

# ORGANIZATIONAL CULTURE OF ONELETRAN BASIC EDUCATION THROUGH THE MANAGEMENT INNOVATION PERSPECTIVES

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## ABSTRACT

*As school organizations undergo varied and complex transformation, which requires a certain kind of culture to deal with contradictions and inconsistencies, this research probed into the organizational culture (Cameron et. al., 2006) and management innovation perspectives (Birkinshaw et.al., 2008) of administrators in the basic education of four Letran schools. A transformative mixed method was used in this study utilizing the explanatory design (Creswell & Plano Clark, 2011 as cited by Creswell, 2012) to assess the perceived actual and preferred organizational culture of teachers and administrators through the Organizational Culture Assessment Instrument modified by Dr. San Miguel, and analysis of the management innovation perspectives gathered from the key informant interview and focus group discussion. The study was conducted in LETRAN basic education schools in the Academic Year 2018-2019 comprised of four Letran campuses, namely Letran Intramuros Manila (LI), Letran Calamba, Laguna (LC), Letran Abucay, Bataan (LA), and Letran Manaoag, Pangasinan (LM). The schools belong to ONELETRAN Basic Education with agreed thrusts in religious education, community service, and research. The findings revealed that the most dominant actual organizational culture for LA and LM as perceived by the administrators and teachers is the clan or team culture, whereas for LC and LI, the market culture. There is a significant difference in the actual and preferred organizational culture of teachers and administrators in the four Letran schools. LA has a dominant institutional and rational management perspective, whereas LI has rational and institutional management innovation perspective. On the other hand, LC and LM have cultural and institutional management innovation perspective. The dominant organizational culture as perceived by teachers and administrators is almost aligned with the management innovation perspective of administrators. From the study, five propositions for a synchronized ONELETRAN Basic Education were crafted. Recommendations then focused on utilizing the dominant collaborative and competitive culture of the schools and the management innovation perspective to initiate and sustain worthwhile changes that are aligned with the institutional mission and vision, as well as the three thrusts of the ONELETRAN system schools.*

**Keywords:** *organizational culture, management innovation perspectives, clan culture, market culture, ONELETRAN Basic Education*

## INTRODUCTION

In the 21st Century of the third millennium, characterized by complex, competitive, knowledge-based, information-age, technology-driven economy and society (Great Schools Partnership, 2016), organizations are constantly changing as they undergo varied and complex transformation which requires an innovative culture to deal with paradoxes and opposing values (Quinn Association, 1997). Corporations like Apple, Proctor and Gamble, 3M, and IBM reinvent themselves several times to “create and

market breakthrough products and services” (Rao and Weintraub, 2013). Educational organizations are not far behind. In a changing world, they face developmental challenges to revise education. They recontextualize education as part of a collective societal endeavor to be able to respond to the challenges of the times. Educational research then becomes imperative to understand the dynamic process of management innovation perspectives in organizations of various culture, notwithstanding the fact that management innovation is much underrepresented in the vast literature on innovation (Crossan & Apaydin, 2010; Volberda, et. al., 2013).

In the case of the Dominicans, an integration of educational institutions within “two venerable and historical traditions”, that of Colegio de San Juan de Letran founded in 1620, and the University of Santo Tomas established in 1611, was promulgated in 2012 by the Provincial Chapter of the Dominican Province of the Philippines Incorporated (DPPI) as noted by Cabral and Marquez (2017). Moreover, in 2014, the four Letran schools in Intramuros (Manila), Calamba (Laguna), Abucay (Bataan), and Manaoag (Pangasinan) formalized collaboration in the areas of religious education, community services, and research.

## **Organizational Culture**

Organizational culture lies at the heart of organizational creativity and innovation (Manila and Kelly, 2002) and is found to be the most difficult barrier to innovation according to Phillips (2019). “People issues” have the greater power to shape the culture of innovation and sustain competitive advantage (Rao and Weintraub, 2013).

According to Schein (1992), organizational culture refers to those elements of a group organization that are more stable and least malleable. It is a pattern of shared basic assumptions that the group learns as it solves its problems of external adaptation and integral integration, and which has worked well enough to be considered valid. Therefore, this has to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. Furthermore, the result of complex group learning process is only partially influenced by leader behavior. But if the group’s survival is threatened because elements of its culture have become maladapted, it is ultimately the function of leadership to recognize it and do something about the situation.

Four dominant organizational culture types emerge from Quinn’s framework namely clan, adhocracy, hierarchy and market culture. The functionalist framework is a theoretical model that assesses organizational culture forming four quadrants of the vertical and horizontal dimensions namely internal maintenance vs. external positioning, and individuality & flexibility vs. stability & control (Cameron et. al., 2006).

The market or firm culture has been noted to have the strongest association with innovation, and with significantly stronger positive financial effectiveness (Hartnell et. al., 2011). This is similar to the culture of high performing schools in the study of Daud et al. (2015). The organization and management of employees is competitive and

achievement oriented, with leadership being results-oriented, and aggressive. The environment is noted for being result-oriented, and evident are production, goals and targets, and competition. It is driven by the need to create transactions with external bodies as a means to gain advantage in the organization niche. Contrary to the hypothesis that market cultures would have a significantly stronger positive relationship with quality of products and services than would clan and adhocracy cultures, it was actually clan cultures that had the strongest positive relationship with the quality of products and services. This might be due to the clan culture’s value of collaboration and communication, which eventually led to continuous quality improvement (Hartnell et al., 2011).

Hierarchical cultures emphasize an internal orientation and control and are less likely to be found in innovative organizations. They may thrive or excel in what they know or do best in a traditional structure on smooth running efficiency (<https://online.library.wiley.com/doi/abs/10.1111/jpim.12021>) but may be unable to cope with new demands of external forces. Moreover, hierarchy has a negative effect on innovativeness, pro-activeness and risk-taking, although the negative effect on risk taking is less severe than that of innovativeness (Bretell et. al., 2015).

Some studies, however, showed the importance of adhocracy culture for innovation capability, suggesting that various characteristics associated with different cultural dimensions may be beneficial to the innovativeness of the firms (Ahmed, 1998; March-Chorda and Moser, 2008; Valencia et.al., 2010).

From Quinn and Cameron’s extensive research, it was found that most organizations have developed a dominant culture-style. However, an organization rarely has only one culture type. Often there is a mix of the four organizational cultures which can complement rather than contradict each other (Hartnell et. al., 2011). Organizations which are flexible in their structure are most effective, which sometimes leads to contradictions within the organization. The ‘best’ organizations, however, can handle competition within this framework well. Every culture type works best in the activity’s domain corresponding to that particular culture type.

The 4 organizational culture types have 8 sub-scales (Cameron et.al., 2006) namely:

1. Commitment and Support in clan culture pertains to the promotion of empowerment and loyalty that will drive productivity and the success to the organization.

2. Professionalization in clan culture implies collaboration and least competition in the organization.
3. Efficiency in hierarchy means competence in coordination and organization.
4. Stability and control in hierarchy denote the formal, uniform, and systematic procedures/processes in the organization.
5. Productivity and accomplishment in market culture refers to finishing work effectively and getting things done successfully.
6. Ends and means in market culture point to high competition and focus on reaching goals.
7. Adaptation and innovation in adhocracy relate to a dynamic, risk taking and creative working environment.
8. External support and facilities in adhocracy pertain to the availability of new products or services as an indicator for success. This also includes the growth and creation of new resources.

Research shows that successful organizations often have a congruent culture. On the other hand, cultural incongruence often stimulates an awareness of the necessity of change. It leads to negative outcomes and implies that the direction of incongruence and cultural style play a large role in the person-organization fit. Every culture type works best in the activities corresponding to their particular culture type so ultimately, there is no “best” organizational culture ([https://www.ocai-online.com/userfiles/file/ocai\\_enterprise\\_example\\_report.pdf](https://www.ocai-online.com/userfiles/file/ocai_enterprise_example_report.pdf)).

## Management Innovation

The invention and implementation of a management practice, process, structure or technique that is new to the state of the art intended to further organizational goals is called management innovation (Birkinshaw et al., 2008). Processes of change, creativity and innovation are central to organizations and have never been more typical given the school context of fluctuating enrolment, fierce school business competition, and ever demanding school stakeholders. In the generation and implementation of management innovation, four viewpoints are considered namely institutional, fashion, cultural, and rational perspectives.

Literature on management innovation tends to focus on one of three stages of the management innovation process. These are generation, diffusion, and adoption. Generation

research focuses on how a management practice is produced in an organization. It is mainly anchored on the rational perspective of management innovation. On the other hand, diffusion studies focus on the inter-organizational level of analysis by studying, among others, how fast the diffusion of innovation in a population of adopters is. It is mostly anchored on the institutional perspective of management innovation (Volberda et al., 2014). It may also be the fashion perspective which looks on how management innovations diffuse based on their supply and demand (Birkinshaw et al., 2008). Finally, adoption studies focus on how the adopting organization implements the management innovation. It mostly refers to the institutional and rational perspectives to determine what enables and inhibits the adoption process (Volberda et al., 2014). Moreover, the cultural perspective highlights on how culture affects and is affected by management innovation, and how an organization reacts to the introduction of new management practice (Birkinshaw et al., 2008).

In an organizational culture which promotes a supportive environment that recognizes the role of people, not limited to the leaders, to create or accept new ideas or challenges in order to bring about the needed or expected change or improvement, management innovation thrives. The organizational values, beliefs and norms that are congruent with the thrust of innovation may hasten the effectiveness of organization to attain its goals. Its internal and external forces may inhibit or foster the success of management innovation (Birkinshaw et al., 2008).

A conceptual framework on organizational culture and management innovation is presented in Fig. 1. The assessment of the organizational culture from the perception of the teachers and administrators is made together with the analysis of the management innovation perspectives of the administrators of the 4 Letran schools. The integration of these concepts is made to validate with the ONELETRAN basic education’s objectives and thus come up with a set of propositions to sustain the ONELETRAN basic education.



Figure 1: Conceptual Framework on Organizational Culture thru the Management Innovation Perspectives

## Statement of the Problem

With certain strides in the agreed three thrusts of ONELETRAN Basic Education in previous researches, this study focused on organizational culture through the lens of management innovation perspectives of leaders of the ONELETRAN Basic Education, and offered insights on the distinctiveness as well as harmonies among the Letran schools being integrated into a system.

The main concern of the study was the assessment of the organizational culture through the management innovation perspectives of the ONELETRAN Basic Education. Specifically, this study answered the following questions:

1. What is the dominant actual and preferred organizational culture in the ONELETRAN Basic Education as assessed by the administrators and teachers?
2. What are the management innovation perspectives of the principals and academic chairs in the ONELETRAN Basic Education?
3. What integration is observed from the dominant type of organizational culture through the lens of management innovation perspectives of the respondents?
4. What propositions may be recommended to synchronize the ONELETRAN Basic Education?

## Ethical Considerations

Consent and confidentiality were two ethical issues considered in the study. The participants were well informed about what their participation entailed and reassured that declining would not affect any services they received. Their verbal consent was sought. Confidentiality, on the other hand, assured the respondents that the state of participation is discreet in nature and they are safe from danger.

## METHODOLOGY

The transformative mixed method was used in this study utilizing the explanatory design (Creswell & Plano Clark, 2011 as cited by Creswell, 2012). This framework provides an orienting lens to address a social issue by presenting the overall purpose of the study, the research questions, the data collection, and the overall purpose of the study. The strength

of this design is that it is value-based and ideological (Greene, 2007 as cited by Creswell, 2012).

A quantitative approach was utilized in the organizational culture part using the survey questionnaire crafted by San Miguel (2004). The management innovation perspectives, on the other hand, utilized a qualitative technique formulated by the researcher. An interview guide for the Key Informant Interview (KII) for the Principal and Focus Group Discussion (FGD) for the academic chairs involving management innovation perspectives were held by the researcher. The respondents were the principals, teacher-chairs/coordinators, and the teachers of the four Letran schools. The sampling represented the identified respondents who were conveniently available to participate in both quantitative and qualitative assessment during the scheduled time. The sampling was chosen based on the role of the respondents as leaders and followers. One hundred twenty-two (122) respondents or 70.9% of the total population of 172 answered the OCAI tool upon retrieval during the data gathering period in 2018. These comprise of 4 basic education principals, 20 teachers-chairs/coordinators, and 98 teachers among the four (4) schools.

The positivist approach focused on the presentation of the dominant actual and preferred organizational culture per school and the ONELETRAN basic education, using the ranks. On the other hand, interpretivism focused on the in-depth narrative analysis of the answers to the questions how and why. The lived experiences of the respondents and the learned significance of those individual experiences (Bickman and Rog, 1998) were instrumental in understanding their management innovation perspectives. The exemplars were taken from the transcripts to present the prevailing concerns. Moreover, the strategies for sustaining their management innovation were analyzed collectively as a school, and as a system of schools.

Finally, the quantitative data were matched with the qualitative data to see if there are patterns of integration that could be made. The implications of the analysis were derived and became the basis for propositions related to the ONELETRAN school system particularly for the basic education.

The actual organizational culture was compared with the preferred or ideal organizational culture to explore the impact of exceeding or failing to meet the ideal culture. The congruence or incongruence may determine the outcome. The compatibility issue of what is happening and what one wants provides a picture of the organizational needs and demands. The management innovation perspectives were

analyzed according to exemplars and related to the four (4) types of organizational culture. Moreover, the strategies for sustaining the management innovation were analyzed per school group of respondents and collectively as a school, and as a system of schools.

## RESULTS

The most dominant actual organizational culture for LA and LM teachers and administrators is the clan or team culture whereas for LC and LI, it is the market culture (Organizational Culture Types, n.d.). The teachers and the administrators' perceptions are different in the schools

except for LC which had the same ranking for market and adhocracy between the teachers and administrators. Among the sub-scales, the most dominant for LA and LM is professionalization (Vasyakin, B., Ivleva, M., Pozharskaya, Y., & Shcherbakovaa, O., 2016) whereas for LC and LI, it is productivity and accomplishment (Table 1).

The most dominant preferred organizational culture of the teachers and administrators of LA, LC and LM is the clan, whereas for LI, it is adhocracy (Organizational Culture Types, n.d.). The teachers and administrators of LA are similar in their ratings of preferred clan culture. Moreover, the teachers and administrators of LA, LC and LM are similar in their rankings in the preferred culture of hierarchy. As to the preferred subscale, it is commitment and support for LA, and professionalization for LC, LI and LM (Table 2).

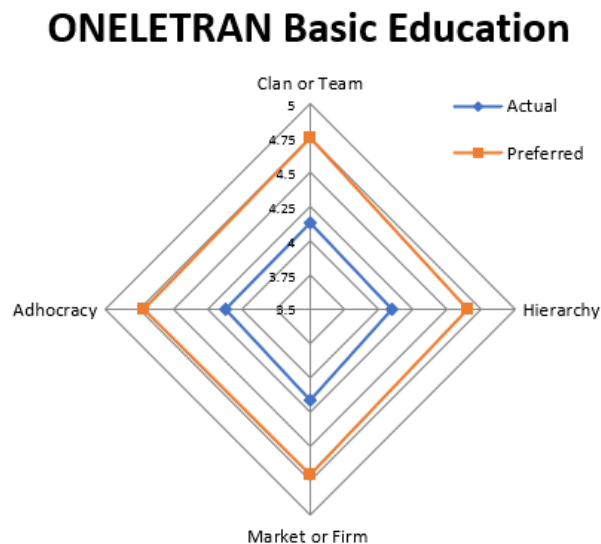
**Table 1. Table of Means and Ranks of Perceived Actual Subscales of Organizational Culture**

Sub-scales of Organizational Culture	Letran Abucay (LA)		Letran Calamba (LC)		Letran Intramuros (LI)		Letran Manaoag (LM)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Commitment & Support	3.99	4.5	3.98	7	4.03	8	4.24	5.5
Professionalization	4.18	1	4.18	2	4.22	3	4.50	1
Stability & Control	3.96	6.5	4.14	4.5	4.18	4	4.40	2
Efficiency	3.95	8	3.91	8	4.23	2	4.24	5.5
Productivity & Accomplishment	3.96	6.5	4.21	1	4.24	1	4.26	3
Ends and Means	4.10	2	4.12	6	4.17	5.5	4.25	4
Adaptation and Innovation	4.02	3	4.14	4.5	4.10	7	4.22	7
External Support & Facilities	3.99	4.5	4.15	3	4.17	5.5	4.21	8

**Table 2. Table of Means and Ranks of Perceived Preferred Subscales of Organizational Culture**

Sub-scales of Organizational Culture	Letran Abucay (LA)		Letran Calamba (LC)		Letran Intramuros (LI)		Letran Manaoag (LM)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Commitment & Support	4.84	1	4.71	4	4.65	6	4.72	4
Professionalization	4.81	2	4.82	1	4.74	1	4.80	1
Stability & Control	4.63	8	4.63	8	4.59	8	4.67	7
Efficiency	4.72	5	4.67	7	4.66	5	4.67	6
Productivity & Accomplishment	4.65	7	4.70	5	4.63	7	4.75	2
Ends and Means	4.75	4	4.77	3	4.71	3	4.75	3
Adaptation and Innovation	4.81	3	4.80	2	4.69	4	4.70	5
External Support & Facilities	4.69	6	4.69	6	4.72	2	4.53	8

The web graph (Figure 2) of the actual and preferred organizational culture of the ONELETRAN Basic Education shows almost the same diamond shape with a difference in size. The preferred is bigger in size than the actual web.

**Figure 2: Actual and Preferred Organizational Culture of ONELETRAN Basic Education**

The principals and academic chairs of LA have a dominant institutional and rational management perspective, whereas LI has rational and institutional management innovation perspective. On the other hand, LC and LM have

cultural and institutional management innovation perspective.

The dominant organizational culture of teachers and administrators namely clan and market are aligned with the developmental management innovation perspective of institutional, rational, and cultural.

Five propositions for a synchronized ONELETRAN System schools are suggested:

1. The dominant organizational culture that best serves the purpose of promoting management innovation has to be supported by the management, whether it be clan or market;
2. A dominant culture like the clan or market needs to communicate clearly the rationale of innovation to increase the likelihood of implementation and acceptance of the innovation;
3. The organizational glue that holds the organization together can be utilized to advantage in promoting and sustaining innovation (e.g. loyalty and trust for clan, achievement and goal accomplishment for market);
4. A supportive culture of innovation has to be set up. This includes the orientation of the members on the innovation, the kind of leadership style, and the values that can drive the organization towards its goal. The internal encouraging forces of a developmental culture have to be in place to ensure innovation mentality among the members; and

5. The dominant management innovation perspective of the administrators aligned with the organizational culture can bring the school organization to its vision, not underscoring the mission, that which provides the emotional fiber to the organization.

## DISCUSSION

### Dominant Actual and Preferred Organizational Culture

In the perceived actual organizational culture of clan or team of LA and LM which are both situated in a rural place, there is collaboration and least competition. The employees are treated and supported like a family and managed as a team, so consensus and participation are evident. Loyalty and mutual trust glue the organization. The strategic emphasis is on human development, high trust, and openness with a great concern for flexibility. The environment is a very pleasant place to work where people share a lot of themselves and commitment is high. In a family style organization, members of the organization are involved in decision making and teamwork is an important aspect of work.

For LC and LI (both in urbanized and well-established settings), their topmost dominant culture is market or firm culture which has the strongest association with innovation and with significantly stronger positive financial effectiveness (Hartnell et. al., 2011). This is similar to the culture of high performing schools in the study of Daud et al. (2015) where leaders are often hard-driving competitors who seek control of external forces.

Ranking first among the sub-scales of actual organizational culture are professionalization in a clan culture for LA and LM, and productivity and accomplishment in a market culture for LC and LI. The professionalization of the academic community is closely related to the authority of the teaching staff who are part of a full-fledged management of a school community model. (<https://files.eric.ed.gov/fulltext/EJ1121254.Pdf>). There is collaboration and least competition in the organization of LA and LM with a clan culture. In terms of productivity and accomplishment for LC and LI, this means that the schools consider finishing work effectively and getting things done successfully. It is the least concern for LA as compared to LC and LI which consider it as first priority in a market culture.

In the subscale of preferred organizational culture, commitment, and support ranks first in LA, while professionalization is first among LC, LI and LM. Both subscales belong to the clan culture which is highly desired by most of the schools except for LI which has adhocracy ranking first.

A congruent culture is observed in LA with teachers and administrators having similar rankings in the preferred clan culture. Moreover, LA has congruent culture in hierarchy whereas LC and LM have congruent culture in hierarchy.

### Management Innovation Perspectives of Letran Basic Education Administrators

Both LA and LC defined the concept of management innovation as new management style and program. Specifically, LC mentioned new system, program and curriculum, whereas LA indicated openness to change. The second idea of improvement of existing management technique or program considers the utilization of existing management technique as reference and adaptation to the current needs. For the LA Principal, the traditional perspective serves as the reference point in following the trend of new management style or program.

As to the areas or scope of management innovation in the schools, the following were identified: community involvement, research and curriculum improvement, sports, technology, process and values enrichment. The agreed 3 thrusts of the ONELETRAN Basic Education are all included in the areas mentioned.

Cultural perspective refers to how an organization reacts to the introduction of a new management practice. In the Letran schools, there were hesitation, fear of change, non-belief, resistance and retaliation, and feeling of strangeness. Acceptance of innovation came in the form of gradual acceptance especially when the guidelines or rules are made clear, and when they get to be acculturized as in the homegrown practices in LM and LC.

In general, the fashion perspective is still in its incipient stage in the four schools, that of being open to new abstract ideas or specific practices or techniques. Considering the process in the educational institution, the fashion perspective may not be that evident in the behavioral changes that take place.

Institutional perspective refers to the socio-economic conditions in which new management ideas and practices take shape. It builds on imitative behavior regardless of

whether the innovation introduced enhances efficiency or not. Hence in the case of LA, most of its innovation comes from its mother institution, LI. For LC and LM, innovation comes from internal and external forces, particularly benchmarking of best practices.

The rational perspective refers to how management innovations and the individuals who drive them deliver improvement in organizational effectiveness. The issues involved including the probable and actual impact are assessed through a system of managing innovations, and persons are assigned to drive the people to improve as in the case of LA and LI.

### **Integration of Organizational Culture of the ONELETRAN Basic Education and Management Innovation Perspectives**

The clan ranked as the most dominant culture for LA and LM, and the third and fourth rank for LC and LI respectively. In a clan is a friendly collaborative working environment where people have a lot in common, similar to a large family. Professionalization and respect are part of a collaborative culture. So are taking responsibilities and helping one another. The leaders or the executives are seen as mentors or father/mother figures as in LM. The organization is held together by loyalty and tradition where members are greatly involved. The organization emphasizes long-term people development or continuing education and in-service training. People are expected to upgrade themselves in their discipline and to constantly try to improve their work. Success is addressing the needs of the clients and investing and caring for the people. The organization promotes teamwork, participation, and consensus (<https://www.ocai-online.com/about-the-Organizational-Culture-Assessment-Instrument-OCAI/Organizational-Culture-Types>).

Innovation in a clan culture as in the ONELETRAN school system thrives in a cultural perspective where development or investing in people is a priority for LM. The ONELETRAN Basic Education thrusts of religious education, research and community extension are the goals of the system which may be congruent with that of the people in the organization. There may be a questioning resistance at first, but this is followed by obedience to follow what is asked of them as in the case of LM where the people are willing to take responsibilities as formators and educators. For LA, the effort of the management to explain the new system, like the OBE, is noted.

The market culture in LC and LI is characterized by a competitive atmosphere, led by a hard-driver, competitor, and producer. The followers are led to values of market-driven, goal achievement, market share, and profitability. Effectiveness is measured by aggressively competing to succeed and beat all rivals, with focus on the customers (Cameron et. al, 2006). Hence, LC has been engaged in external agencies' audit or certification like International Organization for Standardization (ISO), Philippine Quality Award (PQA), and Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). LI, on the other hand, is involved in the integration of Business Analytics and OBE in the curriculum.

Market culture thrives in a rational and institutional management innovation. The needs of the community are determined to assess the demand for improvement of organizational effectiveness. The socio-economic conditions are considered in building on imitative behavior regardless of whether the innovation introduced enhances efficiency or not.

### **Propositions for the ONELETRAN Basic Education**

The suggested strategies of the respondents to promote and sustain management innovation as well as the implications of the results as earlier discussed were the basis for drafting the propositions to strengthen the ONELETRAN Basic Education. The LA Academic Chairs put it briefly: training, monitoring and evaluation. The Principal emphasized the family relationship that keeps her from leaving the small school community. For the LC Principal, "communication is the key to innovation, creativity and awareness of the needs of the community". It is open communication that is her strategy to promote and sustain management innovation in the school. For LM, gospel reading and sharing (*Lectio Divina*), and immersion of students in the community are valuable strategies since these are also formation activities in the school.

The following are the suggested propositions:

1. The dominant organizational culture that best serves the purpose of promoting management innovation has to be supported by the management whether it be the clan or market culture. The support has to be top down to ensure the full cooperation of everyone in the organization.
2. A dominant culture like the clan or market culture needs to communicate clearly the rationale of innovation, to increase the likelihood of



implementation and acceptance of management innovation. One effective way to introduce innovation is to clarify its objective and shed light on the nature or process to be implemented, including the particular functions or roles of the members of the organization.

3. The organizational glue that holds the organization together should be utilized to advantage in promoting and sustaining innovation. (e.g. commitment in a clan culture; goal achievement in a market culture). It is important to determine what could put the organization together, for after all, it could pave the way towards a more effective way of sustaining the progress of the innovation.
4. A supportive culture of innovation has to be set up. This includes the orientation of the members on the innovation, the kind of leadership style, and the values that can drive the organization towards its goal. The internal encouraging forces of a developmental culture have to be in place to ensure innovation mentality among the members.
5. The dominant management innovation perspective of the administrators can be tapped to align with the organizational culture in order to bring the school organization to its vision, not underscoring the mission, which provides the emotional fiber of the organization. What the leaders believe in as far as innovation is concerned has to be congruent with the values, and practices of the group in order to bring together the organization towards its mission and vision.

## CONCLUSION

The clan culture characterized by a collaborative relationship highly dominates in the relatively new schools of LA and LM in a provincial setting, whereas the market culture of competition prevails in highly urbanized settings of LC and LI which have been established for more than three decades.

Professionalization dominates in the clan culture of LA and LM indicating a collaborative relationship between the administrators and teaching staff who are part of a full-fledged management of a school organization.

Productivity and accomplishment prevail in the market culture of LC and LI denoting a high regard for effective and successful goal accomplishment.

The highly desired organizational culture of clan for LA, LC and LM signifies a high regard for family like organization where human development and high commitment produce effectiveness. Here, communication plays a vital role in working towards advancement.

The highly desired organizational culture of adhocracy for LI suggests a high value for innovativeness, vision, and constant change to produce effectiveness. A dynamic culture is envisioned by the LI teachers and administrators.

As seen through the respondents, the organizational culture per school has unique distinctions. All the teachers and administrators did not agree in their perception of the actual organizational culture except in LC where the rankings in the four organizational culture are the same. This implies that a congruency in the teachers' and administrators' ratings of actual organizational culture prevails among the respondents of LC.

As to the preferred organizational culture, the LA's teachers and administrators' ratings in clan and hierarchy culture are the same. Moreover, the rankings of LC and LM in the culture of hierarchy are similar.

The dominant institutional and rational management perspective of LA infers imitative behavior regardless of whether the innovation introduced enhances efficiency or not. A symbolic adoption is seen to legitimize its status. However, they express a need to clarify the rationale of innovation that comes from the top, anticipating the probable responses and consequences after discussion is held.

The rational and institutional management innovation perspective of LI indicates a process of understanding the internal and external driving forces of initiating innovation, implementing the change, and knowing its impact. A need to direct its activities towards the attainment of the institutional mission and vision is emphasized.

The dominant cultural and institutional management innovation perspective of LC and LM indicates the important reactions of those who are asked to participate in the process of innovation, and the socio-economic conditions in which innovation is introduced and diffused among the adopters. There may be varied reactions to the introduction of new management practices which are aligned with the institutional thrust of being one of the best schools in Manaoag in terms

of curriculum and instruction. However, after being involved in the process of change, the teachers and students of LM are satisfied and would want to continue with the innovation.

The management innovation perspective alludes to the kind of leadership and management of the school administrators in their peculiar work settings.

The shared strategies to promote and sustain management innovation centered on the collaborative culture of trust, cooperation and communication, as well as the continuous and periodic practice of training, monitoring and evaluation.

The 5 propositions indicate a close connection between organizational culture and management innovation perspective which could be tapped to attain successfully the organizations' thrusts of religious education, research and community extension program

The following are the basis of the framework on organizational culture: 1) dominant cultural characteristics; 2) organizational leadership; 3) management of employees; 4) organizational glue; 5) strategic emphasis; and 6) criteria for success. These categories yield two key cultural dimensions, each with a competing value linked with management innovation of the schools. The first dimension determines if a school's culture is internally or externally focused. The second dimension assesses whether organizations act with flexibility or with stability. When placed on two axes, these two dimensions form four quadrants, each representing a distinct set of organizational effectiveness indicators. A graphical presentation of the competing values framework is found in Figure 3.



(<https://image.slidesharecdn.com/ocaigeneralinformation-101124123328-phpapp02/95/organizational-culture-change-use-ocai-13-638.jpg?cb=1422666161>)

**Figure 3. Quadrant Culture Types**

The two dimensions of the quadrants are internal focus and integration vs. external focus and differentiation, and stability and control vs. flexibility and discretion. At the left side of the quadrant is internal focus and integration, referring to the clan and hierarchy which bind the organization, whereas for the external positioning and differentiation, the culture of adhocracy and market prevail. At the upper part of the quadrant is flexibility and freedom to act with the culture of clan and adhocracy. The lower part of the quadrant is characterized by stability and control which are true in the hierarchy and market culture.

The management innovation of the Letran schools marked the departure from traditional management principles, practices, and processes. There is also a departure from the accustomed organizational systems that meaningfully alter the way the work of management because of the school's organizational culture.

## RECOMMENDATIONS

The following recommendations are offered: (1) The dominant clan and market culture of the schools may be exploited to initiate and sustain worthwhile innovations that are aligned with the institutional mission and vision; (2) The high regard for professionalization of LA and LM may be utilized to stimulate more active participation in collegiate activities, projects and programs which contribute to the unified vision for Christian Living curriculum, research, and community extension service; (3) The high regard for productivity and accomplishments may be utilized to strengthen the 3 prongs of ONELETRAN System schools particularly the research endeavor of the institutions; (4) The collaborative and competitive culture may be utilized to achieve the school-wide as well as system wide goals particularly on the three thrusts of the ONELETRAN basic education; (5) The desired clan and adhocracy culture may be used as impetus of the respective schools in initiating, developing and sustaining innovation; (6) The culture gap that exists between the perceptions of administrators and teachers may suggest a need to clarify the organizational goals and processes to reach a congruent culture that may facilitate the attainment of desired institutional goals; (7) Continuous training for the implementers and followers should be part of the development of the desired culture to sustain the current and future innovations. Involving the affected stakeholders may be considered. This may be conducted by each school,

and together for the 4 schools to strengthen the ONELETRAN system initiative; (8) The strategies to sustain innovation as deemed relevant by the administrators must be examined to validate their effectiveness and get the commitment of the school community in advocating and facilitating their application; (9) Appropriate and clear communication of the innovation may be made to the parties concerned to encourage them to become part of the changes; (10) The five propositions may be examined further by each school and by the system to develop the right culture mix for the strengthening of the ONELETRAN system schools and this can be considered in the development of a framework/matrix format or quadrant format of the subject schools for further study; (11) Schein's organizational culture model and Birkinshaw's management innovation theory could be a framework for future studies on organizational performance of management initiated innovation, communication in dynamic innovative organizations, including training for innovation management and organizational culture; and (12) A follow-through of the study may be conducted with this question: Are organizational culture and management innovation perspective essential to determine the feasibility of educational reforms?

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