

Organizational Culture, Work Performance, and Job Satisfaction Among Private Schools in Los Baños, Laguna, Philippines

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Date received: October 4, 2024

Date revised: November 17, 2024

Date accepted: December 2, 2024

Originality: 99%

Grammarly Score: 99%

Similarity: 1%

Recommended citation:

Ona, J. (2024). Organizational culture, work performance, and job satisfaction among private schools in Los Baños, Laguna, Philippines. *Journal of Interdisciplinary Perspectives*, 2(12), 595-604.

<https://doi.org/10.69569/jip.2024.0542>

Abstract. This study investigated how private school organizational culture influences employee work performance and job satisfaction. It assessed organizational culture, work performance, and job satisfaction levels and correlated these factors. Understanding these dynamics is essential for improving working environments, supporting staff motivation and engagement, and contributing to private schools' long-term growth and competitiveness. This study employed a descriptive-correlational research design with one hundred thirty-six respondents selected from a population of 175. Results indicated that organizational culture was fully manifested with values (3.36), norms (3.31), beliefs (3.41), and practices (3.30). Work performance was rated very good (3.53), and employees were delighted with their jobs (3.34). A significant relationship was found between organizational culture and work performance ($p < 0.001$), with r values ranging from 0.26 to 0.50, indicating a moderately small positive correlation. Additionally, a significant relationship was observed between organizational culture and job satisfaction ($p < 0.001$), with r values ranging from 0.51 to 0.75, indicating a high positive correlation. These findings imply that fostering a strong organizational culture can significantly enhance work performance and job satisfaction, improving overall organizational effectiveness and employee well-being.

Keywords: Organizational culture; Work performance; Job satisfaction; Private schools; Relationships; Correlation.

1.0 Introduction

Organizations aim to sustain financial success, and organizational culture is a key factor contributing to profitability and long-term performance. A unique culture recognized by major stakeholders can become part of an organization's heritage if it aligns with its values. High output is essential in the fast-paced global economy, and the collective effort of human resources must be managed effectively (Hosseini et al., 2023). Committed and loyal employees are invaluable, tending to be more proactive in achieving organizational goals. Loyalty and a positive attitude are essential to an organization's culture. People are an organization's greatest asset, necessary for growth and fulfilling its mission. Organizational culture significantly influences employee performance, especially in educational institutions. Studies highlight the importance of culture in employee engagement, job satisfaction, and productivity. Kitayama et al. (2022) emphasize that culture impacts employees' feelings about their work, shaping behavior through beliefs, assumptions, and practices. Organizational culture is influenced by history, mission, leadership, values, and employee behaviors, developing through communication, leadership, reward systems, and socialization.

In the Philippine education sector, school organizational culture shapes work dynamics and employee relationships, influencing work performance and job satisfaction. The educational experience at private schools is affected by the performance of teaching and non-teaching staff. Job satisfaction impacts morale and retention rates. Despite its importance, little research has been conducted on how organizational culture affects job satisfaction and output in Philippine private schools. Administrators face challenges ensuring employees are motivated and satisfied, with culture being a significant factor. Barile (2019) posits that culture impacts performance by articulating values into guiding principles. Conversely, dissatisfaction can lead to poor performance. Jendricks (2024) supports this by noting the adverse effects of a poor organizational culture.

Work performance is crucial for private schools' success. High-quality teaching, effective administrative methods, and supportive environments contribute to better student outcomes and long-term sustainability. Investigating the relationship between organizational culture and work performance significantly impacts private schools' growth and competitiveness. Lee and Louis (2019) mention that strong cultures in educational institutions enhance employee engagement and motivation. A positive culture enhances job satisfaction, while a toxic culture leads to burnout and decreased performance. Both teaching and non-teaching staff satisfaction influence educational institutions' performance. Teaching staff satisfaction is linked to fulfillment in imparting knowledge and is influenced by professional development and recognition. Non-teaching staff satisfaction comes from a positive work environment, communication, opportunities for advancement, and recognition (Hill, 2019). High job satisfaction promotes motivation and morale, creating a favorable work environment and better student outcomes.

This study investigated how private school organizational culture influences employee work performance and job satisfaction. It assessed organizational culture, work performance, and job satisfaction levels and correlated these factors. Understanding these dynamics is essential for improving working environments, supporting staff motivation and engagement, and contributing to private schools' long-term growth and competitiveness.

2.0 Methodology

2.1 Research Design

This study employed a descriptive-correlational research design to explore the relationship between organizational culture, work performance, and job satisfaction. This method combines descriptive research, which details the status of respondents, and correlational research, which examines the relationships between variables. According to Creswell (2019), descriptive research gathers data to test hypotheses or answer questions about the present situation, while correlational research assesses the strength and direction of relationships between variables. McCombs (2020) notes that this approach helps identify and explain naturally occurring variables and their correlations.

2.2 Research Locale

The research was conducted at selected private schools in Los Baños, focusing on teaching and non-teaching personnel. These schools were chosen for their accessibility, which facilitated accessible data collection. The survey targeted a broad range of respondents to ensure a comprehensive understanding of organizational culture from various perspectives.

2.3 Research Participants

A simple random sampling technique was used to select respondents from teaching and non-teaching staff. The sample size was determined using an effect size of 0.30, a margin of error of 0.05, and a confidence level of 95%, as calculated with GPower. One hundred thirty-six respondents were selected from a population of 175. This method ensured that the sample was representative of the entire population.

2.4 Research Instrument

The study used a survey questionnaire as the research instrument. The questionnaire had three parts: the first assessed organizational culture (values, norms, beliefs, and practices), the second measured work performance, and the third evaluated job satisfaction. The questionnaire was developed based on relevant literature and studies and validated by experts. Following their feedback, revisions were made. The Cronbach reliability test was

conducted to ensure internal consistency. The Cronbach's Alpha for organizational culture, work performance, and job satisfaction indicated that the instrument was reliable.

2.5 Data Gathering Procedure and Analysis

Three schools were distributed hard-copy questionnaires, and one school participated via an online questionnaire. The completed surveys were collected, and responses were tallied and analyzed with the help of a statistician. The data from the surveys were tallied and analyzed using appropriate statistical methods. The average mean and a four-point Likert scale were used to assess organizational culture, work performance, and job satisfaction. The Pearson Product-Moment Correlation Coefficient determined the relationships between these variables.

2.6 Ethical Considerations

Ethical guidelines were strictly followed. Informed consent was obtained from all participants, and anonymity was maintained. The dignity and well-being of respondents were protected, and data were kept confidential, used only for this study, and not shared without consent. The collected information was handled responsibly to prevent any harm to participants.

3.0 Results and Discussion

3.1 Organizational Culture in Private Schools

In terms of Values

As shown in Table 1, values were fully manifested (3.36) in private schools. Furthermore, the "organization promotes professional excellence and operational integrity" yielded the highest mean score of 3.51, verbally interpreted as fully manifested. However, the "organization secures the employees' feeling of expressing opinions and ideas" obtained the lowest computed mean of 3.21 verbally interpreted as manifested.

Table 1. Descriptive statistics of the level of manifestation of organizational culture in private schools in terms of values

Indicators	Mean	Interpretation
1. Promotes a sense of mutual respect and open communication between employees.	3.40	Fully Manifested
2. encourages a positive work-life balance.	3.30	Fully Manifested
3. promotes a clear and well-implemented code of ethics.	3.43	Fully Manifested
4. promotes transparency and fairness in decision-making.	3.32	Fully Manifested
5. promotes professional excellence and operational integrity.	3.51	Fully Manifested
6. employs close relationships with employees and leaders.	3.32	Fully Manifested
7. secures the feeling of expressing my opinions and ideas.	3.21	Manifested
General Assessment	3.36	Fully Manifested

It shows that the organizational culture of private schools, regarding values, has a clear mission and vision statement incorporating the code of ethics that guides employees in their actions and the fairness of leaders in their decision-making. When the employees perceive that the organization's values match its objective, it helps to strengthen and demonstrate mutual respect and open communication among employees and leaders of the school. Furthermore, the organizational culture has an initiative to promote professional excellence, encouraging employees to learn, grow, and develop continuously. This can include training opportunities, mentorship programs, and performance feedback to help employees enhance their skills, knowledge, and competencies. Similarly, it stated that administrators promote operational integrity, establishing a good culture of trust that develops a pattern among employees, resulting in a good reputation and creating an enjoyable work environment.

To support the study, Simms (2022) noted that a healthy work environment was created by a set of values that were well-defined and put into practice. These values encouraged ethical behavior, collaboration, and goal alignment between the organization and individual employees. Values essentially conveyed to all employees how the company's goals were to be achieved—not in the form of a set of directives, but as behavioral guidelines. The institution's leadership continued to uphold the organization's principles, which included moral and ethical standards. Moreover, the Society for Human Resource Management (2023) stated that shared values fundamentally shaped Organizational Culture. There was no sound or terrible value; firms had to decide which to focus on. Outcome orientation, people orientation, team orientation, stability, innovation, and assertiveness were among these shared values. Values were often separately developed and added to the vision and mission statements.

On the other hand, the organization's ability to secure the employees' feelings by expressing opinions and ideas earned the lowest mean. This indicated that employees may not have felt safe enough to freely share their ideas and opinions due to fear of backlash from management or colleagues. Arieli et al. (2020) added that even a simple misalignment between personal and professional ideals could result in low disposition, disgruntled workers, and eventually more significant turnover rates. Thus, creating a vibrant and long-lasting work atmosphere requires developing and actively maintaining a robust value system.

In terms of Norms

As shown in Table 2, norms were fully manifested (3.31) in private schools. Furthermore, the “organization prioritizes a strong sense of community within the school,” and the “organization has principles and daily activities that are well aligned” both attained the highest mean score of 3.38, verbally interpreted as fully manifested. The “organization prioritizes the mental and emotional well-being of the employees” gained the lowest mean of 3.10 verbally interpreted as fully manifested.

Table 2. Descriptive statistics of the level of manifestation of organizational culture in private schools in terms of norms

Indicators	Mean	Interpretation
1. Prioritizes the mental and emotional well-being of the employees.	3.10	Fully Manifested
2. Prioritizes personal and professional development for its employees.	3.34	Fully Manifested
3. Prioritizes a strong sense of community within the school.	3.38	Fully Manifested
4. Prioritizes comprehensive competence in both academic and non-academic operations.	3.37	Fully Manifested
5. Has principles and daily activities that are well aligned.	3.38	Fully Manifested
6. Has employees whom colleagues and supervisors well support.	3.30	Fully Manifested
7. Has employees that have a strong sense of accountability.	3.30	Fully Manifested
General Assessment	3.31	Fully Manifested

The above findings indicate that the organizational culture of Los Baños' private schools prioritized a strong sense of community and had well-aligned actions and procedures. It denotes a culture that actively focuses on the institution's efforts to develop a supportive and inclusive environment where students, teaching and non-teaching staff, parents, and other stakeholders feel connected, appreciated, and involved. Furthermore, aligning an organization's principles with daily actions can boost employee engagement, motivation, and job satisfaction. Consequently, employees are more likely to feel connected to the school's purpose and values.

In addition, Guerin (2020) noted that establishing explicit norms accelerated interpersonal interaction and procedural processes, which increased efficiency. By guaranteeing polite relationships and encouraging a feeling of unity, they helped support a positive workplace culture. Well-stated norms could also serve as a safety net, reducing conflict and misunderstandings. When the organization's principles and daily activities aligned well with this sense of community, it further strengthened the relationship, boosted morale, and created a cohesive and supportive work environment for all employees. According to Ghosh (2023), these standards served as the inconspicuous framework that defined employee collaboration, interaction, and communication. They fell into two main categories: procedural norms, which specified how tasks were carried out and projects were handled, and behavioral standards, which specified how coworkers should behave toward one another.

In terms of Beliefs

As shown in Table 3, beliefs were fully manifested (3.41) in private schools. The “organization believes in diversity, equity, and inclusion for all employees” attained the highest mean score of 3.49, verbally interpreted as fully manifested. On the other hand, the “organization believes that employees must be recognized and rewarded for their achievements and contributions” gained the lowest mean of 3.37, verbally interpreted as fully manifested.

Table 3. Descriptive statistics of the level of manifestation of organizational culture in private schools in terms of beliefs

Indicators	Mean	Interpretation
1. Believes in diversity, equity, and inclusion for all employees.	3.49	Fully Manifested
2. Believes in open communication and transparency in leadership decisions.	3.38	Fully Manifested
3. Exhibit actions signify they believe employee dedication and commitment are essential to success.	3.42	Fully Manifested
4. Believes employees must be recognized and rewarded for their achievements and contributions.	3.37	Fully Manifested
5. Employees believe in the institution's goal and vision.	3.44	Fully Manifested
6. Employees share a common belief in the value of ethics and integrity.	3.40	Fully Manifested
7. Employees believe the institution gives equal possibilities for growth and advancement.	3.38	Fully Manifested
General Assessment	3.41	Fully Manifested

The findings indicate that the organizational culture of private schools supports diversity, equity, and inclusion inside the institution. It indicates that organizational value recognizes the different backgrounds, viewpoints, and identities of all employees in the workplace. It also ensures that all school personnel, regardless of background, have equal opportunities for growth, respect, and involvement within the institution. It also suggests that teaching and non-teaching personnel can communicate well despite their different backgrounds. By adopting this culture, the institution aims to develop a more creative, productive, motivated, and supportive work environment for all employees.

Indeed, Ciocirlan et al. (2020) distinguished between two types of beliefs: positive and negative. They noted that positive beliefs, such as a conviction in the company's objective or the importance of teamwork, fostered a more motivated and effective workforce. On the other hand, unfavorable ideas that impeded performance included mistrust of leadership or a pessimistic assessment of prospects for professional growth. Indeed, organizational culture has a significant impact on the workplace environment. Reif et al. (2020) defined workplace beliefs as the core principles and notions that workers had about their jobs, coworkers, and the company. These opinions could be organizational, representing the larger firm culture and ideology, or personal, formed by the experiences and values of the individual.

In terms of Practices

As shown in Table 4, practices were fully manifested (3.30) in private schools. The “organization has consistent and effective compliance with government regulations and requirements” attained the highest mean score of 3.46, verbally interpreted as fully manifested. The “organization has a system that seeks and acts on feedback regularly” gained the lowest mean of 3.22, verbally interpreted as manifested.

Table 4. Descriptive statistics of the level of manifestation of organizational culture in private schools in terms of practices

Indicators	Mean	Interpretation
1. Consistent and effective implementations that apply to all teaching and non-teaching personnel.	3.29	Fully Manifested
2. Consistent and effective evaluation methods to assess employee performance.	3.29	Fully Manifested
3. Consistent and effective human resource management practices that address employees' needs regarding career advancement and employment concerns.	3.24	Manifested
4. Consistent and effective compliance with government regulations and requirements.	3.46	Fully Manifested
5. Consistent and effective management of the maintenance of facilities and improvements inside the premises.	3.28	Fully Manifested
6. Strongly recognized and encouraged teamwork.	3.34	Fully Manifested
7. System that seeks and acts on feedback regularly.	3.22	Manifested
General assessment	3.30	Fully Manifested

The results infer that the organizational culture in private schools in Los Baños prioritizes consistent and effective compliance with government regulations and requirements. This implies that employees are well-trained regarding relevant laws and standards to ensure adherence. It shows that the processes and procedures are well implemented to monitor and track compliance, with dedicated non-teaching employees overseeing this aspect. This commitment practice demonstrates adherence to legal standards and fosters a culture of integrity and responsibility within the institution.

To support this study, according to Margolis (2023), practices were consistent with the principles and values of a healthy organization's Core Culture. This denoted that the institutions had developed consistent and successful practices to follow. Similarly, Kirti and Goyal (2022) defined workplace practices as the standard operating procedures, methods, and workflows that staff members follow to finish projects and meet company objectives. In like manner, Stefaniak (2020) stated that strong workplace practices were vital in many ways. To begin with, they optimized processes to reduce the waste of time and materials. In addition to facilitating knowledge transfer, standardized methods provided continuity in the event of staff changes and helped new hires quickly pick up on existing procedures. Moreover, clearly defined procedures offered a framework for decision-making, assisting staff members in selecting the best course of action.

3.2 Employees' Work Performance in Private Schools

Table 5 shows employees' work performance in private schools was very good (3.53). The indicator “strive for continuous improvement in the work” obtained the highest mean of 3.66, interpreted as very good. On the other

hand, “I am reliable and meet deadlines consistently” obtained the lowest mean of 3.39, which was interpreted as very good. The findings indicate that the employees genuinely commit to personal and professional growth. They denote a proactive approach to seeking opportunities for skill development and innovation within their roles. The employees are also certain in understanding their roles and responsibilities. They are committed to learning, developing, and refining their work to achieve greater results and higher standards. These findings emphasize the importance of individual excellence and collaborative efforts in creating a productive work environment.

Table 5. Descriptive statistics of the level of employees' performance in private schools

Indicators	Mean	Interpretation
1. I demonstrate a strong understanding of my roles and responsibilities.	3.59	Very Good
2. I am reliable and meet deadlines consistently.	3.39	Very Good
3. I effectively utilize available resources to complete their tasks and achieve their goals.	3.52	Very Good
4. I strive for continuous improvement in my work.	3.66	Very Good
5. I have a strong initiative to identify and address problems proactively.	3.45	Very Good
6. I adapt to new situations and changes in the organization's work environment.	3.54	Very Good
7. I exhibit a positive attitude towards students/colleagues/work.	3.49	Very Good
8. I use my newly learned skills appropriately.	3.56	Very Good
9. I exhibit high professionalism in my interactions with students, colleagues, and external stakeholders.	3.55	Very Good
10. I collaborate when needed to achieve common goals.	3.55	Very Good
General Assessment	3.53	Very Good

To support the result, Manalo et al. (2021) mentioned that human capital was one of the most crucial components that completed any business in every workplace. When their personnel were not operating effectively and appropriately, they could not offer quality goods and services. By appropriately encouraging people, one could improve the caliber of their job. According to Ling et al. (2021), in the educational context of private schools, a supportive organizational culture promotes community, teamwork, and dedication among teaching and staff members. Employee contentment enhanced their propensity to provide original proposals and participate in crucial decision-making. Consequently, when employees were contented and felt integral to the organizational fabric, they were more inclined to offer original solutions and take initiative. This level of engagement and satisfaction profoundly impacted the overall productivity and success of the school. Moreover, positive organizational culture in educational settings helped retain skilled staff, maintaining educational quality and stability. Ultimately, Ling et al. emphasized that fostering such a supportive culture was crucial for nurturing a committed, collaborative workforce in private educational institutions.

Moreover, Mercado's (2023) study unveiled a compelling correlation between an individual's job characteristics and their resultant work performance, garnering commendable ratings across dimensions such as contextual relevance, task specificity, and adaptability. Notably, the research identified a significant association between successful employment outcomes and the inherent attributes of one's work. The data underscored a noteworthy trend suggesting that employees within various institutional settings exhibited heightened levels of workplace efficacy when endowed with exceptional individual work characteristics. This implied that the alignment between an individual's job attributes and the demands of their role played a pivotal role in determining the quality and effectiveness of their performance within the organizational context.

3.3 Employees' Job Satisfaction in Private Schools

Table 6 shows that the employees in private schools were fully satisfied (3.34) with their jobs. "I am proud to be a part of the organization's mission and values" attained the highest mean of 3.54, verbally interpreted as fully satisfied. "I feel valued and appreciated for my contributions" gained the lowest mean of 3.24, verbally interpreted as satisfied.

The findings imply strong pride in connecting with the organization's mission and values. It indicates a strong feeling of alignment, purpose, and satisfaction with their work. This sense of consistency can lead to high dedication, motivation, and loyalty to the institution. Drawing from Taimuri's (2019) study, it became evident that the longevity of employee tenure within organizations was intricately linked to various factors contributing to their overall satisfaction and fulfillment. The presence of a robust reward system, acknowledgment through praise, provision of incentives, opportunities for leadership roles to pursue shared objectives, cultivation of healthy self-esteem, and continuous professional development facilitated by comprehensive training programs

and constructive feedback mechanisms all played pivotal roles in enhancing employee retention. Such initiatives validated employees' contributions and empowered them to actively engage in the organizational mission, fostering a mutually beneficial relationship between the individual and the institution. Thus, by nurturing a supportive and rewarding work environment, organizations could cultivate employee loyalty and longevity, ultimately contributing to sustained organizational success and growth.

Table 6. Descriptive statistics of the level of employees' job satisfaction in private schools

Indicators	Mean	Interpretation
1. I have a workload that is fair and manageable.	3.29	Fully Satisfied
2. I have the resources and support to perform my job effectively.	3.30	Fully Satisfied
3. I am fairly compensated for my work.	3.26	Fully Satisfied
4. I feel valued and appreciated for my contributions.	3.24	Satisfied
5. I find my profession worthy and fulfilling.	3.50	Fully Satisfied
6. I am receiving adequate personal and professional development opportunities.	3.28	Fully Satisfied
7. I am satisfied with the work-life balance the organization let me achieve.	3.25	Fully Satisfied
8. I am motivated to perform well in my role.	3.36	Fully Satisfied
9. I am proud to be a part of this organization's mission and values.	3.54	Fully Satisfied
10. I would recommend this organization as a great place to work.	3.38	Fully Satisfied
General Assessment	3.34	Fully Satisfied

Scott (2023) elucidated the multifaceted nature of job satisfaction, highlighting various additional elements beyond mere financial compensation that significantly influenced overall workplace contentment. These elements encompassed the attainment of a healthy work-life balance, the provision of autonomy in decision-making and task execution, opportunities for professional growth and advancement, acknowledgment through reward and recognition mechanisms, fair remuneration and comprehensive benefits packages, fostering of a positive and supportive work environment, cultivation of interpersonal solid connections among colleagues, and alignment with the organization's core values and mission. Scott emphasized that to attain optimal levels of motivation, engagement, and effectiveness in the workplace, individuals had to find happiness and fulfillment in their roles. This assertion underscored the intrinsic link between job satisfaction and employee performance, affirming the pivotal role of organizational practices and policies in fostering a conducive and rewarding work environment conducive to individual and collective success.

However, BasuMallick's (2021) research emphasized the dynamic nature of employee work satisfaction within a single organization, emphasizing the importance of considering multiple factors. A comprehensive approach to fostering employee satisfaction encompassed several vital elements, including a challenging work environment that encouraged individuals to excel and grow professionally and provided convenience to facilitate productivity. Regular acknowledgment and appreciation from immediate management and the organization was crucial in nurturing a positive work culture. Competitive compensation that ensured employees could maintain a high quality of life was also essential. Moreover, the promise of career advancement opportunities aligned with individual aspirations added further motivation and fulfillment. By addressing these multifaceted aspects, organizations could cultivate a work environment conducive to employee satisfaction, productivity, and overall success.

3.4 Relationship Between Organizational Culture and Work Performance

Table 7 shows a significant relationship between the organizational culture level and the work performance level of employees in private schools. The probability values are all .000, less than the significance level at .05. Thus, the null hypothesis was rejected. The r values lie between 0.26 and 0.50, indicating a moderately small positive correlation between the organizational culture level of manifestation and employees' work performance in private schools.

Table 7. Analysis of the relationship between the organizational culture and work performance

Variables	r value	P value	Remarks	Decision
Values	0.413	0.000	Significant	Reject Ho
Norms	0.505	0.000	Significant	Reject Ho
Beliefs	0.553	0.000	Significant	Reject Ho
Practices	0.541	0.000	Significant	Reject Ho

It indicates that there is a substantial link between the organizational culture level and the work performance level of employees in private schools: the higher the organizational culture level, the higher the level of work performance. The results of the study reveal that the better the organizational culture of the private schools, the higher the work performance of the teaching and non-teaching employees. They tend to be engaged, motivated, and committed to their work. This shows that establishing a positive and supportive organizational culture that determines values, norms, beliefs, and practices can significantly affect and increase employees' overall performance in private schools. Furthermore, a positive culture can boost employee satisfaction, productivity, and dedication to their work.

Awodiji et al., (2021) examined the relationship between organizational features and the job performance of non-teaching staff in educational institutions. It looked at how each organizational component (environment, culture, and performance evaluation) related to the performance of non-teaching staff. A non-experimental design of correlation was employed. The findings showed a strong and positive link between organizational traits and work success. This had the effect of favorably correlating performance reviews, organizational culture, and surroundings with the work performance of non-teaching staff members. Similarly, Iskanto (2023) aimed to research how organizational culture affected employee performance and the factors contributing to a successful organizational culture. In this study, quantitative methodologies were applied. Processing and hypothesis testing were performed using SPSS version 25. The research site was a government building in Riau. Every individual involved in the research was employed at an office. In this study, 35 workers were assessed using a saturated sample, which used the entire population as a sample if the population was less than 100. The results demonstrated that production was significantly impacted by company culture. It was shown that other factors accounted for 73.4% of the difference in employee performance, with organizational culture having a 26.6% impact.

3.5 Relationship Between Organizational Culture and Job Satisfaction

Table 8 shows a significant relationship between the organizational culture level and the work performance level of employees in private schools. The probability values are all .000, which is less than the level of significance at .05. Thus, the null hypothesis was rejected. The r values lie between 0.26 and 0.50, indicating a moderately small positive correlation between the organizational culture level of manifestation and employees' work performance in private schools.

Variables	r value	P value	Remarks	Decision
Values	0.650	0.000	Significant	Reject Ho
Norms	0.697	0.000	Significant	Reject Ho
Beliefs	0.752	0.000	Significant	Reject Ho
Practices	0.716	0.000	Significant	Reject Ho

There was a significant relationship between the organizational culture level of manifestation and Job Satisfaction level in private schools in Los Baños. The probability values were all .000 which, is less than the level of significance at .05. thus, the null hypothesis was rejected. The r value ranged between 0.51 to 0.75, high positive correlation between the organizational culture level of manifestation and job satisfaction level of employees in private schools in Los Banos. It indicates that there is a substantial link between the organizational culture level and job satisfaction level in private schools: the higher the organizational culture level, the higher the job satisfaction level. The study's findings show that the better the organizational culture of private schools, the higher the employees' job satisfaction is. This proves that a good organizational culture within a private school is associated with higher levels of employee job satisfaction. As a result, a positive and supportive organizational culture might help the teaching and non-teaching staff at private schools to feel more satisfied with their jobs.

To support this study, according to Nurlaila (2022), organizational commitment and rewards also had a relationship with both employee performance and work happiness. Job satisfaction was a general attitude toward a job, or the difference between the amount of compensation an employee received and what they believed they deserved. Additionally, employees who felt a strong sense of commitment to their organization were more likely to demonstrate higher levels of engagement and dedication to their work tasks. Also, to achieve job satisfaction among employees, according to Nagarajan (2022), the following variables were considered: benefits, professional

purpose, peer network, progression, job role, work flexibility, training, challenge, and team leadership. Progression opportunities, including avenues for career growth and advancement, empowered employees to envision long-term trajectories within the organization. However, job roles that were challenging and meaningful provided intrinsic motivation and a sense of purpose, while work flexibility enhanced work-life balance and autonomy. Training initiatives enabled skill development and professional growth, while effective team leadership fostered cohesion, motivation, and goal attainment. Moreover, by considering and addressing these variables comprehensively, organizations could cultivate a conducive environment conducive to employee satisfaction, retention, and overall organizational success.

Batugal (2019) highlighted the pivotal role of employee motivation in driving effective performance and productivity within organizations. Motivated employees demonstrated heightened engagement and commitment to their roles, consequently contributing to superior job performance. Conversely, dissatisfied employees, characterized by negative attitudes towards their work, were prone to exhibit subpar performance outcomes. The study revealed a compelling positive correlation between job satisfaction and organizational culture, suggesting that a nurturing and inclusive organizational culture fostered deeper employee engagement and commitment over time. By cultivating an environment that valued and respected each member, organizations could enhance organizational loyalty and commitment among employees. Satisfied employees, in turn, were more likely to advocate for their organization positively, extend assistance to colleagues, and surpass job expectations, thereby bolstering overall organizational effectiveness and success.

Galay's (2022) study shed light on the multifaceted dynamics of organizational culture, employee commitment, and good governance within the organizational context. Through an examination of various dimensions such as support, mission, success, and bureaucracy, the research elucidated the intricate fabric of organizational culture. Similarly, organizational commitment, spanning affective, normative, and continuance dimensions, emerged as a key component influencing employee engagement and allegiance to the organization. The study also underscored the critical importance of good governance, particularly in resource management, accountability, and participatory decision-making processes. While employees exhibited a moderate level of commitment across dimensions and good governance showed significant evidence in resource management, the accountability and participatory decision-making aspects demonstrated moderate evidence. Moreover, the study established a notable correlation between organizational culture, employee commitment, and good governance, highlighting the interconnectedness of these elements in shaping organizational effectiveness and success.

4.0 Conclusion

This study's findings highlight several key contributions to understanding the organizational culture and employee performance in private schools in Los Baños. First, these schools have well-defined goals and objectives and an effective code of conduct. These elements uphold high standards of professionalism and ethics for teaching and non-teaching staff, fostering an environment of mutual respect and open communication. The emphasis on inclusiveness, diversity, and legal adherence creates a supportive and trustworthy atmosphere for all stakeholders. Secondly, the study underscores the significant impact of employee work performance on their dedication and overall productivity. Employees committed to continuous improvement and professional development tend to exhibit higher levels of motivation and job satisfaction, which are crucial for the school's success. This positive culture enhances task efficiency and helps employees realize their full potential. However, challenges such as unrealistic workloads, poor time management, and insufficient resources can hinder their performance and ability to meet deadlines.

Additionally, the research reveals a critical gap in private schools' recognition and reward system. Despite the evident need to acknowledge employees' achievements and contributions, management and leadership have not effectively fulfilled this requirement. This lack of appreciation may lead to feelings of undervaluation among staff. Moreover, employee satisfaction is closely linked to their job assignments' perceived significance and manageability. Employees are more likely to be satisfied and loyal when workloads are fair and intrinsic and extrinsic needs are met. Fair compensation further reinforces job satisfaction and loyalty, contributing to a stable and committed workforce. Finally, the proposed action plan aims to strengthen the organizational culture of private schools in Los Baños by addressing core values, norms, beliefs, and behaviors. This structured plan provides human resource managers and decision-makers with strategies to enhance the working environment

and increase organizational engagement. Implementing these strategies can lead to a more productive and meaningful work environment, ultimately improving institutional efficiency and employee satisfaction.

Future research could explore the long-term effects of these interventions and examine the specific mechanisms through which organizational culture and recognition practices influence employee performance and satisfaction. Comparative studies between private and public schools could provide further insights into the unique challenges and opportunities within different educational contexts.

5.0 Contribution of Authors

There is only one author.

6.0 Funding

None

7.0 Conflict of Interest

There is no conflict of interest.

8.0 Acknowledgment

The author would like to express her genuine and deepest gratitude to the generous and helpful people who have supported her in achieving and completing this study.

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