



INFLUENCE OF ORGANIZATIONAL CULTURE ON TEACHERS' CREATIVITY AND INSTRUCTIONAL EFFICACY: BASES FOR PROGRAM RECOMMENDATION

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ABSTRACT

This study examined the influence of organizational culture on teachers' creativity and instructional efficacy using a mixed-method approach. The results revealed that the organizational culture of the school was found to be highly observed, with an overall mean of 4.17, indicating positive cultural indicators. Qualitative findings revealed that encouraged collaboration and teamwork, fostered open communication, provided opportunities for professional growth, practiced shared values and commitment, and focused on achieving vision and mission of school influenced teachers' creativity. Similarly, teachers reported that utilized varied strategies for diverse learners, improved confidence for teaching and learning, increased professional growth through mentoring, training, and supervision, and delivered meaningful and engaging lessons enhanced performance strongly influence instructional efficacy. Based on the findings, the study developed the CETEP (Creative and Effective Teaching Enhancement Program), an intervention designed to promote teachers' creativity and strengthen their instructional efficacy.

Keywords: *Organizational Culture, Creativity, Efficacy Program Recommendation*

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INTRODUCTION

The rapid transformation of the education sector in the twenty-first century has intensified the demand for teaching approaches that are dynamic, innovative, and responsive to diverse learners. However, despite the emphasis on creativity and learner-centered instruction, many teachers continue to struggle due to organizational cultures that do not always encourage innovation or instructional experimentation.

Organizational culture profoundly shapes how teachers think, behave, and engage in classroom practices. A supportive school culture characterized by collaboration, trust, professional autonomy, and distributed leadership has been found to enhance teachers' creativity and instructional performance (Chang, Chou, & Wang, 2022; Bao, Zhang, & Liu, 2023). Environments that promote continuous learning, professional growth, and open communication empower teachers to take risks, adopt novel teaching strategies, and implement diverse pedagogical methods.

Recent studies highlight that teachers' ability to implement varied learning strategies is strongly influenced by the organizational norms and expectations within their schools (Li & Liu, 2021; Hu, 2023). When the organizational culture reinforces innovation, teachers demonstrate higher levels of instructional efficacy, which consequently improves students' participation, motivation, and literacy outcomes.

Understanding the interaction between organizational culture, teacher creativity, and instructional efficacy is vital for teachers, school leaders, and policymakers. A culture that is inclusive, empowering, and innovation-driven can significantly enhance instructional practices

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and lead to improved learning outcomes. Insights from this study can guide stakeholders in strengthening school policies, leadership practices, and professional development programs that cultivate a culture of creativity and instructional excellence.

By conducting this study, the researcher hoped to contribute evidence-based insights that can inform program recommendations and help create school environments where teachers feel empowered, valued, and capable of delivering creative and effective instruction.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, sampling design, data-gathering procedures, research instrument, validity of the research instrument and data analysis. The purpose of this study was to examine the organizational culture of the school and its influence to teachers' creativity and instructional efficacy among the schools in one of the municipalities of the Province of Iloilo for SY 2024-2025.

Research Method

This study employed Mixed-Methods, integrating both quantitative and qualitative approaches to obtain a comprehensive understanding of the relationship between organizational culture, teachers' creativity, and instructional efficacy. Mixed-methods research allows the researcher to collect, analyze, and merge numerical data with rich narrative accounts, thereby strengthening the validity and depth of the findings.

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Following Watkins (2022), mixed methods research involves the collection, analysis, interpretation, and reporting of both quantitative and qualitative data, sequentially or concurrently, in a single investigation, or in a series of investigations, in order to understand problems better. Breadth and generalizability are provided by the quantitative aspect, while the qualitative data is the basis for the depth of the study (Creamer, 2022).

Research Design

The quantitative phase of the study utilized a Descriptive Survey Research Design. This design aims to describe the existing organizational culture of the school in terms of whether the culture is vision-mission driven, collaborative, innovative, supportive, values-oriented, and community-engaged. It also determined the teachers' creativity and instructional efficacy as they presently occur in participating schools.

According to Sirsilla and McCombes (2023), descriptive research collects information on a particular population or phenomenon to provide an accurate picture of traits and behaviors, often using questionnaires, inquiries, and case studies. In this study, standardized questionnaires are used to gather numerical data from teachers. This descriptive survey is appropriate because it allows the researcher to quantify perceptions, measure levels of organizational culture, and determine patterns and trends across respondents.

The qualitative phase adapts a Phenomenological Research Design using the researcher-made interview guide, which explores the influence of organizational culture in relation to the creativity and instructional practices of teachers. Phenomenology seeks to

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understand how individuals make meaning of a particular phenomenon, making it appropriate for examining deep personal insights and contextual experiences.

As stated by Creswell (2020), phenomenology focuses on describing what participants have in common as they experience a phenomenon, allowing the researcher to capture the essence of participants' narratives. Through in-depth interviews, teachers are encouraged to express how the school's culture shapes their creativity, motivation, relationships, and instructional decisions

Participants of the Study

The respondents of the study for quantitative data requirements were a total of 27 English teachers. They were selected from four secondary schools of the district of San Enrique, Province of Iloilo to answer the descriptive survey questionnaire on the organizational culture observed in their school. They are currently employed with at least one year teaching experience and willing to participate in the study. They were chosen because they experience varying organizational cultures within their schools.

For the qualitative phase, the study involved 8 teachers, selected using purposive sampling. These participants were chosen based on their ability to provide rich, meaningful insights into the lived experiences of teachers regarding the influence of organizational culture on their creativity and instructional efficacy. These teachers have at least three years of teaching experience and demonstrated involvement in creative instructional activities and willing to participate in an in-depth interview. The participants have directly experienced the

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phenomenon under investigation; specifically, how organizational culture influenced their creativity and instructional efficacy.

Sampling Design

This study employed a purposive sampling design; a non-probability sampling technique used in qualitative research to ensure that participants were selected based on specific criteria relevant to the study. The goal of this sampling approach is to obtain rich and in-depth insights from participants who have direct experiences with the phenomenon being investigated namely, the influence of organizational culture to teachers' creativity and instructional efficacy. The inclusion criteria consisted of the following: They are English teachers of the schools concerned. They are permanently teaching for at least one year in the case of quantitative data and three years for qualitative data.

Purposive sampling, also known as judgmental, selective, or subjective sampling, is a technique in which the researcher deliberately selects participants based on specific criteria and characteristics that can best provide the information needed for the study. According to Nyimbili & Nyimbili (2024), purposive sampling is a non-random sampling method where participants are chosen based on specific criteria or characteristics.

Research Instrument

The instrument used in this study for the quantitative phase was a survey questionnaire which was composed of thirty (30) adapted statements on the organizational culture of the school. There were thirty (30) questions covering six (6) areas of whether the school is vision-mission driven, collaborative, innovative,

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supportive, values-oriented, and community-engaged. The indicators of each of the organizational culture as observed by the teachers were answered by the following criteria:

5-Strongly Agree

4-Agree

3-Neither Agree nor Disagree

2-Disagree

1-Strongly Disagree

The researcher-made in-depth interview guides was utilized for the qualitative phase to gather in-depth qualitative data. It was composed of three (3) open-ended questions on how organizational culture influenced teacher's creativity and instructional strategy.

Validity of the Research Instrument

All instruments were validated by a panel of experts in English to ensure validity. Validity is the accuracy and appropriateness of the conclusions drawn from data. It ensures that the research measures what it intends to measure and the outcomes are reflective of the studied phenomenon.

Data Gathering Procedures

The researcher-adapted survey questionnaire and the in-depth interview guide, upon considered valid by the experts, the researcher submitted an endorsement letter from the graduate school together with the letter request to conduct study to the

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Division Office of Iloilo. Then another letter was prepared and submitted to the Schools District Supervisor and for the four school principals in the District of San Enrique for the permission to conduct such study.

To gather data for the quantitative phase, the researcher herself administered the survey questionnaires to the English teachers in each four Secondary Schools in the district. Before the administration of the questionnaires, the researcher explained thoroughly the purpose of the study and their identity were divulged in whatever circumstances.

The primary method of data collection for the qualitative phase was a semi-structured in-depth interview where participants shared their experiences regarding their school's organizational culture. After the first questionnaire was answered, the researcher purposely selected eight (8) participants to answer the in-depth interview guide to gather data on the influence of organizational culture on their creativity and instructional efficacy. The interview guide included three open-ended questions. The participants answered the questions depending on their evaluation of the influence of organizational culture on their creativity and instructional efficacy. After retrieving the questionnaires, the collated data on the descriptive questionnaire were tabulated, analyzed, and interpreted with the help of statistician. The qualitative responses were also gathered, collated, tabulated, and analyzed using thematic analysis.

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Data Analyses

The quantitative data generated from the survey questionnaire on organizational culture were analyzed and interpreted using the mean. Mean implies average and it is the sum of a set of data divided by the number of data. The data were interpreted using the following scale of means below:

Scale of Means	Result	Interpretation
4.21 – 5.00	Strongly Agree	Very Highly Observed
3.41 – 4.20	Agree	Highly Observed
2.61 – 3.40	Neither Agree nor Disagree	Moderately Observed
1.81 – 2.60	Disagree	Less Observed
1.00 – 1.80	Strongly Disagree	Least Observed

To ensure a comprehensive and systematic interpretation of the collected qualitative data, this study employed **thematic analysis**, a widely used method for identifying, analyzing, and reporting patterns (themes) within qualitative data. This approach was suitable for understanding teachers' experiences, perspectives, and challenges related to organizational culture and creativity in instruction.

The data from interviews and discussions were transcribed and analyzed using thematic analysis. Thematic analysis is a widely used qualitative research method for identifying, analyzing, and interpreting patterns of meaning within data (Braun & Clarke, 2020).

RESULTS AND DISCUSSIONS

The study explored the influence of organizational culture on teachers' creativity and instructional efficacy as bases for program recommendation.

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The researcher-made **in-depth interview guide** duly validated by experts was utilized for the qualitative phase to gather in-depth qualitative data.

The quantitative data generated from the survey questionnaire on organizational culture were analyzed and interpreted using the mean.

To ensure a comprehensive and systematic interpretation of the collected qualitative data, this study employed **thematic analysis**.

The following were the findings of the study:

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The organizational culture of the school when taken as a whole was highly observed. In terms of vision-mission driven, innovative, supportive, values-oriented, and community-engaged, the result was highly observed. But in terms of collaborative, the result was very highly observed.

As to how organizational culture influence teachers' creativity, the following themes were generated: encouraged collaboration and teamwork, fostered open communication, provided opportunities for professional growth, practiced shared values and commitment, and focused on achieving vision and mission of school.

As to how organizational culture influence instructional efficacy, the following themes were generated: utilized varied strategies for diverse learners, improved confidence for teaching and learning, increased professional growth through mentoring, training, and supervision, and delivered meaningful and engaging lessons.

CONCLUSION

Based on the study findings, several insights were drawn:

The school's organizational culture exhibits cultural characteristics that collectively contribute to a learning environment where teachers feel empowered, supported, and aligned with institutional goals, ultimately improving teaching quality and student outcomes.

A mission-driven culture helps reduce uncertainty among teachers and allows them to align their teaching approaches with institutional goals.

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Teamwork, professional dialogue, and shared instructional practices are deeply embedded in the school's culture.

A culture of innovation empowers teachers to explore new methods, adapt to changing classroom needs, and improve instructional quality.

A values-based culture contributes to a stable and orderly learning environment where teachers can focus on teaching and students can focus on learning.

Strong external linkages enhance resource mobilization, expand learning opportunities, and strengthen the school's support system.

Open communication provides teachers with valuable insights that spark creativity, improve lesson design, and lead to more effective and engaging teaching.

Professional Development programs empower teachers to integrate new ideas and strategies into their practices.

Teacher creativity and instructional efficacy are significantly influenced by organizational culture particularly collaboration, professional development, leadership support, and school climate. To enhance innovative teaching practices and strengthen instructional performance, the school needs a sustained and structured program that promotes creativity, encourages professional growth, supports teacher well-being, and builds a positive organizational culture.

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