree to which their needs and expectations have been fulfilled. It determines the methods for obtaining, monitoring, and reviewing this information. A periodic gathering of client feedback and satisfaction is conducted. The institution's cultural strength is high (M = 2.82, SD = .266). People in the institution have very high access to timely and accurate information about what is happening in the organization and why. Valuing and using one another's unique strengths and abilities and making decisions based on facts. Further, they do not believe compromised policies and procedures to reach operational goals. The data is presented in Table 1.

**Table 1.** Level of Organizational Culture

ITEMS	Mean	Standard Deviation	Description
Managing Change	2.80	.179	High
Achieving Goals	3.27	.283	High
Coordinating Teamwork	2.73	.241	High
Customer Orientation	3.02	.263	High
Cultural Strength	2.82	.266	High

(Means of Scale Descriptive;3.40- 4.00 Very High, 2.60 – 3.39 High, 2.20 – 2.59 Average, 1.60 – 2.19 Low, 1.00 – 1.59 Very Low)

*Level of Management Practices*

The institution highly practices task-oriented strategies (M = 3.12, SD = .372). The use of innovative strategies geared towards the achievement of the vision, mission, and goals of the institution and exciting planned and designed new possibilities. This practice implies that everybody works for the academic success of the institution. Supporting, motivating, and fostering healthy relationships within those groups is highly practiced in the organization (M = 3.24, SD = .327). The leader tries new approaches, announces and celebrates developments that support change, and encourages employees to address issues from different angles and try different ways. The institution is a highly practicing change-oriented management (M = 3.30, SD = .523). The management carefully plans short-term activities, rules, and policies, describes standard operating procedures, consults employees when making decisions that affect them, and appreciates the contributions and achievements of employees. Table 2 presents the results.

**Table 2.** Level of Management Practices

DIMENSIONS	Mean	Standard Deviation	Description
Task-oriented	3.12	.372	Highly Practiced
Relationship-oriented	3.24	.327	Highly Practiced
Change-oriented.	3.30	.523	Highly Practiced

(Means of Scale Descriptive; 3.40- 4.00 Very Highly Practiced; 2.60 – 3.39 Highly Practiced; 2.20 – 2.59 Moderately Practiced; 1.60 – 2.19 Rarely Practiced ;1.00 – 1.59 Not Practiced)

*Relationships Between Organizational Culture and Management Practices*

Pearson's correlation coefficient revealed that managing change correlates significantly with change-oriented dimensions (r = .289, p = .004). The results imply that the degree to which respondents see the

organization as effective in adapting to and managing change is related to how leaders prepare, support, and help their employees deal with organizational change.

Achieving goals and task-oriented ( $r = .235, p = .021$ ), relationship-oriented ( $r = .257, p = .023$ ), and change-oriented dimensions ( $r = .335, p = .001$ ) have significant relationships. This relationship indicates that task-oriented management focuses on tasks to achieve. Moreover, the results suggest that school leaders who involve employees in the decision-making mechanism with a relationship-oriented approach and ensure that members take the initiative in problem-solving will contribute to achieving the organization's goals.

There is a significant relationship between customer orientation and change-oriented dimensions ( $r = .331, p = .001$ ). Continuous improvement makes the institution open for change to accommodate customers' needs and satisfaction. Furthermore, cultural strength and change-oriented dimension are significantly related ( $r = .277, p = .006$ ).

According to Altinok (2021), schools should have a supportive organizational culture that supports the goals of their employees, provides them with development opportunities, contributes to each other, managers and employees trust each other, and has two-way communication. Managers who involve employees in the decision-making mechanism with a relationship-oriented approach and ensure that members take the initiative in problem-solving will contribute to the emergence of a supportive organizational culture. These create a management practice that supports participation and is transparent. The manager should be someone that employees can trust and who accommodates employees' requests and problems. A correct organizational culture created by the management will increase the self-confidence and commitment of the employees and thus will make a positive contribution to the organizational success.

**Table 3.** Relationships Between Organizational Culture and Management Practices

ITEMS	Task-oriented		Relationship-oriented		Change-oriented	
	r	sig	r	sig	r	sig
Managing Change	.158	.122	.054	.597	.289*	.004
Achieving Goals	.235*	.021	.257*	.023	.335**	.001
Coordinating Teamwork	-.083	.419	-.094	.360	.171	.094
Customer Orientation	.114	.266	.175	.087	.331**	.001
Cultural Strength	.116	.258	.154	.131	.277**	.006

\* $p < .05$ , \*\* $p < .01$

## Conclusions

From the findings, the institution can highly adapt to and deal effectively with changes in its environment. The institution directs all activities toward identifying and meeting the needs and goals of clients and customers. The institution focuses on and is devoted to completing specific tasks, especially those that contribute to the organization's success. It can also be concluded that team members' interpersonal dynamics, well-being, and job satisfaction are management priorities. The management effectively guides individuals and groups through change, plans for change, overcomes resistance, and helps organizations thrive. Management practices such as planning to achieve goals, motivating employees, dealing with change, and creating innovative strategies are directly affected by organizational culture.

## Recommendations

The researchers suggest that collaboration and engagement in team-building activities be encouraged even when working remotely to bring the team together and promote communication. These activities help improve engagement and build enthusiasm. Increase client satisfaction survey turn-out to ensure continuous improvement of the institution. Revisit the institution's Strategic Plan to determine what has been done and needs to be accomplished. Involve all employees in strategic planning to ensure everyone is working towards the same goal. The PRAISE committee will be created to implement the welfare and benefit programs, including granting awards and incentives to teachers/employees who have rendered meritorious services or excellent performance. There should be open communication between the administration and employees to empower them to share their thoughts without fear. Letting employees express their ideas can improve morale, leading to greater productivity. Further studies be conducted to include factors not included in this

study. Research may also be carried out to compare the organizational culture and management practices of the state and private universities and colleges in the Philippines.

## Declarations

### Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

### Ethics Approval

The formal ethics approval was granted by the Research and Development Committee.

### Funding

No specific grant was given to this research by funding organizations in the public, commercial, or not-for-profit sectors.

### Research and Publication Ethics Statement

The study was approved by the research team's ethics committee of the. Hereby, we as the authors consciously assure that for the manuscript the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

### Contribution Rates of Authors to the Article

The authors provide equal contribution to this work.

## References

- Alvesson, M. (2011). *Understanding organizational culture*. (2nd ed.). SAGE Publications Ltd.
- Beytekin, O.F., Yalcinkaya, M., Dogan, M., & Karakoc, N. (2010). The organizational culture at the university. *International Journal of Educational Researchers*, 1(2), 1-13. [https://www.researchgate.net/publication/322570426\\_The\\_Organizational\\_Culture\\_At\\_The\\_University](https://www.researchgate.net/publication/322570426_The_Organizational_Culture_At_The_University)
- Cameron, K. S., & Quinn, R. E. (1999). *Diagnosing and changing organizational culture: Based on the competing values framework*. Addison - Wesley, Reading, MA.
- De La Cruz, M. (2019). Organizational culture and its impact on school performance. *International Journal of Interdisciplinary Research and Innovations*, 7(4). <http://dx.doi.org/10.13140/RG.2.2.27915.57127>.
- Fraenkel, J., Wallen, N., & Hyun, H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw Hill Education.
- Hayton, J., & Macchitella, U. (2013). HRM organizational culture and entrepreneurial capabilities: The role of individual and collective knowledge processes, *ERC Research Paper*, 5. [https://www.enterpriseresearch.ac.uk/wp-content/uploads/2014/01/ERC-RP-No\\_5-Hayton-et-al.pdf](https://www.enterpriseresearch.ac.uk/wp-content/uploads/2014/01/ERC-RP-No_5-Hayton-et-al.pdf)
- Herrity, J. (2022). *A complete guide to organizational culture and leadership*. <https://www.indeed.com/career-advice/career-development/organizational-culture-and-leadership>
- iEduNote (2022). *Organizational culture: Definition, characteristics, roles, types*. <https://www.iedunote.com/organizational-culture>
- Lunenburg, F. (2011). Organizational culture-performance relationships: Views of excellence and theory Z. *National Forum of Educational Administration and Supervision Journal*, 29 (4). <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C.%20Organizational%20Culture-Performance%20Relationships%20NFEASJ%20V29%20N4%202011.pdf>
- Lynn, R. (2004). *Introducing communication theory: Analysis and application* (2nd ed.). McGraw-Hill Companies
- Morrison, E. W., & Milliken F. J. (2000). Organizational silence: A barrier to change and development in a pluralistic world. *Academy of Management Review*, 25(4), 706-725. <http://dx.doi.org/10.2307/259200>
- Owens, R., & Valesky, T. (2011). *Organizational behavior in education: Leadership and school reform*. San Francisco.
- Sashkin, M., & Rosenback, W. E. (2013). Organizational culture assessment questionnaire. <https://leadingandfollowing.com/documents/OCAQParticipantManual.pdf>
- Seshore, K.R. (2009). Leadership and change in school, *Journal of Educational Change*, 10. <http://dx.doi.org/10.1007/s10833-009-9111-4>.

- Teasley, M.L. (2017). Organizational culture and schools: A call for leadership and collaboration, *Children & Schools*, 39(1), 3–6. <https://doi.org/10.1093/cs/cdw048>
- Turan, S., & Bektaş, F. (2013). The Relationship between school culture and leadership practices, *Eurasian Journal of Educational Research (EJER)*, 13, 155-168. [https://www.researchgate.net/publication/260273285\\_The\\_Relationship\\_between\\_School\\_Culture\\_and\\_Leadership\\_Practices](https://www.researchgate.net/publication/260273285_The_Relationship_between_School_Culture_and_Leadership_Practices)
- Parsons, T. (1991). *The social system*. Routledge Press, London, 37.
- Pawilen, G., Reyes, M., Rivera, J.A., & Sison, T.M. (2019) *The school and the community, school culture, and organizational leadership*. Rex Book Store, Inc.
- Vasyakin, B.S., Ivleva, M.I., Pozharskaya, Y.L., & Shcherbakovaa, O.I. (2016) . A study of the organizational culture at a Higher Education Institution (Case Study: Plekhanov Russian University of Economics (PRUE). *International Journal of Environmental & Science Education*, 11(10), 11515-11528. <http://dx.doi.org/10.5539/res.v7n3p88>
- Yaakob, D. et al. (2015). The type of culture at a high performance schools and low performance school in the State of Kedah. *International Education Studies*, 8 (2), 11515-11528. <http://dx.doi.org/0.5539/ies.v8n2p21>. <http://dx.doi.org/10.5539/ies>.
- Yukl, G., Gordon, A., & Taber, T. (2002). A hierarchical taxonomy of leadership behavior: Integrating a half century of behavior research. *Journal of Leadership & Organizational Studies*, 9(1), 15-32. <https://doi.org/10.1177/107179190200900102>