

THE ORGANIZATIONAL CULTURE OF FILIPINO - CHINESE SCHOOLS: AN EXPLORATORY RESEARCH

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ABSTRACT

The purpose of this qualitative study is to explore the organizational culture of Filipino-Chinese schools. It seeks to describe the dominant characteristics and the culture that binds these schools. Purposive sampling was used to choose a total of 9 participants. Three administrators, three employees with administrative and supervisory responsibilities, and three members of the teaching and non-teaching staff were among the participants. In-depth interviews were used to collect data, which was then evaluated using Thematic Analysis. The results indicate that the dominant characteristics are resilient leadership which includes strong, flexible, resilient, and strong leaders. Moreover, excellent teamwork, family-oriented and distinct culture are also dominant in these institutions. Furthermore, the organizational binder comprises communication, corporate philosophy, love for work, and culture. The study findings will help Filipino – Chinese school administrators in rationalizing the organizational culture that promotes resiliency in order to achieve its Vision, Mission, and Objectives.

Keywords: organizational culture, Filipino-Chinese schools, vision, mission, objectives

INTRODUCTION

Organizational culture themes have been used in a variety of areas, including education. In research involving public and private universities, the construct was used. In universities, organizational culture is critical to good management (Zeqiri & Alija, 2016). Culture is formed by the leaders or founders (Shing & Xiaodie, 2017), and it governs how members of the organization make choices. As a result, school administrators and leaders play a crucial role in educational culture building.

Organizational culture has been seen as “a set of forces that shape and determine human behavior” (Adewale & Anthonia, 2013); therefore, it impacts organizational outcomes. Organizational culture affects many outcomes (e.g., productivity, satisfaction). Thus, it is regarded as one of the workplace’s components that influences every aspect of organizational life (Madueke et al., 2017). Meanwhile, employee resilience is an antecedent of organizational outcome variables (Caniel & Baaten, 2018). Hence, culture is regarded relative to resilience in the organization.

This study is anchored on the ‘organizational culture framework’ by Cameron and Quinn (2000). The Competing Values Framework (CVF) sets the fundamental paradigm for organizational culture in most studies. CVF shows that organizational culture has two dimensions: focus and

structure (Balaji et al., 2020). The focus dimension differentiates organizations that center on an internal environment and integration from those that emphasize an external environment and differentiation, while the structure dimension distinguishes organizations that value flexibility and discretion from those that accentuate stability and control.

Apparently, organizational culture is a means toward an end. It is a competitive advantage. Organizational culture relates to the proper mindset and actions towards problems and opportunities facing the organizations. Thus, it can help educational institutions strengthen their capabilities to enable them to withstand the challenges brought by the Covid-19 pandemic. Culture can keep the employees in line with organizational goals. Hence, an organization that capitalizes on culture can survive during organizational crises.

RELATED LITERATURE

Culture is described as "a combination of norms, attitudes, values, and behavior patterns that comprise the fundamental identity of an organization or operational unit" in organizational research (Mujib, 2017). Organizational culture has been regarded by some researchers as an "abstract" or "connection or bond" between the organization and its individuals (Madueke & Emerole, 2017; Schein & Schein, 2017). The most prevalent definition of organizational culture, on the other hand, is a set of shared values, beliefs, and assumptions that govern members' conduct. Within an organization, organizational culture helps individuals understand which behaviors are acceptable and which are not (Batugal & Tindowen, 2019).

Artifacts, professed ideals, and basic assumptions are the three levels of organizational culture (Sawan et al., 2018). The 'artifacts,' which might be visible or not, are the earliest layer of culture. Artifacts describe 'how' and 'what' is happening in a company. The 'espoused values,' which are ideal standards and aims that management or the entire business can embrace and promote through public publications, make up the intermediate layer. The 'fundamental assumptions,' or unspoken, taken-for-granted ideas and values, make up the core layer. The stated ideals may or may not be coherent with what is happening at the level of artifacts, according to basic assumptions.

There are six components to corporate culture: dominating features, organizational leadership, personnel management, glue, strategic emphases, and success criteria. There are four cultural types in each of these dimensions: adhocracy, clan, hierarchy, and market. Adhocracy focuses on the organization's outward positioning with a great degree of flexibility and originality. Clan prioritizes internal maintenance, with an emphasis on people, customer sensitivity, and adaptability. Internal maintenance, which necessitates stability and control, is the focus of hierarchy. External maintenance is the focus of the market, which also needs stability and control (Batugal & Tindowen, 2019).

RESEARCH METHOD

The study employed a qualitative approach. Purposive sampling was used in this study. The researcher can use this sampling strategy to identify or recruit people who have firsthand knowledge with the subject under examination (Creswell & Clark, 2018). The study employed the 'maximal variation approach,' in which a broad group of people is recruited who are likely to have differing viewpoints on the issue under inquiry (Creswell & Clark, 2018). At least nine

(9) key informants were chosen at random from the following groups: teaching and non-teaching professionals (3), managers and supervisors (3), and administrators (3). The interview methods were followed in this study. An interview guide was used to conduct the interviews. Guide questions on the participants' demographic profile were included in the interview guide, as well as research questions about the key principles or central phenomena under inquiry. A theme analysis was employed in the research. "Identifying, evaluating, and reporting patterns (themes) within data" is what thematic analysis is all about (Braun & Clarke, 2006). This type of analysis is beneficial when the goal of the study is to find, evaluate, and report patterns or themes in the data. Familiarizing with data, producing initial codes, looking for themes, reviewing themes, defining themes, and summarizing the themes are the six steps of the analysis. This type of analysis is beneficial when the goal of the study is to find, evaluate, and report patterns or themes in the data. Familiarizing with data, producing initial codes, looking for themes, reviewing themes, defining themes, and summarizing the themes are the six steps of the analysis. The theme "represents some level of structured response or meaning within the data set" and "captures something noteworthy about the data in connection to the research objectives" (Braun & Clarke, 2006). The study focuses on theoretical and conceptual concerns linked to leadership style and organizational culture throughout data analysis.

RESULT

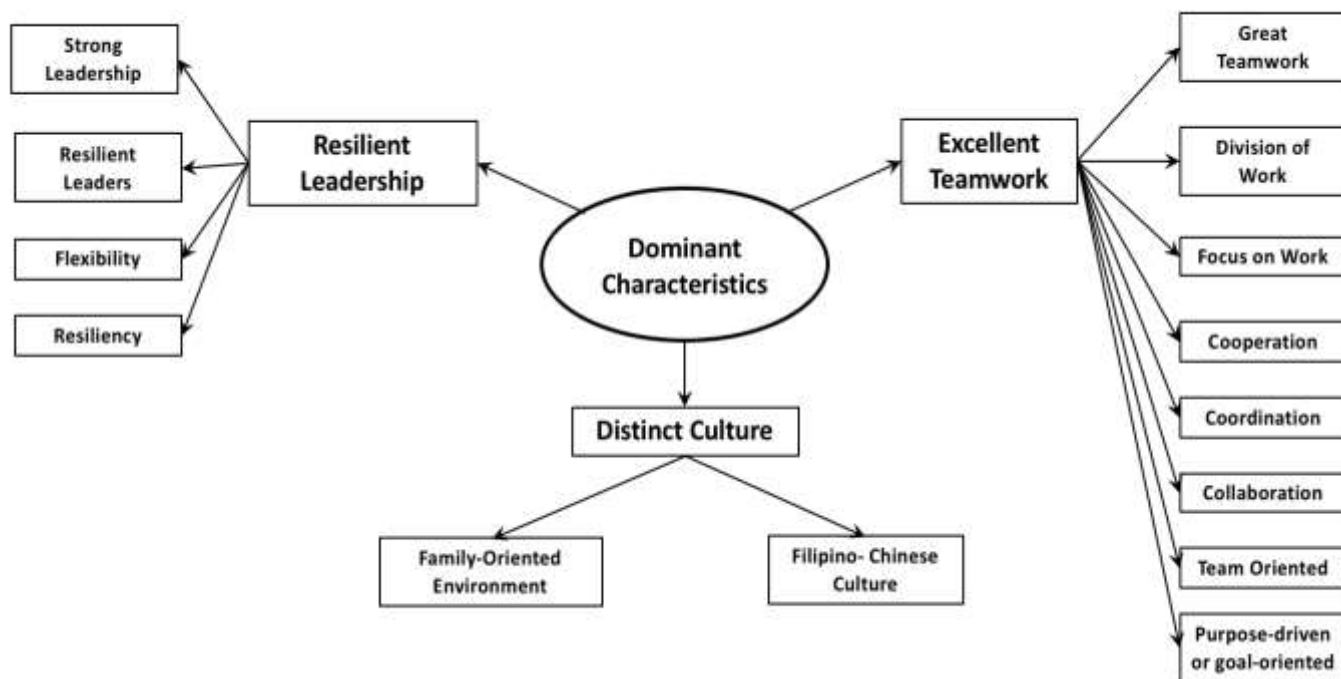


Figure 1: Filipino-Chinese Schools Dominant Characteristics

Figure 1 presents the analyzed qualitative data that addresses the dominant characteristics of Filipino-Chinese schools. As depicted in the illustration, the 3 dominant characteristics are resilient leadership, excellent teamwork, and distinct culture. A resilient leadership is characterized as strong, resilient, and flexible. Furthermore, excellent teamwork encompasses

cooperation, coordination, collaboration, goal-oriented, and must emphasize division of work. Lastly, these Filipino-Chinese schools have 2 distinct culture: family-oriented and Filipino-Chinese culture.

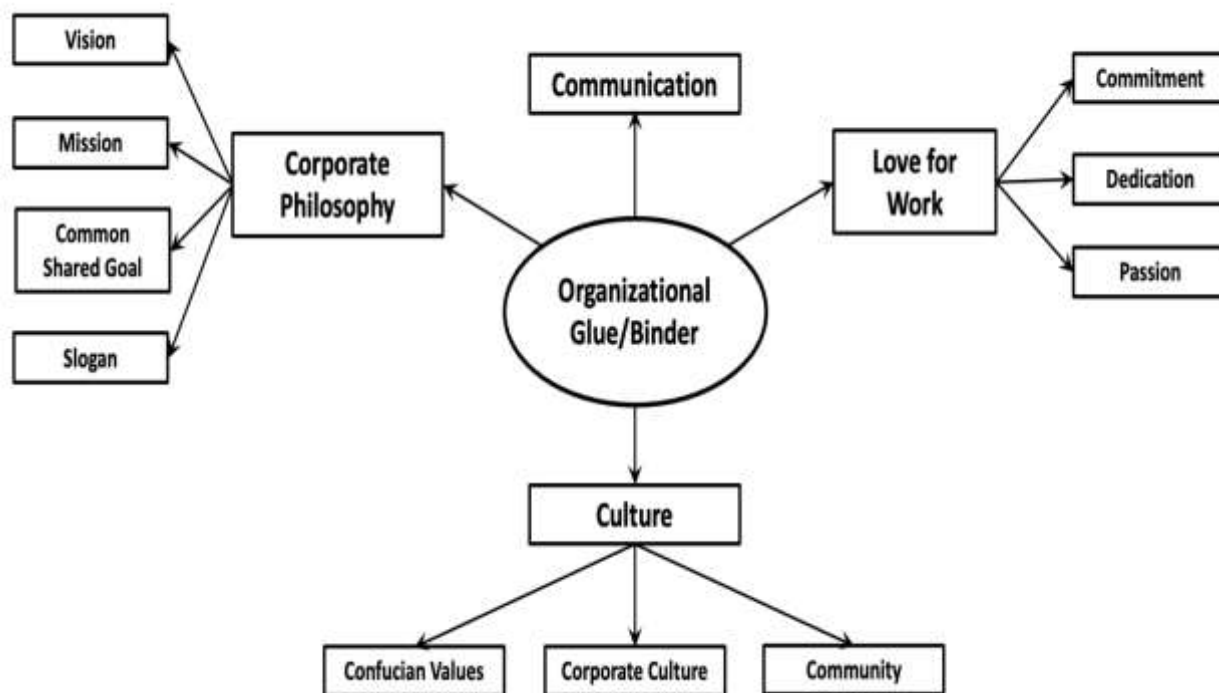


Figure 2: What binds or hold Filipino-Chinese School together?

Figure 2 reveals the thematically analyzed results of the question on organizational glue or binder. As presented in the figure, there are 4 facets that bind the organization together namely communication, corporate philosophy, love for work, and culture. The corporate philosophy touches on the Vision, Mission, shared goal, and the slogan which are basically the 4 areas that are important in knowing the identity of any organization. The culture of these institutions includes the Confucian values, corporate culture, and the community. Whereas the love for work emphasizes on commitment, dedication, and passion.

CONCLUSION

There are 3 dominant characteristics of Filipino-Chinese schools that eventually shape and make these institutions unique from other organizations. One of the dominant characteristics that emerged is resilient leadership which is very timely given the current situation that made it challenging for these institutions to operate. Resilient leaders who are strong and flexible will help propel organizations moving forward. It is also worthy to note that excellent teamwork characterized by collaboration, cooperation, coordination, and division of work transpired in the analysis. These characteristics bring together the importance of teamwork to make the situation bearable for the benefit of the stakeholders. Lastly, it can be noted that culture is an important binder or a glue that connects the many facets of the organization.

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