**INSTRUCTIONAL LEADERSHIP AND ORGANIZATIONAL CULTURE ON THE WORK PRODUCTIVITY OF PUBLIC SECONDARY SCHOOL TEACHERS**

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**ABSTRACT:** *This quantitative study aimed to ascertain the influence of instructional leadership and organizational culture on the work productivity of public secondary school teachers. This further explores the variable/s that best predict/s the work productivity of teachers. This study was conducted in the two (2) districts of Bukidnon with nine (9) schools. Descriptive analysis revealed that teachers highly considered instructional leadership in delivering their primary duties. Likewise, teachers have a high level of organizational culture. Moreover, teachers’ performance was very satisfactory as measured by the core competencies in their IPCRF. Results further showed that a significant positive relationship existed between the productivity of public secondary school teachers, instructional leadership, and organizational culture. All domains under the two aforesaid independent variables were found to be significant. Finally, measured variables proved predictors in determining the productivity of public secondary school teachers were; promoting professional development, developing and communicating shared goals, cultural strength, and managing change.*

**Keywords**: Instructional Leadership, Organizational Culture, Work Productivity, Individual Performance, and Commitment Review Form *(IPCRF)*

1. **INTRODUCTION**

The problem of the work productivity of teachers has been a challenge constantly faced by all actors. Different contributing factors: busy with paper works that they sometimes neglect their most important job which is the supervision of instruction; too focused on allocating resources beautifying their schools and set aside the mandate which is to improve the quality of education [1]. As reported in the DepEd Bukidnon Division Education Development Plan for 2017-2022, it cited that 50% of the teachers used inappropriate methodologies, hence competencies were not mastered by the learners. This is seen to be a contributing factor to the very low performance in the achievement rate that was found out after the conducted in-depth analysis as to reasons for its poor performance. These are some of the reasons why the present locale is experiencing an increased rate of drop-out in recent years. This is all despite the DepEd implementing the Dropout Rate Reduction Program (DORP), which aims for a zero dropout rate. A teacher's performance serves as a metric in measuring the increase in drop-out rates [2].

Strong instructional leadership is seen to be one of the factors that can help improve the teachers’ performance as a significant component of the school’s effectiveness [3]. Furthermore, instructional leadership practices centered on the development of teachers in teaching and learning. It also builds strong commitment and capacitates teachers by providing practical assistance with knowledge and instructional skills in meeting the academic needs of the students [4]. On the other hand, organizational culture is also considered to be one of the predicted factors that can improve teachers’ performance. McShane et.al., [5] said that strong organizational culture has the potential to improve performance, and vice versa when weak organizational culture leads to decrease performance.

This study examined the influence of instructional leadership and organizational culture on the work productivity of the Public Secondary School in District 2 of Don Carlos, Bukidnon. Specifically, this paper aimed to ascertain the level of Instructional Leadership of teachers in terms of developing and communicating shared goals; monitoring and providing feedback; and promoting professional development. This further determined the extent of perception of teachers in assessing their organizational culture in the following alternatives/ functions: managing change; achieving goals; coordinated teamwork; building a strong culture; and customer orientation. This study also intended to find out the level of work productivity of teachers in the following aspects: self-management; professionalism and ethics; result focus; teamwork; service orientation; innovation. Furthermore, this study examined the relationship of Instructional Leadership and Organizational Culture to the work productivity of teachers and identified which of the variables singly or in combination, best predicted the work productivity of the teachers.

1. **MATERIALS AND METHODS**

This study utilized the descriptive-correlational design in order to achieve the purpose of this study which is to determine the influence of instructional leadership, organizational culture, and work productivity of Public Secondary School Teachers. It is descriptive in the sense that the data obtained was analyzed and described.

The participants of the study were the public secondary school teachers from Districts 2 and 3 of Don Carlos and Districts 1 and 2 of

Kadingilan in the province of Bukidnon. This study employed adapted survey questionnaires in measuring Instructional Leadership and Organizational Culture.

The first part intended to measure the instructional leadership of public secondary school teachers in terms of: Developing and Communicating shared Goals; Monitoring and Providing Feedback and Promoting Professional Development. The Instructional Leadership Behavior Checklist was used in this research work [6]. It could be concluded that the instrument was reliable with the Cronbach Alpha of 0.943 which showed a high level of reliability. The scale was scored to reflect either the higher the total scores represent greater adherence to instructional leadership and lower scores represent lower adherence to instructional leadership.

The second part intended to measure the Organizational Culture in terms of Managing Change; Achieving Goals; Coordinated Teamwork; Building a Strong Culture; Customer Orientation. The Organizational Culture Questionnaire (OCAQ) was adopted from Elona [7] It could be concluded based on the pilot testing that the instrument was reliable and good to use as the Cronbach alpha value indicated that all the research variables had a higher Cronbach alpha as 0.900.

The third part was used to ascertain Public Secondary School Teachers’ Work Productivity based on the Individual Performance Commitment and Review Form (IPCRF). The key areas to be measured are the following: Self- Management; Professionalism and Ethics; Result Focus; Teamwork; Service Orientation; Innovation.

In gathering the data, the researcher asked for written permission to conduct the research study from the Schools Division Superintendent of Bukidnon. After getting permission, the researcher served the endorsement letter to the school supervisors for accommodation and to start conducting the study with teachers.

] Descriptive statistics such as mean, frequency, and percentage were used to determine the instructional leadership, organizational culture, and work productivity of public secondary school teachers. Pearson product-moment correlation was employed to identify the variables that relate to the work productivity of public secondary school teachers and Linear Regression was used to find out which independent variable/s affect the productivity of public secondary school teachers.

1. **RESULTS AND DISCUSSIONS**

This section presents the analysis and interpretation of data gathered from the teachers’ responses relevant to testing the hypothesis of the study. The order of presentation follows the arrangement of the problems identified and presented for this research.

3.1 Level of Teachers’ instructional leadership

The table below presents a summary of the dimensions of instructional leadership. It was found that among the variables that would measure instructional leadership, developing and communicating shared goals earned the highest score (4.59) with a qualitative description of observed in all occasions. It was followed by monitoring and providing feedback on the teaching and learning process with a corresponding score of (4.51) with a qualitative description of observed on all occasions and promoting professional development which got the lowest mean score (4.46) with a qualitative description of observed in most occasions.

**Table 1. Summary of the Levels of Teachers’ Instructional Leadership in all Domains­­­­­­­­**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dimensions | Mean | SD | Descriptive Meaning | Qualitative Description |
| 1. Developing and Communicating Shared Goals | 4.59 | .48 | Always | Observed in all Occasions |
| 2.Monitoring and Providing Feedback on the Teaching and Learning Process | 4.51 | .44 | Always | Observed in all Occasions |
| 3.Promoting Professional Development | 4.46 | .51 | Usually | Observed in Most Occasions |
| Overall | 4.53 | .41 | Always | Observed in all Occasions |

Legend:

Rating Descriptive Rating Qualitative Description

4.51- 5.00 Always Observed in all Occasions

3.51- 4.50 Usually Observed in most Occasions

2.51- 3.50 Sometimes Observed in some Occasions

1.51- 2.50 Seldom Observed in least Occasions

1.00-1.50 Never Not Observed all the time

The three dimensions of instructional leadership demonstrate the importance of goal-setting in the context of education. Teachers as key players in instructional leadership need to work collaboratively with each other starting from setting institutional goals and how to achieve them. Teachers should feel a sense of ownership and responsibility as they are the ones designing the paths to take. To do so, they need to be armed with knowledge as exemplified in the promotion of professional development for them to champion one of the many tasks, monitoring and providing feedback on students’ performances. In consonance, the view of Lashway in Mafuwane as cited by Solatorio [6] contends that while the setting of high expectations for teachers and learners, establishing academic goals, and creating a vision, is traditionally the role of the instructional leaders, recent views and discussions emphasize the collaborative aspects of the process. Monitoring and providing feedback on the other hand is one of the variables that characterize instructional leadership. As a learning process, Elona [7] emphasized that teachers should see this as an opportunity for empowerment and improvement.

The Extent of Teachers’ Perceptions of Organizational Culture

The table below shows the summary of the extent of teachers’ perceptions of organizational culture. It was found that Managing change has the highest mean of 3.80 with a descriptive rating of “Agree” and a qualitative description of “High”. This is followed by coordinated teamwork with a mean of 3.78, agree, and has a qualitative description of High. The overall mean of Organizational culture is 3.68 with a descriptive rating of agree and a qualitative description of “High”.

**Table 2. Summary of the Extent of Teachers’ Perceptions of Organizational Culture­­­­­­­­**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dimensions | Mean | SD | Descriptive Meaning | Qualitative Description |
| Managing Change | 3.80 | .40 | Agree | High |
| Coordinated Teamwork | 3.78 | .49 | Agree | High |
| Cultural Strengths | 3.76 | .45 | Agree | High |
| Customer Orientation | 3.58 | .37 | Agree | High |
| Achieving Goals | 3.51 | .36 | Agree | High |
| Overall Mean for Level of Organizational Culture | 3.68 | .31 | Agree | High |

Legend:

Rating Descriptive Rating Qualitative Description

4.51- 5.00 Strongly Agree Very High

3.51- 4.50 Agree High

2.51- 3.50 Undecided Moderate

1.51- 2.50 Disagree Low

1.00-1.50 Strongly Disagree Very Low

The results inform how public secondary school teachers embraced their organizational culture. Results revealed that teachers are flexible and adaptable when changes are necessary. They believe that they can influence or affect their work through their ideas and involvement. They further believe that their concerns and anxieties are heard and taken into consideration.

Public secondary teachers also believe that working collaboratively in a team or group is essential in delivering quality services. Client–centered is what they believed is an integral part of a strong organization. Teachers also value and make use of one another’s unique strengths and different abilities and they have a deep understanding of their objectives and priorities. All of these are exemplified by the work of Kotter [9] when he stressed that the organizational culture has the capacity to improve organizational performance, employee job satisfaction, and certainty of problem-solving ability.

* 1. Summary of Teachers’ Level of Work Productivity

The table below shows the key areas to determine the teachers’ level of productivity. Professionalism and ethics (4.57; highest mean) received a qualitative description of excellent and other five key areas received a qualitative description of very good.

**Table 3. Summary of the Teachers’ Level of Productivity**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key Areas | Mean | SD | Descriptive Meaning | Qualitative Description |
| Professionalism and Ethics | 4.57 | .49 | Outstanding | Excellent |
| Teamwork | 4.49 | .57 | Very Satisfactory | Very Good |
| Self- Management | 4.44 | .52 | Very Satisfactory | Very Good |
| Innovation | 4.34 | .55 | Very Satisfactory | Very Good |
| Result Focus | 4.33 | .56 | Very Satisfactory | Very Good |
| Service Orientation | 4.33 | .59 | Very Satisfactory | Very Good |
| Overall | 4.42 | .46 | Very Satisfactory | Very Good |

Legend:

Rating Descriptive Rating Qualitative Description

4.51- 5.00 Outstanding Excellent

3.51- 4.50 Very Satisfactory Very Good

2.51- 3.50 Satisfactory Good

1.51- 2.50 Unsatisfactory Fair

1.00-1.50 Very Unsatisfactory Needs Improvement

Teachers despite the manifold tasks entrusted to them still, as revealed in this study set personal goals and direction, prioritize work tasks, and display a high level of maturity and enthusiasm. They also maintain a professional image in delivering their services and take into account the impact of his/her actions and decisions. They are even keen on avoiding mistakes through effective work methods. Teachers also promote collaboration and remove barriers to teamwork. Teachers are also innovative by creating a creative climate and inspiring co-workers to develop original ideas or solutions.

Thus, Majid as cited by Kusumaningrum *et. al.,* [10] said that good teaching performance is one of the prerequisites for the success and success of the teaching and learning process. Thus, to achieve educational goals that have been set, teachers are required to always be able to perform well. If the teaching and learning process is reviewed in terms of teacher activities, then the teacher looks to play a prime role.

Correlation Analysis of Instructional Leadership, Organizational Culture and Productivity of Public Secondary School Teachers

**Table 4. Correlation Analysis of Instructional Leadership, Organizational Culture and Productivity of Public Secondary School Teachers**

|  |  |  |
| --- | --- | --- |
| Indicators | Correlation Coefficient | Probability |
| **Instructional Leadership** | .657 |  |
| Developing and Communicating Shared Goals | .581 | .000\*\* |
| Monitoring and Providing Feedback | .530 | .000\*\* |
| Promoting Professional Development | .821 | .000\*\* |
| **Organizational Culture** | .617 |  |
| Managing Change | .531 | .000\*\* |
| Achieving Goals | .416 | .000\*\* |
| Coordinated Teamwork | .540 | .000\*\* |
| Customer Orientation | .254 | .000\*\* |
| Cultural Strength | .526 | .000\*\* |

Legend: \*\* = p<0.01

As shown in Table 18, correlation results indicated that teachers’ instructional leadership r = .657, (p<0.01) and its sub-components, developing and communicating shared goals r =. 581, (p<0.01); monitoring and providing feedback r = .530, (p<0.01); promoting professional development r = .821, (p<0.01) showed strong statistical significance relative to teachers’ productivity. These figures strongly implied that an increase in teachers’ instructional leadership precedes an increase in teachers’ productivity. This further means that teachers’ productivity also depends on the communication of shared goals, the promotion of professional development, and how they monitor and provide pedagogical feedback to students. Hallinger and Kousari as cited by McBrayer et.al., [4] mentioned that Instructional leadership always promotes excellent teaching and learning practices by building teachers’ capacity and commitment to change with the purpose of creating a school environment that develops teachers’ potential to meet the needs of all students.

The table also shows a correlation indicating that teachers’ organizational culture r= .617, (p<0.01) and its sub-components, managing change r= .531, (p<0.01), achieving goals r= .416, (p<0.01), coordinated teamwork r= .540, (p<0.01), customer orientation r= .254, (p<0.01), cultural strength r= .526, (p<0.01) also significantly associated to teachers’ productivity. These figures also strongly implied that an increase of teachers’ level of organizational culture precedes an increase of teachers’ productivity. This is to say that teachers’ productivity also depends on their ability and willingness to manage change, achieve organizational goals, and coordinate teamwork which ultimately leads to a desirable level of productivity. This result affirms by Elona [7] where a positive correlation emerged between teachers’ productivity and organizational culture together with all its domains. This is further supported by the study of Kotter [9] that employees’ job satisfaction, performance as well as problem-solving ability can all be improved by strengthening organizational culture.

Thus, Ho1, which argues that there is no significant relationship between Instructional Leadership and Organizational Culture in Public Secondary School Teachers’ Work Productivity, is rejected.

Regression Analysis of Instructional Leadership, Organizational Culture and Productivity of Public Secondary School Teachers

**Table 5: Regression Analysis Showing the Extent of Influence of Predictor Variables on Productivity of Public Secondary School Teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Indicators | Unstandardized Coefficients | | Standardized  Coefficient | t | sig |
| B | Std. Error |
| (Constant) | .804 | .265 |  | 3.036 | .003 |
| Promoting Professional Development (Instructional Leadership) | .229 | .060 | .254 | 3.823 | .000 |
| Developing and Communicating Shared Goals (Instructional Leadership | .247 | .064 | .259 | 3.868 | .000 |
| Cultural Strength (Organizational Culture) | .199 | .065 | .193 | 3.046 | .003 |
| Managing Change (Organizational Culture) | .188 | .075 | .165 | 2.521 | .012 |
|  |  |  |  |  |  |

R= .698 R2= .488 F=47.819 Sig= .000

The R2, the measure of the total variation of the dependent variable, consisted of .488 which reflects the amount of the variance explained by developing and communicating shared goals, promoting professional development, developing and communicating shared goals on the productivity of public secondary school teachers while 51.2% of the variance can be credited to other factor variables apart from the regression model. From the foregoing analysis, however, the equation useful in predicting the percentage of Productivity of Teachers (Y) as indicated by F-value (47.819) with its corresponding probability value (0.000) is significant at p<0.01. This model is illustrated:

Y= 0.804X1+ 0.247X2+0.199X3+0.188X4

Where: 0.804 is constant

X1= Promoting Professional Development (IL)

X2= Developing and Communicating Shared Goals (IL)

X3= Cultural Strength (OC)

X4= Managing Change (OC)

In agreement to this result, Solatorio [6] concluded that developing and communicating shared goals can be positively and significantly related to student scholastic aptitude which in turn a clear determinant of teachers’ work productivity. When teachers ensure that classroom instruction aligns with school goals and use school goals when making academic decisions can really increase the level of work productivity of teachers.

Promoting professional development is also seen as a predictor of work productivity, Blasé and Blasé as cited by McShane et.al., [5] identified and emphasized this result that this conveys the characteristics of teachers as instructional leaders as found in their studies in the Pacific Region. In order to ensure professional development, teachers should support and foster the teaching and learning process; develop and lead professional development based on their needs. The practice of attending professional development activities among them (teachers) is vital.

Hoy and Hoy as cited by McShane *et.al.,* [5] put it: “Above all, the teachers must communicate a clear vision on instructional excellence and continuous professional development consistent with the goal of the improvement of teaching and learning.

Managing change is one of the predictor variables of teachers’ productivity. Sashkin [11] pointed out that all organizations need constant amendment and innovation for improvement. He further added that any progress in history is the result of change and innovation. It can be surmised based on the survey results that public secondary school teachers are adaptable to changes that have occurred in the organization.

Another predictor of productivity is cultural strength. Sashkin [11] pointed out that a strong culture will provide greater stability of organizational functioning. In the context of this study, teachers value and make use of one another’s unique strengths and different abilities in the organization and teachers have access to timely and accurate information about what’s really happening in the organization and why.

Hence, H02, which claims that there is no variable singly or in combination best predicts teachers’ productivity, is rejected.

**CONCLUSIONS**

The level of organizational culture of public secondary schools is marked as high as evidence of teachers’ flexibility and adaptability when changes are necessary. They highly consider coordinated teamwork and a “what’s in it for us” approach rather than “what’s in it for me”, and they always looking for new ways to better serve clients and customers.

Descriptive analysis of the productivity of the public secondary school teachers as measured by the core competencies reflected in the IPCRF was very satisfactory. This means that teachers highly regarded all the core competencies and therefore showed a higher level of performance.

The correlation between teachers’ productivity, instructional leadership, and organizational culture was statistically significant. This means the productivity of teachers is strongly related to instructional leadership and organizational culture.

Regression analysis proved enough evidence to conclude that measure variables such as promoting professional development, developing and communicating shared goals, cultural strength and managing change were significant predictors to teachers’ productivity. This suggests that once these variables are properly executed by the key players of instructional leadership and organizational culture, in this case, would mean an increase in the productivity of teachers thus, a high level of achievement is more likely to be reached.

**RECOMMENDATIONS**

Teachers may continue to demonstrate effective instructional leadership through developing and communicating shared goals, promoting professional development, and monitoring and providing feedback to its stakeholders, namely; teaching and non-teaching staff, students, school heads, and the community. With this, teachers will be able to intensify responses in realizing the organization’s mission and vision. Furthermore, teachers may embody all the aforesaid dimensions to avoid instructional issues and be able to help their primary clients who are the learners to help realize their full potential.

The public secondary school teachers may continue to exhibit all their practices concerning organizational culture, such as; teachers’ ability and willingness to manage change, achieve goals, coordinate teamwork, give time to the customers, and value one another’s unique strengths and abilities.

Teachers may continue to deliver all their practices in terms of professionalism and ethics and improve their practices in self-management, result-focus, teamwork, service orientation, and innovation.

Public secondary school teachers are suggested to uphold all the factors and/ or dimensions of instructional leadership and organizational culture as these variables significantly help them achieve excellent performance. Although the results yielded favorably, the researcher still recommends exerting more effort to achieve the highest level of productivity.

Teachers may exert more effort in improving how they manage change, develop and communicate shared goals, promote professional development, and strengthen their culture as these variables are found to be predictors of work productivity.

Finally, the research has identified some shortfalls in the implementation of factor variables such as demographic characteristics of instructional leaders and its impact on the improvement of productivity. A further study may be commissioned to investigate their relationship in future research endeavor in various cases.

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