INTERLINKING PUBLIC SCHOOLS' ORGANIZATIONAL CULTURE, PRINCIPALS' LEADERSHIP STYLES AND PERFORMANCE

Ian Carlo T. Feliciano, Ed. D.
Tarlac National High School - Annex

Abstract: The dissertation described the interlinking relationship of public secondary schools' organizational culture, principals' leadership styles and performance. A total of 84 secondary schools in Central Luzon served as the main sources of data. Through the use of three (3) questionnaires adopted from the works Cameron and Quinn (2011), Bass and Avolio (2004), and Juliano (2017), answers to the quantitative queries were sought.

The study found that the schools' overall culture was a combination of the four archetypes (i.e. clan, hierarchy, adocracy, and market) with most emphasis on a people - centered environment. Clan was the dominant culture in four of six key dimensions in the actual settings, and was also the most favored in the preferred situation. It was also revealed that the schools' actual and preferred cultures were congruent, hence, there was no apparent necessity to introduce a new mix of culture. Findings also suggested that most of the principals had fairly often or highly practiced transformational and transactional leadership while sometimes or moderately manifested laissez faire style. Moreover, the principals were also rated very satisfactory in their performance on school leadership, management and operations.

In totality, it was proven that significant interlinking relationships exist among the schools' organizational culture, the principals' leadership styles and their performance. Primarily, it was found that clan culture, transformational leadership style, and leadership performance have significant positive correlation.

Consequently, implications to Educational Management were drawn. The principals, as educational leaders, have the ultimate responsibility to shape the cultures and be shaped by the cultures of their respective schools. They set the directions of the institutions, and are basically responsible in the overall management operations. On that note, the principals should be mindful that no single best leadership style applies in every situation. Hence, it is vital for them to have athorough understanding of the leadership style that are most suited in different circumstances in order to establish or mold a positive school culture and achieveideal performance all for the purpose of offering quality education for the learners.

Keywords: Organizational Culture, Leadership Styles, Performance, Educational Management

Introduction

In today's society, organizationsare viewed as the employees' 'second home' towhich they seek sense ofcollectiveness and belongingness, rather than just aworkplace comprising separate individuals. Escalated competition, globalization, networks, linkages and different workforce developments have amplified the necessity for unity and coordination throughout the organizational structure.

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Organizations are minute versions of societies that havetheir own discretecultural patterns. It is apparent how organizationalculture evolves as an ethos crafted and maintained by the leaders and the members of the organizations. These integrated or fragmentedshared meaning and belief patternsbacked by varying rituals and normsmay wield acritical influence on the organizations' overall capacity to cope with the challengesthat it faces (Morgan, 2007).

It is in this light thatin recent years,researches on organizationalculture have propagated in themanagement literature. For instance, in the late1980s and early 1990s, the ideaof organizational culture drew alot of interest as leadership and management scholars investigated the bases behindU.S. firms' the failurein competing on parwith their Japanese rivals (Ojo, 2010). In this sense, the culture of an organization is believed to be a significant aspect affecting organizationalsuccess or failure. It is assumed responsible for organizational conflicts and, in instances, lauded for establishing positive traits and results (Shani & Lau,2008).

Cameron and Quinn (2011) argued that organizational culture has a strong connectionto the organization's sense of distinctiveness and differentiation, its vision, mission, values, goals, objectives, and their shared beliefs. Consequently, organizational culture is fairy viewed as one of the distinctqualities thatdifferentiates successful organizations from those which are not.Therefore, discerning the notion of culture is vital forleaders due to its great influence on the various aspects of organizational behavior. Disregarding organizational culture in hopes for any organizational change would result to unanticipated and undesirable consequences.

Given that organizational culture is an essential concept thatmeritsexploration, Cameron and Quinn (2011) also affirmed that leading organizations are characterized by certain styles of leadership which shape the culture, and are shaped by the culture. However, in his extensive studies on leadership and management, Yukl (1992-2002) revealed that only anumber of studies have focused on leadership in connection to culture.Furthermore, despite the fact that organizations have always had cultures, managing these cultureshas been a testing and perplexing undertaking for the leaders.

It is then worth noting that leadership in government sectors, such as the Department of Education, is particularly laborious becausegovernment-run organizations have the reputation of being or becoming vulnerable tomediocrity and complacency. For instance, management consultant and authorAlbrecht (2003) reminds leaders in government organizations, stressing: "Organizations that have no natural threats to their existence, such asgovernment agencies, universities, and publicly funded operations, typicallygrow into cultures of complacency."

These observations are further evidences that public leaders, principals and school heads for example, must be mindful and attentiveto the organization's culture. Public schools, for instance, generally do not go out of business. Without the presence of conscientious leadership, a governmentorganization could struggle for years, deprivingstakeholders of quality service, resources, and losing public trust.

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A school, like any other organization, requires strong leadership and management skills as both pave the way the school would go. The use of various leadership and managementpractices and principles in school setting complement each other. School leadership and management of operations challenge leaders in exemplifying and encouraging aculture of lifelong teaching and learning. Moreover, as an organization, the school continually evolves, and the necessity for both leadership and management in recent years has grown to become more significant, serious, and arduous. Principals arestruck by a plethora of conflicts and pressures and they are expected to address the changing needs of the educational system. In the same manner, schools are expected to instantaneously cope and adapt with the continuously shifting educational environment.

However, in an investigation on the school principals' capacity as instructional leaders, Sindhvad (2009) revealed that in Asia, many school principals were not ready for their new functions and roles in management of a school. Similarly, when she investigated the level of empowerment of secondary principals, Albano (2006) found out that school principals were more empowered in performing their administrative functions than in the supervisory roles. Additionally, Pablo's (2008) research on the assessment of functions of school managers postulated that school managers do not practice negative belief system such as bahala na system, crab mentality,palakasan,personalan, and nepotism.Filipino values make us believe that, evidently, what principals lackis recognizing the critical functions and leadership competencies in performing their roles and responsibilities efficiently and effectively. In connection, this is when and where the leaders' leadership styles play acrucial role.Extensive reviews of Bass and Avolio (2004) suggest that the leadership styles significantly contribute and influence organizational and individual performances.

Principals and school heads are encouraged to practice leadership styles tailored to suit their school's organizational culture, and ensemble their teachers' needs and competencies. Subsequently, teachers shall tend to think on a higher levelthat results to behaviors which have a propensity to maximize theirefforts towards shared goals. Consequently, individual interests and preferencesare less prioritized which is beneficial for the school and good for the stakeholders, both internal and external.

It is in this light that the researcher took the initiative to examine the concepts of organizational culture, leadership styles and performance where there are little scholarly undertakings that needs to be expounded in the local settings. Consequently, the study could greatly contribute in the change of educational management practices in the Philippines.

Methods and Materials

The dissertation examined the interlinking relationship of public secondary schools' organizational culture, principals' leadership styles and performance. The descriptive correlation design was used where atotal of 84 schools in Region III - Central Luzon served as primarysources of data. Specifically, the randomly

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selected institutions were from the following Schools Division: Aurora, Bataan, Bulacan, Nueva Ecija, Pampanga, Tarlac, and Zambales.

Using three questionnaires adopted from the works Cameron and Quinn (2011), Bass and Avolio (2004), and Juliano (2017), answers to the questions were sought.

Results and Discussions

Schools' Organizational Culture

As mentioned, the Organizational Culture Assessment Instrument (OCAI), which was used in this investigation, is anchored on the Competing Values Framework (CVF). The four culture types of the CVF - Clan, Adhocracy, Market, and Hierarchy - are each rooted in a model of organizational theory research.

It is worth noting that the respondents were asked to answer both the "now or actual" and preferred columns. On one hand, actual (now) refers to the culture as it is to date; on the other hand, preferred refers to their desired culture five years from now (Cameron and Quinn, 2011). Furthermore, the schools were described along the following six key dimensions - dominant characteristics, organizational leadership, management of employees, organization glue, strategic emphasis, and criteria for success - to describe the fundamental manifestations of organizational culture. While not completely comprehensive, the six dimensions do cover the major components of the culture.

Each key dimension served as lens to view a slice of the culture within the organization. When compiled together, they create a comprehensive culture profile of the whole organization as intended by the OCAI assessment (Cameron and Quinn, 2011).

Table 1 presents the overall organizational culture profile of the public secondary schools in Region III.

Table 7
Public Secondary Schools' Overall Culture Profile

Culture	Clan	Adhocracy	Market	Hierarchy
Actual	27.00	22.89	24.14	25.97
Preferred	31.06	24.21	22.35	22.38

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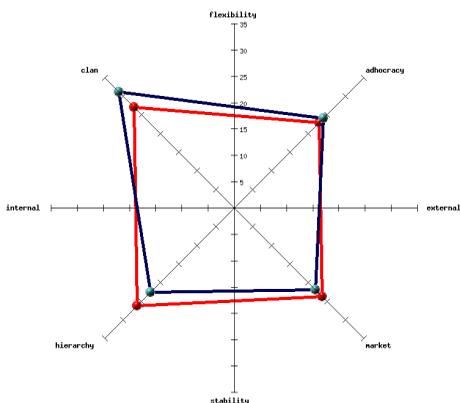
Figure 8. Public Secondary Schools' Overall Culture Profile

In the actual scores, clan was rated highest with 27.00, closely followed by Hierarchy with 25.97, then Market with 24.14, and Adhocracy having the lowest score with 22.89.

With the assistance of Cameron and Quinn through OCAI online (2017), it was reported that there was a mix of the four culture archetypes where emphasis was on a people - friendly work environment, a clear manifestation of the dominant culture, clan. It is also worth stressing that in four (4) of the key dimensions, clan was the strongest culture.

In clan culture the leaders or the principals of the schools are considered to be mentors and maybe even parent figures. The schools are held together by loyalty or tradition, next to structure and procedures in this case. Moreover, commitment is high among the teachers. The schools emphasize a long term benefit of human resource development and attaches great importance to cohesion and morale. Further still, success is defined in terms of sensitivity to clientele and concern for people. Lastly, the schools place a premium on teamwork, participation and consensus (OCAI Report, 2017).

Closely succeeding clan was hierarchy, another internally-focused culture which also showed strong manifestations. In this sense, it was inferred that the schools were characterized by a formalized and structured place of work. These findings of this study weresimilar to Cameron and Quinn's (2011) as they explained that large organizations and government agencies, the public secondary schools for instance, are generally dominated by this type of organizational culture. It is also worth noting that hierarchy culture was rated highest in the dimension organizational glue, and was evaluated second strongest culture in four other dimensions. Hence, it was deduced that the schools are bonded together by rules and structure and highlight efficiency. In addition, the

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organizational environment of the schools is stable and simple; if changes are to be made they should be kept to a bare minimum (OCAI Report, 2017).

Meanwhile, the values that postulate market: result-orientation and competitiveness, and adhocracy: dynamism, creativity and discretion are less manifested as both of these externally-focused cultures scored lower points than the two previously discussed.

The dominant culture in the preferred situation remained clan culture (31.06), followed by adhocracy (24.21), hierarchy (22.38), and market (22.35).. Vividly, the teachers showed highest preference to the schools becoming more people-centered. It was furtherdeduced that a decrease in control, formality, and high demanding competitiveness is favored. Moreover, it is important to highlight that adhocracy scored second highest. Consequently, organizational charts and formal structure should not be overly - emphasized, instead, the schools should encourage more originality, creativity and risk taking among their members.

Cameron and Quinn (2011) stickto the principle that urgent action is required if the difference is higher than or equal to 10 points. Based from the results, this is not the case. None of the measured issues exceed a point difference of 5 when compared to the average culture.

After closely studying all six key dimensions, it could be postulated that the current working culture of schools is congruent. This means that the strategy, style of leadership, reward system, management of employees, and organizational characteristics are based on the same values, and fall into the same culture quadrant. These results are relatively positive since Cameron and Quinn's extensive studies show that successful organizations which experience lesser inner conflicts and contradictions often have a congruent culture. In conclusion, there is no obvious necessity to introduce a new mix of culture to the public secondary schools in Region III.

Principals' Leadership Styles

A leadership style is aleader's relatively consistent pattern of behaviors when directing, motivating, guiding, and managing groups of people. Using Bass and Avolio's (2004) Multifactor Leadership Questionnaire 6S, this study also examined the principals' leadership styles. The instrument contains three leadership styles: transformational, transactional, and laissez faire.

Table 2 presents the distribution of principals in the region as their dominant leadership styles.

Table 2
Distribution of Principals as to their Leadership Styles

Leadership Style	Frequency	Percentage
Transformational	41	48.8
Transactional	38	45.2
Laissez Faire	5	6.0
Total	84	100

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The data on table 22 are further illustrated in figure 2.

Figure 2. Distribution of Principals as to their Leadership Styles

The datarevealed that out of 84 participating principals, 41 or 48.8% are classified as transformational leaders, subsequently, 38 or 45.2% were characterized as transactional, and only 5 or 6% were described as laissez faire leaders.Evidently, it can be gleaned that there were more principals who practice transformational leadership than the two latter styles. Moreover, findings also postulated that the principals had fairly often or highly practiced transformational and transactional leadership while sometimes or moderately exhibited laissez faire style.

Bass (2004) asserted that the principals who were characterized as transformational leaders motivate the members of their schools to do more than the expected by raising followers' level of consciousness about the importance and value of specific and idealized goals, getting them to transcend their own self interest for the sake of the team or organization, and moving them to address higher level needs. Furthermore, according to Pierce & Newstrom (2003), transformational leadership style produces trust and satisfaction among members of the school. Working for transformational principals can be awonderful and uplifting experience for teachers as those kinds of leaders put passion and energy into everything, care about their subordinates, and want them to succeed.

On the other hand, Bass and Avolio (2004) clarified that transactional leadership departs from transformational as the transactional leader does not individualize the needs of subordinates nor focus on their personal development.

The principals who were classified as transactional leaders exchange things of value with their subordinates to advance their own as well as their subordinate's agenda. In this sense, transactional principals are influential because it is in the best interest of teachers to do what the head wants. Moreover, transactional leaders display behavior associated with constructive and corrective transaction. They define expectations and promote performance to achieve higher levels.

In summary, transactional principals are supplemented by working with individuals or groups, setting up and defining agreements or contracts to

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achieve specific work objective, discovering individual's capabilities, and specifying the compensation and rewards that can be expected upon successful completion of the tasks.

Lastly, as opposed to transformational and transactional leadership, laissez-faire represents anon-transformation and non-transaction.Meaning, the principals who characterized a laissez faire leader would not make necessary decisions for their schools. Actions are delayed and their responsibilities as school heads are ignored. Implication being, their authority remains unused which results to low motivation and productivity among their employees (Bass and Avolio, 2004).

In this sense, the results of the study are relatively desirable as most of the principals in Region III were either transformational or transactional. In any case, both leadership styles are closely related to individual, group and organizational success (Bass and Avolio, 2004).
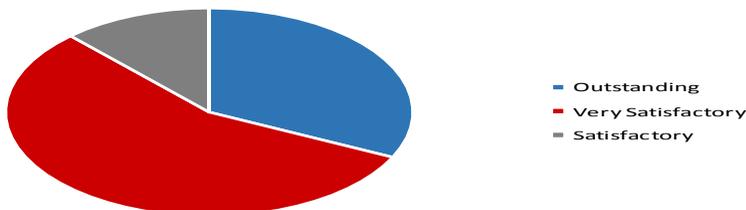
Principals' Leadership Performance

A school, similar to any other organization, needs strong leadership and management. Both set the way the school organization will go. The application of different management and leadership principles and practices in school setting complement each other.School leadership and management of activities challenge everyone in the field in promoting the culture of lifelong learning and teaching. Using an adopted questionnaire based on the Office Performance Commitment and Review Form, the study further described the principals' performance on school leadership, management, and operation as evaluated by the teachers.

Table 3 presents the distribution of principals as to their leadership performance.

Table 3
Distribution of Principals as to their Performance on
School Leadership, Management and Operations

Description	Frequency	Percentage
Outstanding	27	32.1
Very Satisfactory	47	56.0
Satisfactory	10	11.9
Unsatisfactory	0	0
Poor	0	0
Total	84	100

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Figure 3 further illustrates the data presented on table 24.

Figure 3. Principals' Leadership Performance

As evaluated, the principals' distribution as to their performance on school leadership, management, and operations ranges from outstanding to satisfactory. Notably, 27 or 32.1% of the principals were rated outstanding in this area. Subsequently, 47 or 56% were classified as very satisfactory, and 10 or 11.9% were described as satisfactory.It is also worth noting that none of the principals were evaluated as either unsatisfactory or poor leadership performance.

In general, the principals were rated very satisfactory in their performance. These findings are good as Cruz, Villena, Navarro, Belecina and Garvida (2016) asserted that the school principals as managers and leaders set the direction the schools are going. They are basically responsible in the overall operation of the school. The tremendous changes in scope, variety of competencies, and necessary skills of managing the school make their functions more complex, diverse, and challenging. In this sense, the call full range of leadership and management knowledge, skills, competencies, and standards are needed. Furthermore, the principals must understand the changes in school environment, but the application of proven fundamentals of school leadership, management, and operations remain unchanged. They are as relevant as they were years ago but their form continuously evolves.

To the principals who were rated satisfactory, or even to those who were classified as very satisfactory and outstanding, it is still important to realize that there is still room for improvement. Schartz, as cited by Cruz et al (2016) stressed that successful school heads' leadership and management can be developed and expanded over time. Their ability to reflect on their actions, their own perceptions and the perceptions of others are necessary to complete the challenges of one's' endeavor to be effective and efficient. What schools need now is not just putting the right person in the position but training them on competencies that will enhance and sustain an environment of efficient and effective leadership and management.

Interlinking Relationships among Organizational Culture, Leadership Styles, and Performance

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Ultimately, it was proven in this dissertation that significant interlinking relationships do exist among the public secondary schools' organizational culture, the principals' leadership styles and their performance.

In terms of the relationship between organizational culture and leadership styles, it was found that all six key dimensionsof organizational culture have tested asignificant positive relationship with transformational leadership.Since clan is the dominant culture of the schools, it was also inferred that it has the closest link to the said leadership style.Subsequently, dominant characteristics, organizational leadership, and organizational glue have significant positive relationship with transactional leadership, while management of employees has a significant negative relationship with laissez faire leadership style.

Similarly, it was concluded that the six key dimensions of organizational culture have significant positive relationship to the principals' performance on school leadership, management and operations. Moreover, since the schools' organizational culture is dominated by clan, it was also concluded that it has the strongest positive relationship to the principals' performance. This means that an increased manifestation of clan culture results to a higher leadership performance of the principals.

Further still, it was affirmed that the principals' leadership styles are all significantly related to their performance Interestingly, while transformational and transactional leadership have significant positive relationship on the principals' performance, the former suggested astronger relationship than the latter. Meaning, transformational principals had higher performance than transactional principals.In any case, both styles are closely related to individual, group and organizational success.

On the other hand, laissez faire leadership style has tested a significant negative relationship. As the principals practice more laissez faire style, their performance decreases.

Consequently, implications to Educational Management were drawn based from the salient findings of the study. Principals, as educational leaders, have the ultimate responsibility to shape the cultures and be shaped by the cultures of their schools. They set the directions of the schools, and are basically responsible in the overall management operations of their schools. This implies that the principals should be mindful that no single best leadership style applies in every situation. Thus, it is critical for them to have a thorough understanding of the leadership style behaviors that are most appropriate in different circumstances in order to create or shape a positive school culture, thus, achieve optimum performance.

Conclusions

Based from the findings of the study, the following conclusions were drawn:

1. The schools fall under the spectrum of cohesion and coordination in the actual culture while they highlight flexibility and differentiation in the preferred situation.

2. There is no obvious necessity to introduce a new mix of culture to the

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schools as actual and preferred situations are culturally congruent.

3. The principals had fairly often practiced transformational and transactional leadership styles while sometimes or moderately manifested laissez-faire.

4. Majority of the principals are transformational, followed by transactional, then, laissez faire.

5. The principals' performance on school leadership, management, and operations was very satisfactory.

6. All six key dimensions of organizational culture have tested a significant positive relationship with transformational leadership. Since clan is the dominant culture of the schools, it has the closest link to transformational leadership.

7. Dominant characteristics, organizational leadership, and organizational glue have significant positive relationship with transactional leadership, while management of employees has a significant negative relationship with laissez faire leadership style.

8. All six key dimensions have significant positive relationship to the principals' leadership performance. Since the schools' organizational culture is dominated by clan, it has the strongest positive association to the principals' performance. Meaning, an increased manifestation of clan culture results to a higher leadership performance of the principals.

9. While transformational and transactional leadership have significant positive relationship to the principals' performance, the former postulated a stronger relationship than the latter. Meaning, transformational principals have higher performance than transactional principals.

10. Laissez faire leadership style has tested a significant negative relationship. As the principals exhibit more laissez faire style, the principals' performance decreases.

11. Ultimately, clan culture, transformational style, and leadership performance have significant positive interlinking relationship.

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